

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	ARGENTINA/CSC - Southern Cone
▪ TC Name:	Improving Education Management and Innovation in the Province of Mendoza
▪ TC Number:	AR-T1197
▪ Team Leader/Members:	BERGAMASCHI, ANDREA (SCL/EDU) Team Leader; PEREZ ALFARO, MARCELO A. (SCL/EDU) Alternate Team Leader; NOEL, TEODORO CLEMENTE (VPC/FMP); PINTO BERNAL, MARISOL (VPC/FMP); NASLUND-HADLEY, EMMA INGRID (SCL/EDU); CONTRERAS GOMEZ, RAFAEL EDUARDO (SCL/EDU); GRAHAM, RODOLFO B. (LEG/SGO)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	15 Nov 2017
▪ Beneficiary:	Argentina (General Direction of Schools of the Province of Mendoza).
▪ Executing Agency:	Republica Argentina
▪ IDB funding requested:	\$ 700,000.00
▪ Local counterpart funding:	\$ 77,800.00
▪ Disbursement period:	36 months
▪ Types of consultants:	Individuals; Firms
▪ Prepared by Unit:	Education
▪ Unit of Disbursement Responsibility:	Social Sector
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	Yes
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality

II. Objective and Justification

- 2.1 This Technical Cooperation (TC) aims at supporting the DGE to strengthen educational management through integrated data and information systems, and to improve students' performance with the introduction of innovative teaching and learning methodologies.
- 2.2 The General Direction of Education and Culture of the Province of Mendoza (DGE) has the responsibility of providing Basic Education services (Initial, Primary and Secondary education) in the Province of Mendoza. It serves to 455,922 students (77% of the total), works with 25,000 teachers (78% of the total), in 2,086 schools (69% of the total), attending mostly the population of low socioeconomic backgrounds. The main educational challenge in Mendoza is to improve student learning outcomes. In the 2016 Learning Test (LT), nearly 70% of students in Secondary education did not acquire a satisfactory level of performance in Mathematics (amongst the poorest students, this percentage rises to 85%). As a consequence, dropout rates in Secondary education are high, with 40% of students not finishing school in 2016. Some of the reasons for low learning levels and high dropouts in Secondary have been associated with (i) the lack of relevance and attractiveness that students find in its curricula and teaching methodologies, demanding governments to revise school contents and look for new methods of teaching; and (ii) the low support students find in the education community and sometimes parents in defining a life project and finishing school. One of the innovative teaching strategies is the guided use of new

technologies by the teacher in the classroom with the support of digital platforms, which also allows the development of differentiated learning trajectories for each student according to their specific needs. Also, the delivery and use of information on students needs by the different actors - principals, teachers, parents - can have a positive impact on students learning in the very short term. Interested in working with parents, Mendoza is designing a portal for parents where they will provide school information (events, workshops, exam dates etc) to encourage their participation. Moreover, the quality of the processes and data management are fundamental to enable efficiently planning and targeting financial and pedagogical resources to interventions to improve students learning outcomes. In the last years Mendoza has invested in advancing its educational management systems. It has developed SIGA (Administrative Management Integrated System), a tool that allows the management of enrollments in real time and serve as a communication channel between the DGE and the schools to send administrative and pedagogical information to the school in addition to transferring resources. Additionally, GEM (Mendoza Educational Management System), which is the evolution of SIGA, will also allow the DGE to digitize attendance control of students and teachers, which will be operated directly in schools. Now, the DGE seeks to consolidate GEM to enhance the management of information into an integrated system and allow a more complete picture for school management in Mendoza. Moreover, the DGE needs to train principals and teachers to be able to properly use and keep the information updated for better tailoring instructional strategies.

III. Description of Activities and Outputs

- 3.1 Activities and Outputs will be direct to (i) improving DGE's planning and management capacity by providing timely information (administrative and academic data) to schools; and (ii) increase in students' performance through 2 components:
 - Component 1. Management Information Systems
This component is aimed at supporting the DGE in improving decision making and planning based on solid and quality information and data by (i) developing a roadmap for the development and implementation of an educational management system that integrates administrative (resources, payments, programs, personnel) and academic (curricula, students performance, evaluations, attendance) data and (ii) training sessions to school principals and districts managers in using the system for education planning and budgeting. The main output for this component is (i) providing the DGE with a feasible yet modern roadmap for the development of the system; and (ii) having schools and district leaders trained in understanding and using the integrated system to improve education planning and students learning outcomes.
 - Component 2. Educational Innovation
This component is aimed at supporting the DGE in designing and implementing innovative methods to teaching and learning to improve students performances through (i) developing and implementing a digital learning platform for Secondary level to be used on students laptops and schools digital labs; (ii) developing and implementing a learning program in Mathematics and (iii) developing digital materials for parent's involvement in education. The main outputs of this component are: (i) the digital platform implemented; (ii) the Mathematics program implemented and (iii) materials developed and implemented.
- 3.2 **Component I: Management Information Systems.** Support the DGE in improving decision making and planning based on solid and quality information and data.
- 3.3 **Component II: Educational Innovation.** Support the DGE in designing and implementing innovative methods to teaching and learning to improve students performance.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Management Information Systems	\$ 310,000.00	\$ 27,800.00	\$ 337,800.00
Educational Innovation	\$ 390,000.00	\$ 50,000.00	\$ 440,000.00

V. Executing Agency and Execution Structure

- 5.1 The executing agency will be the DGE through the Coordination of Programs and Projects Unit depending from its Planning and Administration General Direction.
- 5.2 The Coordination of Programs and Projects Unit has vast experience in implementing projects with external partners and within the Province with the local districts and schools, which should facilitate the implementation of the integrated management system and the digital platform, both to be run and used also by the local level DGE staff (school principals and teachers).

VI. Project Risks and Issues

- 6.1 Risks associated with this TC are low. The Education Division has experience in supervising similar projects in the region and in other countries and provided the required assistance. However, a common type of risk for technology programs is the lack or low quality of internet connectivity that would prevent the full usage of the integrated system and digital platform. To mitigate this risk both tools should be developed considering the need to operate offline, with the possibility of a later upload of information and data.

VII. Environmental and Social Classification

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