

TC ABSTRACT

I. Basic Project Data

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| ▪ Country/Region: | COLOMBIA/CAN - Andean Group |
| ▪ TC Name: | Fostering social and emotional learning in the early years |
| ▪ TC Number: | CO-T1524 |
| ▪ Team Leader/Members: | MARAGALL, JUAN ERNESTO (SCL/EDU) Team Leader; MATEO-BERGANZA DIAZ, MARIA MERCEDES (SCL/EDU) Alternate Team Leader; QUINTERO SALLEG, CLAUDIA PATRICIA (SCL/SPH); SCANNONE CHAVEZ, RODOLFO ANDRES (SCL/EDU); BECERRA LUNA, LAURA NATALIA (SCL/EDU); DUARTE SALCEDO, CATALINA (SCL/EDU); NEGRET GARRIDO, CESAR ANDRES (LEG/SGO) |
| ▪ Taxonomy: | Client Support |
| ▪ Number and name of operation supported by the TC: | N/A |
| ▪ Date of TC Abstract: | 01 Mar 2019 |
| ▪ Beneficiary: | Colombia |
| ▪ Executing Agency: | INTER-AMERICAN DEVELOPMENT BANK |
| ▪ IDB funding requested: | \$ 676,921.00 |
| ▪ Local counterpart funding: | \$ 0.00 |
| ▪ Disbursement period: | 36 months |
| ▪ Types of consultants: | Individuals |
| ▪ Prepared by Unit: | Education |
| ▪ Unit of Disbursement Responsibility: | Country Office Colombia |
| ▪ TC included in Country Strategy (y/n): | Yes |
| ▪ TC included in CPD (y/n): | No |
| ▪ Alignment to the Update to the Institutional Strategy 2010-2020: | Social inclusion and equality |

II. Objective and Justification

- 2.1 This TC aims to improve pro-social behavior of children 3-5 years of age to contribute to end discriminatory mindsets and cycles of violence. To achieve this, the program will pilot and evaluate the THINK EQUAL (TE) program in public pre-school settings in Colombia.
- 2.2 TE's curriculum has gathered best practice resources and tools in the field of social and emotional learning (SEL) . It is based on the belief in the child as an empowered being; the process of narrative; positive, factual language; active, constructive learning environments; and the development of social cognition. International literature has demonstrated that exposing children to this approach from an early age initiates changes in the way they relate to others, in accepting and valuing difference and reducing prejudice and stereotypes. Violence and discrimination cut across boundaries - race, religion, ethnicity, disability, gender, economic or other differences. Therefore, TE is relevant as it calls for a policy shift – a system change- in early years education to end discriminatory mindsets and cycles of violence, resulting in inequality. The consequences of inequality are staggering and long-lasting, not only for individuals but also for communities and countries. In the context of Colombia, a country making peace-building efforts, fostering this mindset is crucial for denaturalizing violence as a way of life and reducing prejudice and discrimination; all of which contribute to reduce inequality.

Given the above, early childhood education curriculums should include programs specifically designed to promote SEL, starting in initial education cycles.

III. Description of Activities and Outputs

- 3.1 This TC will finance the pilot of TE's curriculum, as well as a concrete and easily implementable program in SEL in public preschool settings in several municipalities of Colombia. The TE program is designed as step by step lesson plans that are developed 4 times per week, half an hour each lesson, to cater for a maximum of 30 weeks of school term time. The lessons, based upon a book which is read at the start of each week, are grouped into specific areas of SEL, which are designed to be taught in a particular sequence.
- 3.2 Component 1: Intervention/Program delivery. The activities of this component include: i) Revise translation, print and distribute books, lesson plans and resources required for program delivery. ii) Treatment school teachers will receive 2 days of training in the delivery of the TE curriculum, SEL and the program's evaluation component. Schools will be provided with all the narrative picture books, weekly lesson plans, resources and assessment tools. iii) Treatment school teachers will receive two visits during each school calendar to follow up on the program's implementation and discuss the process. iv) Program materials are enriched from the feedback of teachers and further contextualized to country-specifics to ensure they are culturally adapted and appropriate.
- 3.3 Component 2: Impact evaluation of the pilot program. A randomized controlled trial (RCT) will be implemented in a pool of 200 schools, half will be randomized to receive the treatment and the other half will be part of the comparison group. Baseline and endline information will be gathered for both groups. . Instruments and questionnaires are designed by the Yale Center for Emotional Intelligence (YCEI). Outputs: Monitoring and evaluation data with useable information for analysis and reports. Results: data and report that evidences increase in pro-social behavior of children as a result of the program; reports contextualizing how the TE program fits in with the country's existing Early Years Framework. Reports published and disseminated widely.
- 3.4 **Component I: Component 1: Intervention/Program delivery.** The project will finance the preparation for and application of TE's curriculum in selected schools.
- 3.5 **Component II: Component 2: Impact evaluation of the pilot program.** The project will finance an experimental design of the pilot and impact evaluation of the pilot program

