

TC DOCUMENT

I. BASIC INFORMATION FOR TC

▪ Country/Region:	Regional
▪ TC Name:	Inter-sectorial Alliances in Education
▪ TC Number:	RG-T2812
▪ Team Leader/Members:	Andrea Bergamaschi (EDU/CME), Team Leader; João Marcelo Borges (EDU/CBR), Alternate Team Leader; Gregory Elacqua (SCL/EDU); Juan Carlos Pérez-Segnini (SGO/CME); Cecilia Parra (LEG/SGO); German Zappani (FMP/CME); Nelly Cerón (CID/CME); Livia Mueller (SCL/EDU); Lina Zuluaga (SCL/EDU).
▪ Taxonomy:	Research and Dissemination
▪ Date of TC Abstract authorization:	06/17/16
▪ Beneficiary:	Countries of the region
▪ Executing Agency and contact name:	Inter-American Development Bank, through the Education Division
▪ Donors providing funding:	Special Program for Employment, Poverty Reduction and Social Development in Support of the Millennium Development Goals (SOF)
▪ IDB Funding Requested:	\$450,000.00
▪ Local counterpart funding, if any:	\$0.00
▪ Disbursement period:	Disbursement period: 36 months (execution period: 30 months)
▪ Required start date:	01/01/2017
▪ Types of consultants:	Firm and Individuals
▪ Prepared by Unit:	SCL/EDU
▪ Unit of Disbursement Responsibility:	SCL/SCL
▪ TC Included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	No
▪ GCI-9 Sector Priority:	Social Policy for Equity and Productivity

II. OBJECTIVES AND JUSTIFICATION OF THE TC

- 2.1. **Objective.** This Technical Cooperation (TC) aims to identify, systematize and disseminate information on inter-sectorial alliances (public and private - profit and non-profit – sectors) in education across Latin America and the Caribbean (LAC) that have influenced education policies in the region. It will identify such alliances in the region, particularly in advocacy and technical dialogue, and systematize and disseminate the lessons learned with the objective of providing evidence on the influence of such partnerships in the national and regional education agendas. The TC will take advantage of the Education Division's 2016 Regional Policy Dialogue "Bridging the public and private sectors to promote the quality of education", in association with the Americas Society/Council of the Americas (COA) and the American Business Dialogue (ABD), as a kickoff opportunity for the activities planned.
- 2.2. **Justification.** The main educational challenge that LAC countries face is to improve student learning outcomes. Over the last two decades, countries in the region have managed to increase access to education at all levels, but learning outcomes remain low. Of the 65 countries participating in the Program for International Student Assessment (PISA) applied in 2012, LAC countries were in the bottom third of the distribution. A large percentage of LAC students fail to acquire basic skills. Still according to PISA 2012, in mathematics, 63% of the students in the region do not reach level 2, which is considered by the OECD the minimum threshold of basic skills. On the 2011 Trends in International Mathematics and Science Study (TIMSS) results, Chile, the highest performing LAC country on most international assessments, was 37th among the 50 participating countries (TIMSS, 2011). In the Caribbean, only 35% of high school students who took the math test of the

Certificate of Secondary Education of the Caribbean Examination Council in 2013 passed.

