

## TC Abstract

### BasicProject

• Country/Region :	ECUADOR/CAN - Andean Group
• TC Name :	Teacher Professional Development Program
• TC Number :	EC-T1351
• Team Leader/Members :	CRUZ AGUAYO,YYANNU - Team Leader SCHADY,NORBERT RUDIGER - Alternate Team Leader HAUTIER,JULIEN - Team Member SCHODT,SARA ANNE CINER - Consultant PIZANO GUTIERREZ,VANIA SULEIKA - Project Assistant
• Indicate if : Operational Support, Client Support, or Research & Dissemination :	Client Support
• Reference to Request :	
• Date of TC Abstract :	22 Nov 2016
• Beneficiary:	Ecuador
• Executing Agency and contact name (Organization or entity responsible for executing the TC Program) {if Bank: Contracting entity} { if the same as Beneficiary, please indicate} :	IDB
• IDB Funding Requested :	\$ 500,000.00
• Local counterpart funding, if any :	\$ 100,000.00
• Disbursement period:	30 months
• Required start date :	n/a
• Types of consultants:	Firms
• Prepared by Unit :	Social Sector
• Unit of Disbursement Responsibility :	SOCIAL SECTOR DEPARTMENT
• Included in Country Strategy:	Yes
• TC included in CPD:	No
• Strategic Alignment :	Social policy for equity and productivity

## II. Objective and Justification

The general objective of this technical cooperation is to assist the Ecuadorian Ministry of Education in improving the quality of basic education for all children, but especially those from poor and disadvantaged backgrounds. The TC will achieve this by addressing one of the greatest challenges common to education systems of countries across Latin America and the world: how to improve the quality of in-service teachers in such a way as to directly improve student's learning outcomes. This operation builds on evidence generated by rigorous studies examining the impact of teacher quality on student learning outcomes, including the IDB's own groundbreaking longitudinal study, "Closing Gaps", which has further advanced the field of knowledge on the relationship between teaching practices and student learning. At a time when governments across Latin America and the Caribbean (LAC) are searching for effective professional development strategies to improve teacher quality, the outcome of this TC – an evidence-based, field-tested mentoring package for in-service teachers along with implementation guidelines – will serve to not only inform policy in Ecuador but also to provide a concrete intervention specifically tailored for countries in the region.

The quality of an educational system depends in great part on the quality of its teachers. That said, in countries across Latin America and the world, most teachers fall far short of their potential to transform children's lives, and to date policy makers and governments have lacked the knowledge and tools to support in-service teachers in a way that produces improved student learning. To this end, the specific objective of this TC is to develop and pilot an evidence-based teacher professional development program

providing ongoing mentoring for in-service elementary school teachers to directly improve their pedagogical practices. The pilot is unique in that it gives teachers individualized and specific support to improve practices in their classrooms, to have more effective interactions with their students, and to make the most out of their day-to-day classroom experiences to maximize student learning in an ongoing mentorship context. Furthermore, there is no evidence to date of any evidence-based, practical ongoing professional development programs aimed at improving teacher quality anywhere in all of Latin America and the Caribbean, and in this sense our project fills an urgent need and introduces an innovative and proven method for achieving this goal.

The pilot will culminate in a stand-alone mentoring package with step-by-step implementation protocols and training materials that can be implemented in any country in the region including Ecuador. This package will serve as a model for other countries – including more developed countries – to identify and train teachers to successfully become excellent mentors providing individualized, practical and ongoing support to their peers to improve everyday practices in their classrooms and in turn improve student learning.