IV. Budget

Indicative Budget

| Activity/Component | IDB/Fund Funding | Counterpart Funding | Total Funding |
|---|------------------|---------------------|---------------|
| Component 1: Intervention/Program delivery | \$ 514,411.00 | \$ 0.00 | \$ 514,411.00 |
| Component 2: Impact evaluation of the pilot program | \$ 162,510.00 | \$ 0.00 | \$ 162,510.00 |

V. Executing Agency and Execution Structure

- 5.1 To ensure consistency with the overarching ECD Innovation Fund objectives, this TC will be executed by the IDB. The TC will build on previous work the Bank has done to support the national efforts Colombia has been implementing to expand and improve the quality of ECD services through different lending and technical assistance

operations (CO-L1010, CO-L1093, CO-T1433, CO-T1367, CO-T1467, CO-T1419). All disbursements will be executed through the Bank's systems and will require approval from SCL/EDU. The Bank will contract individual consultants, consulting firms and non-consulting services in accordance with Bank's current procurement policies and procedures (GN-2303-20). The TC will be executed over a period of 30 months and disbursed over a period of 36 months as of the date of approval.

- 5.2 Fundación Escuela Nueva (FEN), Think Equal (TE), and the Yale Center for Emotional Intelligence (YCEI) will be the partners for the implementation of the current TC. FEN is a Colombian nonprofit founded in 1987 by the authors of the Escuela Nueva pedagogical model and the core team that pioneered and developed the program. FEN's goal is to extend the reach of child-centered and cooperative learning approaches in education, like the Escuela Nueva model, to better develop human potential and drive large scale social change. FEN has partnered with governments (national/regional/local authorities), international cooperation agencies, foundations, other nonprofits and corporations. FEN is currently executing with the Bank's a Technical Cooperation CO-T1422 to improve educational quality in 4 departments of rural Colombia. Think equal is a not-for-profit organization registered in the United Kingdom. TE works with governments and Ministries of Education in Sri Lanka, Botswana, Canada, Argentina, Kenya, Singapore, and India; which have already piloted the program and are in various stages of rolling out (eg. Kenya to 2k schools; Botswana to 133 classes, Sri Lanka to 11k schools).

VI. Project Risks and Issues

- 6.1 Risks that could potentially prevent the program execution are mainly associated with political changes or instabilities in the country. Instability could stem from change in government, legislative bodies, foreign policy makers or military control. These risks could revoke TE access to the participating schools in the program, hence, jeopardizing the program implementation, monitoring and evaluation. Or due to local conflicts or local demonstrations, children could be unable to access schools daily without putting themselves at risk.
- 6.2 To mitigate these risks, the team will engage in constant dialogue with authorities to ensure buy in at different levels (political and technical). Since the implementation will take place in different departments, regional authorities will also be heavily involved to ensure sustainability in the event of political changes at the central level. We will also strengthen the implementation team to make sure that the program is implemented in the timeline originally planned. Finally, the bottom-up approach will ensure strong engagement of all beneficiaries (teachers, heads/principals/families) of the program. Teachers who received training will take active roles to apply and strengthen their knowledge and skills and will also be encouraged to transfer and share their knowledge and experiences with other teachers.

VII. Environmental and Social Classification

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