- 2.3. Although governments are the main providers of education in the region, private sector (profit and non-profit) participation has increased and its role varies depending on the context (Patrinos, *et. al.*, 2009): it can range from directly providing educational services (e.g. private subsidized schools), to delivering school resources and services (e.g. technology, textbooks, teacher training, etc.), to philanthropy and Corporate Social Responsibility projects, to advocacy and technical dialogue. In fact, LAC is one of the regions with the greatest private sector participation (including for-profit, non-profit, and religious schools) in education in the world (Elacqua et al., 2016). In Haiti, nearly 80% of primary education students attend private schools; in Chile, perhaps the most hybrid model of the region, the distribution of total enrollment (primary and secondary) is 37% in the municipal (public) sector, 55% in the subsidized private sector, and 8% in the private non-subsidized sector (MINEDUC, 2014). In Brazil, 86% of GIFE's members - the largest grantmaker association in the country comprised of companies, foundations and institutes - focus their work in the education sector (Censo GIFE, 2011); and state and local governments have also developed public-private alliances (PPP) that range from co-financing services to school management. In Belize, most pre-primary, primary and secondary schools (81 percent) are privately operated with very limited government oversight, including both publicly subsidized schools and those that are not subsidized¹. The education system in Trinidad and Tobago has schools that are public, government assisted, and private schools. The government assisted schools are run by private bodies (usually a religious board) and all operating expenses (except teacher salaries) are publicly funded. Among the government assisted, there are schools managed by the Roman Catholic church (the majority) but also Presbyterian, Anglican Church and Hindu². In major cities across the region, such as Bogotá, Buenos Aires, Lima, Quito, and Rio de Janeiro, over one-third of students attend private schools (Elacqua et al., 2016).
- 2.4. More recently, private and social sectors organizations have significantly increased participation in the education debate through advocacy and technical dialogue with governments (data gathering and monitoring of education policy goals, public policy evaluation, etc.)³. Examples of this trend include the member organizations of REDUCA, a regional network composed of civil society organizations from 14 countries⁴ in LAC led by private sector leaders (including Educar 2050 in Argentina, Todos Pela Educação in Brazil, Educación 2020 in Chile, Empresarios por la Educación in Colombia and Guatemala, and Mexicanos Primero in Mexico), and the Program for Educational Reform in Latin America (PREAL) with its Empresarios por la Educación working group initiative, which gathers business leaders committed to improving education quality in Latin American countries. Faith based organizations have continued to play an important civil society actor by influencing public policy, particularly school curricula.⁵ At the global level, the Global Business Coalition for Education has been engaging the business community to

¹ IDB's Belize Education Sector Note, 2013.

² Jackson "Education Sector Diagnostic" 2015.

³ Sector Framework Document of Education and Early Childhood Development (3.62)

⁴ Argentina, Brasil, Chile, Colombia, El Salvador, Guatemala, Honduras, México, Nicaragua, Paraguay, Panamá, Perú y República Dominicana. www.reduca-al.net

⁵ Up until the late 1800s, most schools were run by catholic religious orders in most Latin American countries.

participate in the education agenda and work with governments. The activities planned for this TC will include some of the main private and civil society organizations working with advocacy groups in education in LAC.

- 2.5. In spite of the progress made, there is still relatively little evidence on the effectiveness of such alliances in influencing education policies and learning outcomes. In some countries (e.g. Brazil, Chile, Colombia, the Dominican Republic, Peru, Mexico), private sector leaders have been very active in the national debate on education, sometimes pushing for substantial reforms. However, monitoring and disseminating progress and outcomes, or providing evidence on lessons learned and best practices, have often been scattered initiatives, mainly implemented with a limited reach. Due to the complexity and the different levels of engagement of the private sector in the public agenda, and the diversity in terms of the institutional environment in which they operate, the strengthening of a solid knowledge agenda built upon such initiatives could be an asset at the regional level to provide evidence on how to strengthen education systems by involving various stakeholders. There have been limited efforts in this direction, such as the development of conceptual framework, but not necessarily focused on the LAC region nor on the different types of partnerships for technical dialogue and advocacy⁶. This TC will collect and systematize information on collaborative work in LAC, particularly in advocacy and technical dialogue initiatives, and develop and disseminate a knowledge agenda on the progress and best practices of such alliances in education in the region. The activities planned are expected to complement the work done by the Bank, both with the public and private sectors (lessons learned from existing alliances could help to strengthen private and government policies and programs).
- 2.6. The Americas Society/Council of the Americas (AS/COA) is a US-based organization “*dedicated to education, debate and dialogue in the Americas*”. AS/COA’s members include some of the most prominent business leaders in the US as well as in the LAC region, many of them engaged in the education public sector at the local level and with the same government authorities as the Education Division at the Bank, the Office of Outreach and Partnerships and the Americas Business Dialogue. As part of their education agenda, AS/COA organized a roundtable dialogue in 2015 on scalable projects for education. Private and public sector leaders, entrepreneurs and education experts discussed initiatives being implemented across the world through public-private partnerships. The IDB’s Education Division participated in the discussions and the roundtable’s conclusions, bringing to the debate the Bank’s experience in working with the public sector and providing evidence on the current trend of increasing inter-sectorial alliances, setting the context for continuing the collaboration on a larger scale. An alliance with AS/COA would represent an opportunity to continue this work with a highly qualified and influential group of private sector leaders to advance a collaborative work agenda with governments and complement the work carried out by the Bank both at the Social Sector and the Integration and Trade Division with the ABD, and initiative led by private sector leaders and supported by the Integration and Trade Division, to promote a high-level debate on public-private partnerships for development in LAC. It is a space to work with the business community of the region, and education has been the focus of its

⁶ Such as the Global Business Coalition for Education’s at <http://gbc-education.org/resources/reports-policy-briefs/>

human capital working group⁷. The Division's Regional Dialogue in 2016 will be organized in partnership with AS/COA and the ABD, and this TC will support the continuity of this collaborative work through additional regional meetings.

