

## TC ABSTRACT

### I. Basic Project Data

▪ Country/Region:	REGIONAL/IDB
▪ TC Name:	Improving the Quality and Relevance of Technical and Vocational Education in LAC
▪ TC Number:	RG-T2858
▪ Team Leader/Members:	PRADA PATINO, MARIA FERNANDA (SCL/EDU) Team Leader; JOO, CHRISTINE HYUNJEONG (SCL/EDU); PEREZ ALFARO, MARCELO A. (EDU/CUR); MUELLER, LIVIA ELISA (SCL/EDU); CAYCEDO DUQUE, JUANITA (SCL/EDU); ALIOUAT, TAOS C (LEG/SGO); RUCCI, GRACIANA (SCL/LMK); BLASCO, IVANA (SCL/EDU); SCANNONE CHAVEZ, RODOLFO ANDRES (SCL/EDU)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	08 Aug 2016
▪ Beneficiary:	region
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	\$ 600,000.00
▪ Local counterpart funding:	\$ 0.00
▪ Disbursement period:	24 months
▪ Types of consultants:	Individuals
▪ Prepared by Unit:	Education
▪ Unit of Disbursement Responsibility:	Social Sector
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	No
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social policy for equity and productivity

### II. Objective and Justification

- 2.1 The general objective of this Technical Cooperation (TC) is to assist governments in Latin America and the Caribbean (LAC) to improve the quality and relevance of TVET through facilitating knowledge transfer as well as developing and/or strengthening strategic partnerships and cooperation. Given the large heterogeneity in the level of development of countries' TVET systems we propose to work in three different phases. This approach ensures that we have enough time and resources to provide comprehensive assistance and ensure sustainability of the project.
- The first phase of the project has three main objectives. First, to highlight the potential of TVET in supporting national development agendas by presenting the case of Korea and other countries that have been able to unleash TVET's potential. Second, to gain a better understanding of the current state of TVET in the region in terms of provision, quality and relevance. Third, to identify needs and priorities of LAC countries and use this information to tailor the knowledge sharing of best practices and successful experiences.
- The objective of the second phase of the project is to identify and select one to three countries to provide specific technical assistance and knowledge sharing to address their specific needs in the identified priority areas.
- Finally, the objective of the third phase is to support selected countries in implementing and institutionalizing the lessons learned in the priority areas to improve the quality and relevance of TVET. This TC corresponds to the first phase.

- 2.2 Education and skills of the workforce are key drivers of productivity, competitiveness, and ultimately, economic growth, poverty reduction and prosperity of nations. Technical and Vocational Education and Training (TVET) has the potential to provide the skills, knowledge and technology needed to drive productivity, accelerated and sustained growth, and global competitiveness. Through these channels, TVET contributes to the objective of poverty reduction and shared prosperity. At the individual level, it also contributes directly to the reduction of poverty. By equipping the poor with the right skills, TVET enhances their employment prospects, which are crucial to increase their stream of income and to reduce the risk of falling into poverty. The experience of several countries show that high quality and relevant TVET can facilitate school-to-work transition; enhance student engagement; reduce the risk of students leaving the education system without qualifications; and provide alternative career pathways for individuals with different aptitudes and interest. Korea has been widely recognized as an emblematic example of how education and human capital accumulation can serve as the prime engine of economic growth and prosperity. TVET has significantly contributed to the development and supply of talent necessary for rapid industrialization and economic growth. Korea's TVET system has continuously evolved to accommodate diverse and changing global demands at each stage of economic development. In recent years, Korea has been striving to improve the school-to-work transition and prepare for future trends and challenges in the global economy through reorganizing its TVET system. In contrast, countries in Latin America and the Caribbean (LAC) have not been able to take full advantage of the potential of TVET. While many countries in LAC achieved major strides in expanding secondary and post-secondary education, participation in TVET is still low. This may be due to a common perception that TVET is a type of second-class education with lower quality and prestige in comparison to general academically-oriented education. Such negative perception is widespread among the public despite the empirical findings that demonstrate TVET graduates often have better labor market outcomes than graduates from general education. However, due to the large heterogeneity in the quality and relevance of the systems and institutions, many graduates in LAC still face high opportunity costs and negative net economic returns to technical education. In order to unleash the potential of TVET, countries in LAC cannot simply scale up provision in its current form. Rather, the region must rethink the nature and roles of their TVET systems. They need to put skills development in the center of their national development agendas and articulate TVET into national lifelong learning systems. Improving quality and relevance of TVET in the region is urgent. Quality of education is very low, countries have not invested enough to improve their quality assurance mechanisms and education is disconnected from the productive sector and their needs. While improving the quality and relevance of TVET is a challenge commonly faced by countries in LAC, there are major country-specific or region-specific areas of improvement. In addition, the large heterogeneity in the organization of TVET within and across countries presents a challenge in making comparisons in a regional context.

### **III. Description of Activities and Outputs**

- 3.1 The proposal has three main components:
- (i) Knowledge building/research: diagnostic of the current state of TVET in LAC countries, assessment of needs and identification of priority areas.
  - (ii) Knowledge sharing of successful experiences in TVET from Korea and other countries outside the Region to address identified needs of countries in LAC .
  - (ii) Communication and dissemination
- 3.2 **Component I: Knowledge building/research: Current state of TVET in LAC, assessment of needs and identification of priority areas .** The objective of this component is to produce a descriptive study of the current state of the provision of

TVET in LAC countries with emphasis on secondary education. The study will synthesize the main features of the organization and availability of TVET in LAC countries as well as areas of interest, specific needs and general priorities of each country in order to prepare for the knowledge-sharing activities as well as to provide tailored support for selected countries in the following phases

- 3.3 **Component II: Knowledge sharing of successful experiences in TVET from Korea and other countries outside the Region to address identified needs of countries in LAC.** The objective of this component is threefold: first, to introduce in LAC countries the potential of TVET in supporting national development agendas; second, to transfer knowledge of best practices and successful experiences of countries outside the region to address identified needs of countries in LAC; and third, to develop strategic partnerships in the field of TVET and support countries in the region to apply and institutionalize the lessons learned in subsequent phases
- 3.4 **Component III: Communication and dissemination.** This component will finance activities that aim to promote the communication and dissemination of findings from the technical assistance and lessons learned from best practices in TVET to a broader audience. Outputs include dissemination and awareness events involving a wide range of stakeholders in the skills sector as well as the translation and editing of documents

#### IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Knowledge building/research: Current state of TVET in LAC, assessment of needs and identification of priority areas	\$ 400,000.00	\$ 0.00	\$ 400,000.00
Knowledge sharing of successful experiences in TVET from Korea and other countries outside the Region to address identified needs of countries in LAC	\$ 150,000.00	\$ 0.00	\$ 150,000.00
Communication and dissemination	\$ 50,000.00	\$ 0.00	\$ 50,000.00

#### V. Executing Agency and Execution Structure

- 5.1 The TC will be executed by the Bank, through its Education Division (SCL/EDU).
- 5.2 The Bank is in a unique position to lead these activities given: (i) the regional focus of the program; (ii) the Bank's comparative advantage and expertise given its role in education operations, research, and technical assistance throughout the region, (iii) the lack of an entity in the region (regional or national) with sound institutional and operational capabilities to carry out the activities proposed in this TC, and (iv) the experience it has in producing educational data for the countries in the region.

#### VI. Project Risks and Issues

- 6.1 The main risk for this project is the coordination of the agendas of the participants in the knowledge sharing activities. The team will work closely with Korean and LAC officials to organize events with enough time.

## **VII. Environmental and Social Classification**

7.1 The ESG classification for this operation is "C".