

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	REGIONAL/Regional
▪ TC Name:	CIMA: Building Statistical Capacity in Education in LAC
▪ TC Number:	RG-T3147
▪ Team Leader/Members:	ARIAS ORTIZ, ELENA (SCL/EDU) Team Leader; ZOIDO LOBATON, PABLO (SCL/EDU) Alternate Team Leader; BORNACELLY OLIVELLA, IVAN DAVID (SCL/EDU); CONTRERAS GOMEZ, RAFAEL EDUARDO (SCL/EDU); DUARTE, JESUS (SCL/EDU); JAUREGUIBERRY, FLORENCIA (SCL/EDU); MOFFA, NICHOLAS DOMINIC (SCL/EDU); HENNIG, BETINA TIRELLI (LEG/LEG); NUNEZ GOMEZ, LISSETTE (SCL/EDU)
▪ Taxonomy:	Research and Dissemination
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	01 Feb 2018
▪ Beneficiary:	Bank's borrowing member countries
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	\$ 500,000.00
▪ Local counterpart funding:	\$ 0.00
▪ Disbursement period:	24 months
▪ Types of consultants:	Firms; 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 inclusion and equality ; Productivity and innovation

II. Objective and Justification

- 2.1 The objective of this TC is to promote evidence-based education policy-making in the region by building statistical capacity in Latin American and the Caribbean (LAC). The Center of Information to Improve Learning (CIMA) aims to improve the collection, dissemination, and use of education statistics by strengthening the data systems and the institutional capacity of education systems in the region. To achieve this objective, this TC will support three main types of activities: i) the consolidation of the IDB-hosted CIMA statistics web portal and dissemination of its knowledge products; (ii) the provision of technical assistance to improve statistical capacity in the region; and (iii) the provision of inputs to promote the development of a new generation of national student assessments.
- 2.2 Education systems in LAC have made big strides towards universal access and higher graduation rates (SFD GN-2708-2). However, education quality is still very low (poor performance in international and regional assessments and wide learning gaps by socioeconomic background) (IDB 2017), which is connected to poor economic performance (Hanushek et al, 2009). Many countries in the region are pursuing reforms and new programs that improve learning. Indeed, strategic decisions, resource allocation, and accountability are linked to the availability and proper use of data (Burns et al, 2007). But the uneven availability and reliability of data and the difficulty of using it to inform education policy can hamstring the efforts to implement the reforms that education systems need.

To address this, in 2016, with funding from RG-T2341 and RG-T2733, the Education Division created CIMA (Centro de Información para la Mejora de los Aprendizajes), an IDB-hosted portal of education statistics (www.iabd.org/CIMA) that has 40 homogenized and comparable indicators about the state of 26 education systems in LAC. The user-friendly portal is available in Spanish, English and Portuguese. It also created an internal data warehouse (EDULAC), to host all microdatasets, and produced a series of analytical products (CIMA Briefs). The success of the CIMA website is apparent. The indicators displayed in the platform are used and cited in loan documents in UR-L1116, UR-L1141, EC-L1155, EC-L1227, PN-L1143, HO-L1188, GN-2708-2, and Knowledge Products (DIA 2017). Specialists use CIMA regularly in their work and dialogue with client countries and presentations to stakeholders. CIMA has been cited in the media in Colombia, Spain, Perú, Venezuela, and other regional publications. In parallel, the CIMA initiative helps countries to strengthen their data collection and analysis systems; participate in regional and international student learning assessments; and evaluate the impact of education reforms, by directly supporting them in the following areas (along with the OECD, UNESCO, and other): i) Participation in large scale assessments to improve the quality and equity in education (PISA for Development); ii) Use and analysis of large-scale regional assessments to inform education policymaking (TERCE - UNESCO/OREALC); iii) Organization of national workshops for officials, such as the “Data Harmonization Workshop” in Barbados with CCB or the one in Panama to improve the collection of statistics on teachers and principals organized with UNESCO/UIS; and iv) Creation of the first-ever working group to create a composite education quality indicator with several education evaluation agencies that took place in Ecuador in June, 2017, funded by TC RG-T2733, currently in execution. To sustain the platform and foster analysis and dissemination of education indicators, CIMA needs additional support. To achieve its objective, this TC will focus on 3 main activities: i) Maintenance and consolidation of the Portal CIMA and creation and dissemination of knowledge products; ii) Provision of technical and capacity-building assistance to improve production and collection of education and iii) Development of a new generation of national student assessments. These activities will foster the potential of CIMA, a unique tool to promote and guide the use of data and evidence in education policymaking in LAC.