- 2.7. In the last years, the Bank has been closely collaborating with the private sector in the area of education. So far, some of the lessons learned point to the fact that the private sector and civil society can play a significant role in defining public sector priorities and strategies⁸. For the Social Sector, particularly in Education, this could complement the work the Bank does with the public sector in a variety of ways (engaging many different actors in the education community, raising public awareness, helping governments co-finance education services, helping guarantee the continuity of policies and programs, etc). Recently, the Education Division has supported the implementation of collaborative projects, such as the work in Brazil with Todos Pela Educação ("New Educational Practices and Policy Agenda"; BR-T1246); the regional agenda with the Inter-American Dialogue on teacher policies ("Building Support for Teacher Policy Reform in Central America and the Dominican Republic I and II; RG-T2279, RG-T2721), Strengthening Mathematics and Reading in Colombia (CO-T1359) and the recently launched SUMMA ("*Laboratorio de Innovación e Investigación en Educación para América Latina y el Caribe*"; RG-T2692). Based on the positive outcomes of these projects, particularly with Todos Pela Educacao and the Inter-American Dialogue, the Bank has been able to reinforce its technical work on teachers in Central America and the Dominican Republic, and to reach out to virtually all of the main stakeholders in the education sector in Brazil.⁹
- 2.8. **Institutional Strategy Alignment.** This TC is consistent with the Update to the Institutional Strategy UIS 2016-2019 (AB-3008; on 3.c: 3.9; 3.11;3.12; 3.13); with the Sector Framework Document of Education and Early Childhood Development (SFD) (GN-2708-3). Particularly with the SFD, the TC focuses on strengthening the education systems and advancing on all its 5 dimensions of success by fostering the complementarity and synergies between the public and private dimensions (4.14) and working in a comprehensive approach with its multiple stakeholders (4.15).

III. DESCRIPTION OF ACTIVITIES/COMPONENTS AND BUDGET

- 3.1 This TC will finance two (2) components:
- 3.2. **Component 1. Identify collaborative work between education authorities, civil society and business leaders in Latin America and the Caribbean.** This component will identify inter-sectorial alliances in education in LAC, particularly on technical dialogue and advocacy initiatives, based on (but not limited to) the collaborative work between the public, social and private sector representatives of the 2016 IDB's Education Regional Policy Dialogue hosted in partnership with the AS/COA and the ADB. The main activity entails the organization of 3 additional regional meetings during the next 30 months with the main sectors leaders. These will include brainstorming sessions, roundtable discussions and working groups, in order to produce a technical report that summarizes the meetings' findings and lays

⁷ IDB, [Del Diálogo a la Acción: Recomendaciones de Políticas y Propuestas de Alianzas Público-Privadas](#)

⁸ Education and Early Childhood Development Sector Framework Document, June 2016.

⁹ [BR-T1246](#) and [RG-T2279](#).

out an agenda for future work that will be developed in the activities described in Component 2.

- 3.3. **Component 2. Collection, systematization and dissemination of knowledge on inter-sectorial (public/private/non-profit) alliances in influencing the education's sector policy agenda.** This component will collect, systematize and generate a knowledge base for regional dissemination on relevant information and lessons learned based on (but not limited to) the initiatives and projects identified in Component 1, and will finance: (i) a comprehensive study on inter-sectorial alliances, particularly those on advocacy and technical dialogue, that have been influencing the education agenda at local and regional levels in LAC; (ii) the development of a conceptual framework focused on LAC based on the lessons learned from the advocacy and technical dialogue projects identified; and (iii) workshops and materials to disseminate, at local and regional levels, the main findings and recommendations of (i) and (ii).

