

## TC ABSTRACT

### I. Basic Project Data

▪ Country/Region:	REGIONAL/CID - Isthmus & DR
▪ TC Name:	Strengthening Management and Educational Information Systems for a better performance of the education system
▪ TC Number:	RG-T3008
▪ Team Leader/Members:	PEREZ ALFARO, MARCELO A. (SCL/EDU) Team Leader; ZOIDO LOBATON, PABLO (SCL/EDU) Alternate Team Leader; HOBBS, CYNTHIA MARIE (SCL/EDU); BIEHL, MARIA LORETO (SCL/EDU); ELACQUA, GREGORY MICHAEL (SCL/EDU); CONTRERAS GOMEZ, RAFAEL EDUARDO (SCL/EDU); THOMPSON, JENNELLE (SCL/EDU); MARTINEZ, ERNESTO (SCL/EDU); DE DOBRZYNSKI, ESTEBAN (LEG/SGO); PARODI, SANDRO (SCL/SPH); VASQUEZ RODRIGUEZ, MADIERY ALTAGRACIA (SCL/EDU)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	06 Jun 2017
▪ Beneficiary:	El Salvador, Guatemala, Honduras, Panamá y República Dominicana
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	\$ 500,000.00
▪ Local counterpart funding:	\$ 0.00
▪ Disbursement period:	36 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:	Productivity and innovation

### II. Objective and Justification

- 2.1 The purpose of the TC is to generate knowledge on the current state of development and lessons learned from Educational Management Information Systems (EMIS), and based on that, provide technical support to unleash EMIS' contribution to education management and the achievement of its educational goals.
- 2.2 An effective EMIS generates and distributes integrated, relevant, timely, reliable, and easy to interpret data at all levels of the system. Its contribution is manifested throughout the whole process of education management, from the formulation of policies, to the monitoring of its implementation, and to the evaluation of its effectiveness. Bogota provides a concrete example of its impact on allocative efficiency (Thomas Cassidy, 2009). Thanks to timely and reliable information on the dynamics of enrollment and placement of teachers, the city could offer 120,000 new places for students without hiring new staff, simply making a better distribution of existing resources. An EMIS is more than a platform for information management, its true potential lies in its ability to provide information to improve management. This shift of paradigm is imperative.
- 2.3 Despite its importance, very little is known about the current state of EMIS in the region, particularly in the countries of Central America and the Caribbean (CID). In the

same order, the analyses show that there is still a long way to go. A comparative analysis of education information systems found that, by 2014, only two countries out of 17 had systems that worked in a coordinated manner and provided effective and efficient information (Gregory Elacqua and Fatima Alves 2014). Systems in CID countries, meanwhile, were at a lower level of development, showing problems of fragmentation, quality, and relevance, all the previous reflecting the institutional evolution lines described above. In this context, it is important that the Bank embarks on a comprehensive effort to deepen the understanding of the progress, needs, and challenges faced by EMIS, while systematizing lessons learned from other countries, so that they can serve as reference to systems of education in the consolidation process.

- 2.4 This CT is consistent with the Institutional Strategy Update 2010-2020 (AB-3008) and aligns with the following challenges of development: i) social inclusion and inequality and ii) productivity and innovation. It is also aligned with the next dimension of success of the Sectorial Framework Document of Education and Early Childhood Development (GN-2708-5): high student learning goals guide the provision and monitoring of the educational services at all levels. The objectives of the CT are congruent with those of the Social Fund to finance technical assistance for: (i) ensuring the existence of a sustained Bank program, identifying for this purpose access points and opportunities for strategic dialogue and partnerships for investment purposes; and (ii) allowing countries to learn from other experiences, leveraging their successes and facilitating learning and innovations that can be applied to future programs.

### III. Description of Activities and Outputs

- 3.1 1) Global systematization of lessons learned from highly effective EMIS, focused on key processes of its operation and on its impact on the management of the education system  
 2) Cases of study to analyze in depth the strengths and challenges of EMIS in El Salvador, Honduras, Guatemala, Panama, and Dominican Republic  
 3) Regional workshop to discuss the findings of the systematization  
 4) Gap analysis and plans of action for selected countries  
 5) Technical assistance to develop key aspects identified in the plans of action
- 3.2 **Component I: Knowledge generation and dissemination of EMIS.** The goal is to reduce the gap of knowledge about best practices of EMIS, generate and disseminate knowledge about the degree of development reached in the countries of CID
- 3.3 **Component II: Strengthening EMIS and capacity building.** the component aims to strengthen the EMIS, while providing technical support to countries to strengthen the capacities of the officials and users of such systems

### IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Knowledge generation and dissemination of EMIS	\$ 375,000.00	\$ 0.00	\$ 375,000.00
Strengthening EMIS and capacity building	\$ 125,000.00	\$ 0.00	\$ 125,000.00

### V. Executing Agency and Execution Structure

- 5.1 Education Division (SCL/EDU)
- 5.2 Because the regional nature of the present CT, and at request of the authorities of each country, the Bank will execute it.

## **VI. Project Risks and Issues**

- 6.1 It has been identified a risk of limited access to internal information of the EMIS that could undermine the analysis of case studies. To mitigate it, a close dialogue will be held with counterparts from participating countries, with support from EDU specialists based in the field, to explain the nature of the analysis, the delicate handling of sensitive information, and potential benefits of these studies to strengthen their own EMIS.

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

- 7.1 The ESG classification for this operation is "undefined".