

Technical Cooperation Abstract

I. BASIC PROJECT DATA

▪ Country:	Uruguay
▪ TC name:	Validation of Korea's Home Learning Model in Uruguay
▪ TC number:	UR-T1084
▪ Team leader/members:	Jesus Duarte (EDU/CUR), Team Leader; Livia Mueller (SCL/EDU); Juan Antonio Alberti (CSC/CUR)
▪ Indicate if: Operational Support, Client Support, or Research & Dissemination.	Client Support
▪ Reference to request:	IDBDOC #36653110
▪ Date of TC abstract:	August 7, 2013
▪ Beneficiary:	Uruguay
▪ Executing agency and contact name:	CEIBAL, Miguel Brechner, Director
▪ IDB funding requested:	US\$500,000
▪ Local counterpart funding:	US\$300,000
▪ Disbursement and execution period:	Disbursement: 24 months – Execution: 24 months
▪ Required start date:	October 2013
▪ Types of consultants:	Firms and individual consultants
▪ Prepared by unit:	SCL/EDU
▪ Unit of disbursement responsibility:	EDU/CUR
▪ Included in Country Strategy (y/n);	Yes
▪ TC included in CPD (y/n):	Yes
▪ GCI-9 Sector Priority:	Poverty reduction

II. JUSTIFICATION AND OBJECTIVE

- 2.1 **Justification.** Uruguayan children and youth, particularly from the most vulnerable households, do not achieve adequate graduation rates or acquire the knowledge and skills that enable them to compete in a globalized world. Only about 60% of adolescents complete 9 years of schooling and only around 33% complete 12 years of mandatory schooling. This is a consequence of deficiencies in the educational system that includes low rates of preschool education and high levels of students having to repeat grades in elementary school. As a result, about 26% of adolescents between the ages of 12 and 14 are behind their expected grade level and 26.5% of youth simply are not attending school. The quality of education has shown to be low and inequitable. The PISA and SERCE international tests register in Uruguay one of the wider gaps on the results by student household income quintile.
- 2.2 In this context, the Government of Uruguay (GoU) introduced in April 2007 the “Basic Education and IT Connectivity for Online Learning” Plan (CEIBAL Plan by its acronym in Spanish), with the free delivery of a computer to each child and teacher of the public education system, seeking, on one hand, to decrease the digital gap among the population of different socio-economic levels, and, on the other hand, to incorporate new technologies to the education system that allow to maximize improvements in the quality of education and student learning. Within the CEIBAL Plan, several experiences are being implemented to promote the use of computers in the classroom and to improve the student's motivation and learning. In 2009 the Inter-American Development Bank

approved the Loan 2260/OC-UR with the general objective of supporting the consolidation of the CEIBAL Plan in primary school and its expansion to secondary school, and to strengthen its institutional capacity to contribute to the improvement of the main results of the Uruguayan school system and the student's learning.

- 2.3 In the context of this program, an evaluation of the online learning was developed, in order to identify the level of advancement of the students in the evaluated subjects, which will guide the teachers and the schools in their task of improving the learning performance of those students who require additional interventions to reach the required learning goals. The first results ratified the need for tools in mathematics and language to support the students in those areas. The Cyber Home Learning (CHL) model has been identified as an option to explore in response to that need. Through a platform that includes digital educational resources, videoconference tools, and databases for the input and evaluation of students, it is possible for students to access the educational support from home in order to reinforce the knowledge acquired in the classroom through exercises and the eventual access to virtual tutorials. The methods and content employed by this model allow a significant number of students access to this support. The approach is promising as far as it allows the expansion of personalized education, which has proven effective in the improvement of learning and the retention of students in the educational centers.
- 2.4 **Objective.** This Technical Cooperation (TC) proposes the evaluation of the viability of implementing in Uruguay the CHL Model implemented by the Korea Education & Research Information Service (KERIS). In this first stage, it will be necessary to adapt and test the methodology and tools of the CHL model (interaction platform, educational contents, virtual tutorial mode, etc.) with the goal of adapting it to the Uruguayan reality. Once the model is validated for the country, a pilot will be conducted to identify the possible educational impact of the implementation of the Model. This pilot application could be financed with local resources or in the context of a new investment loan. The validation will yield answers to questions such as: Will the cultural differences between both countries condition the implementation of the CHL? Will the connectivity infrastructure and the existing equipment in Uruguay allow the adequate operation of the CHL? Are there sufficient human and logistic resources to implement the model? Will the teachers support the implementation? How can the model be adapted to make it viable in Uruguay?