Table III.I. Indicative Results Matrix

Expected Product/outcome	Unit of measure	Baseline	Year 1	Year 2	Year 3	EOP	Means of verification
Component 1. Identify collaborative work between education authorities, civil society and business leaders in Latin America and the Caribbean.							
Outputs							
Regional meetings to identify, analyze and systematize APPs in education in LAC realized	Meetings	0	1	1	1	3	Electronic copy of the reports on meetings' findings and results on IDBDocs
Technical report on meetings findings and results delivered	Publication	0	1	1	1	3	Electronic copy of reports on IDBDocs
Component 2. Collection, systematization and dissemination of knowledge on inter-sectorial alliances in influencing the policy agenda in education.							
Output							
Technical report on case studies on private and social organizations that influence the educational policy debate in LAC	Report	0	1	0	0	1	Electronic copy of report on IDBDocs
Conceptual framework on different types of inter-sectorial alliances in education in LAC delivered	Report	0	0	1	0	1	Electronic copy of report on IDBDocs
Regional workshop with government authorities to present case studies and framework findings realized	Workshop	0	0	1	1	2	Electronic copy of reports Report on the conclusions of the event on IDBDocs
Results Statement							
Identify and disseminate information on inter-sectorial alliances (public and private - profit and non-profit – sectors) in education across Latin America and Caribbean (LAC) that have been influencing policy and changing of the educational systems.							

- 3.2 The amount of funding needed to achieve the expected results is indicated below. The total cost of US\$450,000.00 will be financed through the Social Fund.

Table III.II. Indicative Budget (in US\$)

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Component 1. Identify collaborative work between education authorities, civil society and business leaders in Latin America and the Caribbean.	200,000.00	0.00	200,000.00
3 regional meetings	150,000.00	0.00	150,000.00
2 reports	50,000.00	0.00	50,000.00
Component 2. Collection, systematization and dissemination of knowledge on public-private alliances in influencing the policy agenda in education	250,000.00	0.00	250,000.00
Case Studies on private and social organizations	100,000.00	0.00	100,000.00
Conceptual framework	100,000.00	0.00	80,000.00
Regional workshops and support materials	50,000.00	0.00	40,000.00
TOTAL	450,000.00	0.00	450,000.00

IV. EXECUTING AGENCY AND EXECUTION STRUCTURE

- 4.1. Due to the regional character of the TC, SCL/EDU will have the technical responsibility for administering it and supervising the quality of the products. All disbursements will be executed through the Bank's systems and will require approval from SCL/EDU. All individual consultants, consulting firms and other consulting services will be contracted by the Bank in accordance with existing policies and procedures of the Bank. The Americas Society/Council of the America (AS/COA) will be contracted directly (Policy GN-2350-9 (Cl. 3.10 (d)) for the implementation of the activities of the Component 1, due to its already-established network in LAC and its exceptional capacity to engage prominent private sector partners in participant countries and this should facilitate the execution and continuity/follow up of the activities, maximizing results.
- 4.2. After the closing of this TC, it is expected that the technical material produced (Component 2) will support the work done by the Division particularly at the country level. In order to assure continuity on the updating of the data/studies, the TC team will keep close communication with the specialists on the ground and particularly, with the specialists responsible for SUMMA¹⁰, aiming at keeping particularly the conceptual framework up to date.

V. MAJOR ISSUES

- 5.1 The objective of this TC is not to foster public-private partnerships. Instead, it seeks to systematize and disseminate the different types of inter-sectorial alliances (including those with non-profit, civil society organizations) that have been growing over the years in the LAC region, by observing their influence in changing the education policy agenda, and attempting to highlight lessons learned that could complement the Bank's sectorial work. This technical data is relevant for the technical and operation work carried out by the Bank, both with the public and private sectors, as mentioned earlier on 2.8.

¹⁰ SUMMA (Research Center and Innovation-Lab; RG-T2692) is a project of the Education Division that will focus on fostering innovation and it will work through a network of academic centers, innovation labs, governments and the private sector.

VI. EXCEPTIONS TO BANK POLICY

6.1 There are no exceptions to any Bank policies.

VII. ENVIRONMENTAL AND SOCIAL STRATEGY

7.1 The TC is not anticipated to have direct environmental or social impacts and has been classified as “[C](#)” according to the Safeguard Classification Tool. No environmental impact is foreseen as the initiative is limited to consultancies and dissemination events. No Bank resources will be used to finance investments in infrastructure or large scale equipment. This TC will mitigate any risks of exclusion by promoting gender equality in data collection and reporting.