III. Description of Activities and Outputs

- 3.1 The proposal has three main components:
 - (i) Strengthening the Education Statistics Portal CIMA and dissemination of knowledge products;
 - (ii) Providing technical assistance and capacity-building activities to improve the production and collection of educational data and the development of new, specialized education indicators;
 - (iii) And supporting the development of a new generation of national learning assessments in the region that will improve the quality and the use of this data for decision making.
- 3.2 **Component I: Component 1 (US\$160,000). Strengthening the Education Statistics Portal CIMA. Subcomponent 1.1 Education Statistics Portal (US\$150,000) Subcomponent 1.2 Creation and Dissemination of Knowledge Products (US\$10,000).** This component will support web maintenance and biannual updates of existing indicators, improve the user experience by better quality of visualizations. It will expand the breadth and quality of information, comparability of indicators, and new indicators. It will develop a new category of school finance indicators (sources of funding, decision-making authority and autonomy,

accountability, and rules for the allocation of resources). It will continue to produce CIMA briefs.

- 3.3 **Component II: Component 2 (US\$170,000). Technical assistance and capacity-building to improve the collection and use of educational data and support for the identification and development of relevant education indicators. Subcomponent 2.1 Support for ERCE 2019 and PISA for Development (US\$100,000). Subcomponent 2.2. Support to countries to improve the collection and use of education data (US\$70,000).** . This component will support capacity-building activities driven by regional- and country-specific needs and priorities that will provide countries with more capacity on technical issues related to data-gathering and analysis. It will finance activities to improve the design and the use of the assessments data (PISA, ERCE). It will finance and coordinate a Board of High Level Technical Consultants for ERCE 2019 and support increased capacity in data collection and analysis for selected countries.
- 3.4 **Component III: Component 3 (US\$170,000). Towards a new generation of national learning assessments. Subcomponent 3.1 Analyzing and processing data from the national learning assessments (US\$100,000). Subcomponent 3.2 Mapping and testing innovative solutions for a new generation of learning assessments in the region (US\$70,000).** . This component will support countries to adopt innovative technologies and processes into their national assessments. It will support collection, processing, and analysis of learning assessments. It will support mapping of innovative solutions using technology to improve quality and efficiency of learning assessments and dialogue between solution providers and policymakers to explore the design and implementation of new assessments and processes to provide accurate information to the actors.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Component 1 (US\$160,000). Strengthening the Education Statistics Portal CIMA. Subcomponent 1.1 Education Statistics Portal (US\$150,000) Subcomponent 1.2 Creation and Dissemination of Knowledge Products (US\$10,000).	\$ 160,000.00	\$ 0.00	\$ 160,000.00
Component 2 (US\$170,000). Technical assistance and capacity- building to improve the collection and use of educational data and support for the identification and development of relevant education indicators. Subcomponent 2.1 Support for ERCE 2019 and PISA for Development (US\$100,000). Subcomponent 2.2. Support to countries to	\$ 170,000.00	\$ 0.00	\$ 170,000.00

improve the collection and use of education data (US\$70,000).			
Component 3 (US\$170,000). Towards a new generation of national learning assessments. Subcomponent 3.1 Analyzing and processing data from the national learning assessments (US\$100,000). Subcomponent 3.2 Mapping and testing innovative solutions for a new generation of learning assessments in the region (US\$70,000).	\$ 170,000.00	\$ 0.00	\$ 170,000.00

V. Executing Agency and Execution Structure

- 5.1 Given that the Portal CIMA is hosted on the IDB's servers and web page, the program 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 the experience it has in producing educational data for the countries in the region. These include, among others, the homogenization of household surveys between countries, the collection of school census and administrative records to build education indicators unique to LAC, the surveys conducted within the framework of the publications of the division (e.g. Disconnected or Education for Transformation), and databases related to important impact evaluations (e.g. OLPC in Peru or evaluating teachers in Ecuador).

VI. Project Risks and Issues

- 6.1 The key risks in the development and scaling up of activities in CIMA are the following:
- The long-term financial sustainability of CIMA is one of the main risks to the success of this initiative. To mitigate this risk, CIMA developed a plan for sustainability beyond 2020 as part of its institutional strengthening strategy. This plan analyzes several scenarios, describing the minimum quantity of resources needed for CIMA to continue to operate at the most basic level.
 - Heterogeneous capacity across the region with different levels of knowledge and participation. To mitigate this, an important part of CIMA's activities provide technical assistance to all countries in the region, with priority given to countries with the biggest needs in terms of data.
 - Data availability in several countries, particularly in the Caribbean. To mitigate this risk, the IDB is working closely with specialists and national and regional agencies to improve data quality and institutional capacity.

VII. Environmental and Social Classification

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