III. DESCRIPTION OF ACTIVITIES AND OUTPUTS

- 3.1 To reach this objective, the project will consist of the following three components:
- 3.2 **Component 1. Adaptation of the instruments and methodology.** This component will adapt the methodology and tools used by the CHL model for implementation in Uruguay and in Spanish. For this purpose, it will finance: (i) the technical and pedagogical adaptation of the platform and its contents; and (ii) the training of a group of teachers on the CHL model. Products: (i) a platform in Spanish that is compatible with the existing local technological resources; (ii) trained teachers; and (iii) a repository of available contents in Spanish. Results: available instruments and methodology for the implementation of CHL adapted to the Uruguayan reality.

- 3.3 **Component 2. Testing of the model in schools.** This component will test and validate the adapted instruments with a group of primary and secondary schools. For this purpose, it will finance: (i) the identification of primary schools with groups of 5th and 6th graders and secondary schools with groups of 7th graders, which meet the conditions to test the instrument; (ii) activities with students' families to incorporate them into the CHL process; and (iii) teacher hours for the implementation of CHL during a semester. Products: (i) students are able to connect at home and conduct tasks on CHL; (ii) families participate in the students' process; and (iii) teachers satisfactorily evaluate the tools and methodology for the implementation of CHL. Results: students, teachers and families achieve an acceptable quality level using the tools and consider the CHL experience satisfactory.
- 3.4 **Component 3. Impact evaluation of the CHL model in Uruguay.** The TC will finance an evaluation of the CHL model in Uruguay aimed at: (i) measuring the impact of the CHL model on student learning; and (ii) proposing recommendations to transform the CHL model into a public policy. This component will finance as well the cost of an audit of the project.

IV. BUDGET

- 4.1 The TC will have a total cost of US\$800,000; US\$500,000 of which will be financed by the Korea Poverty Reduction Fund (KPR) managed by the Inter-American Development Bank, and US\$300,000 will be financed by the CEIBAL Plan as local counterpart.

Table iv-1: Indicative budget in US\$

Activity/Component	IDB	Counterpart	Total
Component 1	185,000	115,000	300,000
Component 2	260,000	140,000	400,000
Component 3	55,000	45,000	100,000
TOTAL	<u>500,000</u>	<u>300,000</u>	<u>800,000</u>

V. EXECUTING AGENCY AND EXECUTION STRUCTURE

- 5.1 The executing agency will be Centro CEIBAL, and to implement the project CEIBAL will count with the support of the Executing Unit of the Loan 2260/OC-UR.

VI. PROJECT RISK AND ISSUES

- 6.1 The main risk identified for the implementation of the project is the impossibility to reach an agreement with the agency in charge of connectivity in Uruguay (ANTEL) to provide connectivity free of charge to every household that participates in the validation phase of the instruments.
- 6.2 Furthermore, in order to complete the preparation of the project, the project team and the executing unit must resolve the definition of: (i) the formal terms of reference of the collaboration of KERIS in the project; (ii) the methodology to select the teachers who will be trained on the CHL model; and (iii) the criteria for the selection of the schools where the project will be validated.

VII. ENVIRONMENTAL AND SOCIAL CLASSIFICATION

- 7.1 Given the characteristics of the project, it is not expected any negative environmental or social risks therefore the classification of this operation according to environmental safeguards is “C.”