Required Annexes:

- Annex I: [Terms of Reference](#)
- Annex II: [Procurement Plan](#)

ANNEX A

Headquarters

SCL/EDU

Consultancy to develop in-depth case studies of multisector alliances on education in selected countries (RG-T2812)

TERMS OF REFERENCE

Background

Established in 1959, the Inter-American Development Bank ("IDB" or "Bank") is the main source of financing for economic, social and institutional development in Latin America and the Caribbean. It provides loans, grants, guarantees, policy advice and technical assistance to the public and private sectors of its borrowing countries.

The main educational challenge that Latin American and Caribbean (LAC) countries face is to improve student learning outcomes. Over the last two decades, countries in the region have managed to increase the coverage of education at all levels, but learning outcomes remain low. Of the 65 countries participating in the International Student Assessment (PISA) applied in 2012, LAC countries were in the bottom third of the distribution. A large percentage of LAC students fail to acquire basic skills. In the Caribbean, only 35% of high school students who took the math test Certificate of Secondary Education of the Caribbean Examination Council in 2013 passed. Only 6% earned outstanding performance and nearly 56% scored under the minimum quality threshold (CIMA, 2016).

Although governments are the main providers of education in the region, private sector participation has increased and its role varies depending on the context (Patrinos, *et. al.*, 2009): it can range from directly providing educational services (e.g. private subsidized schools), to providing schooling inputs (e.g. technology, textbooks, teacher training, etc.), to philanthropy and Corporate Social Responsibility projects, to advocacy and technical dialogue. In fact, LAC is one of the regions with the greatest private sector participation (including for-profit, non-profit, and religious schools) in education in the world (Elacqua et al., 2016). In Haiti, nearly 80% of primary education students attend private schools; in Chile, perhaps the most hybrid model of the region, the distribution of total enrollment (primary and secondary) is 37% in the municipal (public) sector, 55% in the subsidized private sector and 8% in the private non-subsidized sector (MINEDUC, 2014). In Brazil, 86% of GIFE's members - the largest grantmaker association in the country comprised of companies, foundations and institutes – focus their work in the education sector (Censo GIFE, 2011); and state and local governments have also developed public-private alliances (PPP) that range from co-financing services to school management.

More recently, private and social sectors organizations have significantly increased participation in the education debate through advocacy and technical dialogue with governments (data gathering and monitoring, public policy evaluation etc)¹. Examples of this trend include the member organizations of REDUCA, a regional network composed of civil society organizations from 14 countries² in LAC led by private sector leaders, and the Program for Educational

¹ Sector Framework Document of Education and Early Childhood Development (3.62)

² Argentina, Brasil, Chile, Colombia, El Salvador, Guatemala, Honduras, México, Nicaragua, Paraguay, Panamá, Perú y República Dominicana. www.reduca-al.net

Reform in Latin America (PREAL) with its Empresarios por la Educación working group initiative, which gathers business leaders committed to improving education quality in LAC.

In spite of the progress made, there is still relatively little evidence on the effectiveness of such alliances in influencing education policies and learning outcomes. In some countries (e.g. Brazil, Chile, Colombia, Peru, Mexico), private sector leaders have been very active in the national debate on education, sometimes pushing for substantial reforms. However, monitoring and disseminating progress and outcomes, or providing evidence on lessons learned and best practices, have often been scattered initiatives, mainly implemented with a limited reach. Due to the complexity and the different levels of engagement of the private sector in the public agenda, and the diversity in terms of the institutional environment in which they operate, the strengthening of a solid knowledge agenda built upon such initiatives could be an asset at the regional level to provide evidence on how multistakeholder alliances can to strengthen education systems. In order to advance that knowledge agenda, the Education Division of the Bank is implementing a Technical Cooperation which aims to collect and systematize information on collaborative work in LAC, particularly in advocacy and technical dialogue initiatives, and disseminate lessons learned throughout the region.

Specifically, the contractual will develop case studies on three or four multisector alliances on education that will have been previously identified as the ideal-types of a typology of those partnerships.

Consultancy objective(s)

The objective of this consultancy is to produce case studies to provide in-depth information and analysis of ideal-types multisector alliances on education in Latin America.