The aftermath of the devastating April 2016 earthquake, combined with the ongoing financial crisis in Ecuador has left investment in education quality by the wayside, and put the IDB in an especially vital position to offer assistance. Poor and disadvantaged children, those most detrimentally affected by the earthquake, are also those most hurt by cuts to education spending, and therefore most likely to benefit from the results of the project that this technical corporation proposes. This TC offers a one-of-a-kind opportunity to pilot a high-quality and evidence-based yet scalable teacher professional development program promising to improve student outcomes not only in Ecuador but across the region. This program is based on important findings collected from the longitudinal “Closing Gaps” study. Closing Gaps identified some of the specific teacher characteristics and practices that allow young, disadvantaged children, who enter school with profound deficits in their cognitive development, to close their skills gaps and catch up to their better-off peers as they advance through primary school. It is these very skills that the mentoring pilot will work with teachers to improve in their day-to-day classroom practice. Thus far, Closing Gaps has generated some key policy-relevant results that directly inform the design and content of the mentoring pilot. Some of these results are: (i) teachers have substantial impacts on children's learning outcomes (in math, language and executive function); (ii) teacher characteristics, on which much of the current selection, evaluation and compensation systems are based, account for very little of the variability in teachers' performance; (iii) other not commonly measured characteristics (including IQ and personality traits) are also poor predictors of teacher effectiveness; (iv) in contrast, teachers' classroom behaviors and practices are strongly associated with better learning outcomes; (v) all children benefit from a good teacher, with no distinction between girls and boys, or socioeconomic status, among others, and (vi) an effective teacher one year seems to also be effective in the subsequent year (both for the same subjects and across subjects); (vii) the effects of teachers in kindergarten, first and second grade have lasting impacts on children's learning outcomes. The pilot's focus on teacher performance and school leadership complements the initiatives for improving quality that the Government of Ecuador has already begun and is considered pioneering in the LAC region. Therefore, this TC is aligned with the Bank's GCI-9 priority of “social policy for equity and productivity”, in the strategic area of “raising the quality and equity of education.” Additionally, this TC contributes to the Bank's GCI-9 goal of programs for “small and vulnerable countries.” In addition, the TC is aligned with current priorities of the Government of Ecuador to improve the professional development of teachers and school directors, promoting leadership that helps to increase the efficiency and quality of the educational services that are provided. The activities to be financed in this TC will complement efforts currently underway by the Ministry of Education and are strongly linked to specific goals mentioned in the Country Strategy for Ecuador 2012-2017, which identifies social development as one of the main areas for Bank intervention.

### **III. Description of activities and outputs**

#### **Components**

Component I. Selection, development and adaptation of training and program materials for mentors and teachers

Description: In partnership with the University of Virginia and the MinEduc the content of the pilot will be developed and adapted to the Ecuadorian context, with applicability to a greater Latin American context. Materials will include mentor selection tools, full training sessions for mentors and introduction materials for teachers, week-to-week guides for mentor-teacher meetings, periodic retraining sessions, individualized materials for teachers, and supervision and administration materials.

Output: Materials for training and for the mentoring program activities including power points, guided activities, individual session guides, video-based learning library, and supervision and feedback tools.

Component II. Execution of a full program pilot to field-test and calibrate as necessary all mentoring program materials, processes, and activities, and well as develop implementation protocols for use across the region.

Description: This component will finance: 1) Selection and recruitment of both mentors and teacher participants; 2) Activities for executing the pilot including: training sessions for mentors, familiarization sessions for teachers, bi-weekly mentor-mentee sessions, feedback and learning sessions, and overall supervision and coordination of the pilot; 3) data collection and ongoing process evaluation to measure the success of the program.

Output: The mentoring program will generate a stand-alone, field-tested teacher mentoring “package” of materials, guided activities, and implementation protocols ready for use in any Latin American context including expansion on a national level in Ecuador.

#### IV. Budget

##### Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
I. Selection, development and adaptation of training and program materials for mentors and teachers	\$ 100,000.00	\$ 50,000.00	\$ 150,000.00
II. Execution of a full program pilot to field-test and calibrate as necessary all mentoring program materials, processes, and activities, and well as develop implementation protocols for use across the region.	\$ 400,000.00	\$ 50,000.00	\$ 450,000.00

#### V. Executing agency and execution structure

As requested by the beneficiary, this TC will be Bank executed through SCL/SCL, in close coordination with the MinEduc.

One of the main reasons for the execution structure is that the Bank, synchronizing with the Ministry, has been developing various activities related that constitute the framework for the complex design and implementation of this pilot. In particular the longitudinal study called Closing Gaps (Cerrando Brechas), a rigorous and intricate research project that looks at the impact of teaching quality on learning outcomes in Ecuador. The Bank has thus developed a competitive advantage (coupled with the support and active participation of the MinEduc) in the design and co execution of these projects. Secondly, this execution structure is also the best way to ensure an agile and steady implementation of the activities in a timely fashion since the Bank will contract individual consultants, consulting firms and non-consulting services in accordance with the Bank’s procurement policies and procedures. This is particularly important given the current capacity that the research department at the MinEduc holds in terms of procurement activities. While the Bank will be in charge of contracting, all the decisions regarding this pilot are done jointly with MinEduc. As such, there has been and will be a significant benefit in terms of knowledge sharing and capacity building for the counterparts under this arrangement.

## **VI. Project Risks and issues**

Specific implementation risks are considered low for both components. The selection of the cohort can become challenging as uncertainty regarding the objectives of this TC could generate tensions and resistance from teachers and school directors. In order to mitigate this risk and ensure adequate participation, communication and knowledge sharing activities will be carried out prior to beginning of the mentoring pilot. Additionally, the methodology that will be used is based on standardized tests and evidence from other programs that have been implemented with similar objectives. This measurement will also help us to ensure transparency in the selection process.

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

The ESG classification for this operation is “C”