Main activities

The selected candidate will:

1. Read the reports produced under the present Regional Technical Cooperation, including the reports on the regional meetings promoted by AS/COA, the conceptual framework and the results of the online survey of existing multisector alliances on education in LAC;
2. Develop a methodological proposal to conduct in-depth case studies on four multisector alliances previously identified as almost ideal-types;
3. Collect data on those alliances through interviews, meetings, and other data collection techniques as included in the methodological proposal. The proposal must include collecting data from non-members of the alliance, in order to capture their perception on the workings and results of the alliance.
4. Travel to those countries where the main members (or the HQ) of the alliances under analysis are, in order to collect data.
5. Produce reports with updates on the work carried out.
6. Write the case studies reports, including in-depth information on the multisector alliances, lessons learned, and recommendations for the dialogue between the Bank and different stakeholders of the education sector in the region regarding those alliances.
7. Assist in the preparation of other reports, and presentations, as required by the Contract Supervisor.

Deliverables

The contractual will submit the following reports, subject to the approval by the Bank:

- **Deliverable 1 – Work Plan:** Work Plan, describing the methodological approach to the development of the services, the inputs needed for each phase, and a detailed timetable that encompasses all activities and the submission of all deliverables covered by the present Terms of Reference.
- **Deliverable 2 – Methodological Proposal for Case Studies:** this product must include a methodological proposal to conduct the case studies, including its theoretical basis, data collection techniques and instruments, and a detailed schedule for the development of four case studies.
- **Deliverable 3 – Report on 2 Case Studies.**
- **Deliverable 4 – Report on 2 Case Studies.**

Payment Schedule

Delivery	Submission dates (after contract signature)	% Total Contract
Contract signed	10 days	20%
Deliverable 1		
Deliverable 2	30 days	20%
Deliverable 3	90 days	30%
Deliverable 4	150 days	30%

Qualifications

- Academic Degree/ Level & Years of Professional Work Experience: Master's degree and ten years of relevant professional experience in economic policy, public policy, applied economics or the equivalent combination of education and experience.
- Languages: Spanish and Portuguese.
- Areas of Expertise: Strong background in studies of multistakeholder alliances, public-private partnerships, and the education reality of Latin America.
- Skills:
 - Proven capacity to design and carry out desk and field research.
 - Superior organizational and logistical skills, with ability to look ahead, address, and prioritize a wide range of issues and activities for timely completion; a proven ability to take initiative and work independently, and to work in a dynamic fast-paced work environment.
 - A proven ability to write brief, clear, and analytical reports and concise discussion notes and presentations.

Characteristics of the Consultancy

- Consultancy category and modality: PEC, *Lump Sum*.
- Contract duration: 6 months
- Place(s) of work: Selected countries in Latin America.
- Responsible persons: Senior Education Specialist, EDU/CAR

Payment and Conditions: Compensation will be determined in accordance with Bank's policies and procedures. The Bank, pursuant to applicable policies, may contribute toward travel and moving expenses. In addition, candidates must be citizens of an IDB member country.

Visa and Work Permit: The Bank, pursuant to applicable policies, may submit a visa request to the applicable immigration authorities; however, the granting of the visa is at the discretion of the immigration authorities. Notwithstanding, it is the responsibility of the candidate to obtain the necessary visa or work permits required by the authorities of the country(ies) in which the services will be rendered to the Bank. If a candidate cannot obtain a visa or work permit to render services to the Bank the contractual offer will be rescinded.

Consanguinity: Pursuant to applicable Bank policy, candidates with relatives (including the fourth degree of consanguinity and the second degree of affinity, including spouse) working for the Bank as staff members or Complementary Workforce contractuels, will not be eligible to provide services for the Bank.

Diversity: The Bank is committed to diversity and inclusion and to providing equal opportunities to all candidates. We embrace diversity on the basis of gender, age, education, national origin, ethnic origin, race, disability, sexual orientation, religion, and HIV/AIDs status. We encourage women, Afro-descendants and persons of indigenous origins to apply

.

ANNEX A

Headquarters

SCL/EDU

Consultancy to develop a conceptual framework and a typology of multisector alliances in Education (RG-T2812)

TERMS OF REFERENCE

Background

Established in 1959, the Inter-American Development Bank ("IDB" or "Bank") is the main source of financing for economic, social and institutional development in Latin America and the Caribbean. It provides loans, grants, guarantees, policy advice and technical assistance to the public and private sectors of its borrowing countries.

The main educational challenge that Latin American and Caribbean (LAC) countries face is to improve student learning outcomes. Over the last two decades, countries in the region have managed to increase the coverage of education at all levels, but learning outcomes remain low. Of the 65 countries participating in the International Student Assessment (PISA) applied in 2012, LAC countries were in the bottom third of the distribution. A large percentage of LAC students fail to acquire basic skills. In the Caribbean, only 35% of high school students who took the math test Certificate of Secondary Education of the Caribbean Examination Council in 2013 passed. Only 6% earned outstanding performance and nearly 56% scored under the minimum quality threshold (CIMA, 2016).

Although governments are the main providers of education in the region, private sector participation has increased and its role varies depending on the context (Patrinos, *et. al.*, 2009): it can range from directly providing educational services (e.g. private subsidized schools), to providing schooling inputs (e.g. technology, textbooks, teacher training, etc.), to philanthropy and Corporate Social Responsibility projects, to advocacy and technical dialogue. In fact, LAC is one of the regions with the greatest private sector participation (including for-profit, non-profit, and religious schools) in education in the world (Elacqua et al., 2016). In Haiti, nearly 80% of primary education students attend private schools; in Chile, perhaps the most hybrid model of the region, the distribution of total enrollment (primary and secondary) is 37% in the municipal (public) sector, 55% in the subsidized private sector and 8% in the private non-subsidized sector (MINEDUC, 2014). In Brazil, 86% of GIFE's members - the largest grantmaker association in the country comprised of companies, foundations and institutes – focus their work in the education sector (Censo GIFE, 2011); and state and local governments have also developed public-private alliances (PPP) that range from co-financing services to school management.

More recently, private and social sectors organizations have significantly increased participation in the education debate through advocacy and technical dialogue with governments (data gathering and monitoring, public policy evaluation etc)³. Examples of this trend include the member organizations of REDUCA, a regional network composed of civil society organizations from 14 countries⁴ in LAC led by private sector leaders, and the Program for Educational

³ Sector Framework Document of Education and Early Childhood Development (3.62)

⁴ Argentina, Brasil, Chile, Colombia, El Salvador, Guatemala, Honduras, México, Nicaragua, Paraguay, Panamá, Perú y República Dominicana. www.reduca-al.net

Reform in Latin America (PREAL) with its Empresarios por la Educación working group initiative, which gathers business leaders committed to improving education quality in LAC.

In spite of the progress made, there is still relatively little evidence on the effectiveness of such alliances in influencing education policies and learning outcomes. In some countries (e.g. Brazil, Chile, Colombia, Peru, Mexico), private sector leaders have been very active in the national debate on education, sometimes pushing for substantial reforms. However, monitoring and disseminating progress and outcomes, or providing evidence on lessons learned and best practices, have often been scattered initiatives, mainly implemented with a limited reach. Due to the complexity and the different levels of engagement of the private sector in the public agenda, and the diversity in terms of the institutional environment in which they operate, the strengthening of a solid knowledge agenda built upon such initiatives could be an asset at the regional level to provide evidence on how multistakeholder alliances can to strengthen education systems. In order to advance that knowledge agenda, the Education Division of the Bank is implementing a Technical Cooperation which aims to collect and systematize information on collaborative work in LAC, particularly in advocacy and technical dialogue initiatives, and disseminate lessons learned throughout the region.

Specifically, the contractual will undertake the following activities:

1. Conduct a literature review on theoretical and analytical work regarding multisector alliances for development, especially on the field of education.
2. Design, carry out, and analyze the results of an online survey in order to map out and systematize the information on existing multisector alliances on education in Latin America and the Caribbean
3. Participate in the regional meetings promoted by the Americas Society of the Council of the Americas, providing inputs for the meeting and seizing the events to map out education alliances;
4. Conduct in-depth interview, either in person or via phone, to deepen the knowledge and information about the most promising alliances previously identified;
5. Develop a conceptual framework and a typology of multisector alliances in education, based on the findings of the previous activities.

Consultancy objective(s)

The objective of this consultancy is to develop a conceptual framework and a typology of alliances devoted to improve education quality in Latin America, comprised by organizations from at least two of these three sectors: public (governmental, including international governmental organizations), private (firms and/or business foundations/institutes), and civil society.

Main activities

The selected candidate will:

8. Conduct desk research and online search activities aimed at identifying, analyzing, summarizing, and systematizing information on multisector alliances in the education sector in Latin American and Caribbean countries.
9. Develop, implement, and analyze the results of an online survey of previously identified education alliances, in order to create a database with updated information about them. Among other aspects, the questionnaires for the survey must include data fields to ensure

that each alliance be described in terms of: mission and mandate; brief history; affiliation (members and rules); scope (main activities); structure, organogram and staffing; governance mechanisms; reach and coverage (geographic and education system level); supervision, monitoring and evaluation mechanisms; funding; major results achieved; among others.

10. Undertake a comprehensive literature review on the analysis of education alliances that bring together representatives from at least two sectors (public, private, and civil society). The review must encompass any published content focused on describing, conceptualizing, and/or assessing the effectiveness of such alliances.
11. Participate in regional meetings promoted by AS/COA in the context of the Regional Technical Cooperation, providing inputs for team members
12. Produce reports with updates on the work carried out.
13. Develop a conceptual framework and a typology of multisector alliances in education, based on the findings of the previous activities.
14. Assist in the preparation of other reports, and presentations, as required by the Contract Supervisor.

Deliverables

The contractual will submit the following reports, subject to the approval by the Bank:

- **Deliverable 1 – Work Plan and Instruments for Online Survey:** Work Plan, describing the methodological approach to the development of the services, the inputs needed for each phase, and a detailed timetable that encompasses all activities and the submission of all deliverables covered by the present Terms of Reference. This report must also include the instruments for the online survey to be applied to multisector alliances on education previously identified.
- **Deliverable 2 – Literature Review:** containing a systematic description and the main findings of a comprehensive literature review of relevant academic and institutional analytical work regarding multisector alliances in the education sector. This literature review must provide the analytical basis for the conceptual framework to be developed by the contractual.
- **Deliverable 3 – Database of Multisector Alliances and Preliminary Version of Conceptual Framework and Typology of Multisector Alliances in Education:** this report covers the results of the online survey of multisector alliances and must bring standardized sheets/forms to each alliance which participated in the survey, and an overall analysis of the information collected. The full database of the survey must also be delivered. Also, this report must include a preliminary version of the conceptual framework and typology of multisector alliances in Education.
- **Deliverable 4 – Conceptual Framework and Typology of Multisector Alliances in Education – Final Version.**

Payment Schedule

Delivery	Submission dates (after contract signature)	% Total Contract
Contract signed Deliverable 1	30 days	20%
Deliverable 2	60 days	25%
Deliverable 3	180 days	25%
Deliverable 4	240 days	30%

Qualifications

- Academic Degree/ Level & Years of Professional Work Experience: Master's degree and ten years of relevant professional experience in economic policy, public policy, applied economics or the equivalent combination of education and experience.
- Languages: English and Spanish. Portuguese would be an asset.
- Areas of Expertise: Strong background in studies of multistakeholder alliances, public-private partnerships, and the education reality of Latin America.
- Skills:
 - Strong research background and strong analytical abilities, as demonstrated by academic and other professional achievements are required.
 - Superior organizational and logistical skills, with ability to look ahead, address, and prioritize a wide range of issues and activities for timely completion; a proven ability to take initiative and work independently, and to work in a dynamic fast-paced work environment.
 - A proven ability to write brief, clear, and analytical reports and concise discussion notes and presentations.

Characteristics of the Consultancy

- Consultancy category and modality: PEC, *Lump Sum*.
- Contract duration: 10 months
- Place(s) of work: Selected countries in Latin America.
- Responsible persons: Senior Education Specialist, EDU/CAR

Payment and Conditions: Compensation will be determined in accordance with Bank's policies and procedures. The Bank, pursuant to applicable policies, may contribute toward travel and moving expenses. In addition, candidates must be citizens of an IDB member country.

Visa and Work Permit: The Bank, pursuant to applicable policies, may submit a visa request to the applicable immigration authorities; however, the granting of the visa is at the discretion of the immigration authorities. Notwithstanding, it is the responsibility of the candidate to obtain the necessary visa or work permits required by the authorities of the country(ies) in which the services will be rendered to the Bank. If a candidate cannot obtain a visa or work permit to render services to the Bank the contractual offer will be rescinded.

Consanguinity: Pursuant to applicable Bank policy, candidates with relatives (including the fourth degree of consanguinity and the second degree of affinity, including spouse) working for the Bank as staff members or Complementary Workforce contractuels, will not be eligible to provide services for the Bank.

Diversity: The Bank is committed to diversity and inclusion and to providing equal opportunities to all candidates. We embrace diversity on the basis of gender, age, education, national origin, ethnic origin, race, disability, sexual orientation, religion, and HIV/AIDs status. We encourage women, Afro-descendants and persons of indigenous origins to apply.

