

## TC Document

### I. Basic Information for TC

▪ Country/Region:	URUGUAY
▪ TC Name:	Cities Where We Read to Our Children
▪ TC Number:	UR-T1265
▪ Team Leader/Members:	Naslund-Hadley, Emma Ingrid (SCL/EDU) Team Leader; Perez Alfaro, Marcelo A. (SCL/EDU) Alternate Team Leader; Blasco, Ivana (SCL/EDU); Casco, Mario A. (ITE/IPS); Chapuis, Emilie (VPC/FMP); Cuba Valdivia, Abel Armando (VPC/FMP); Emilio Laguillo (SCL/EDU); Park, Mihwa (SCL/SPH); Valentina Tournier Vazquez (CSC/CUR); Verissimo Da Silva, Carolina (LEG/SGO)
▪ Taxonomy:	Client Support
▪ Operation Supported by the TC:	.
▪ Date of TC Abstract authorization:	13 Sep 2021.
▪ Beneficiary:	Administracion Nacional de Educacion Publica (National Administration of Public Education of Uruguay (ANEP))
▪ Executing Agency and contact name:	Administracion Nacional De Educacion Publica
▪ Donors providing funding:	Korea Poverty Reduction Fund(KPR)
▪ IDB Funding Requested:	US\$400,000.00
▪ Local counterpart funding, if any:	US\$0
▪ Disbursement period (which includes Execution period):	36 months (execution period: 36 months) <sup>1</sup>
▪ Required start date:	1 May 2022
▪ Types of consultants:	Individuals; firms
▪ Prepared by Unit:	SCL/EDU-Education
▪ Unit of Disbursement Responsibility:	CSC/CUR-Country Office Uruguay
▪ TC included in Country Strategy (y/n):	Yes
▪ TC included in CPD (y/n):	Yes
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Diversity; Gender equality; Social inclusion and equality

### II. Objectives and Justification of the TC

- 2.1 High quality children's literature is central to achieve international principles<sup>2</sup> of respect for diversity within and between households, communities, and cultures (Adam, et al., 2019). Children's literature can help children understand their own culture and that of others. "Children need books to act as windows into the world around them," helping them explore countries, cultures, perspectives, times, and places that are different from their own (Fix, 2019). Yet, educators and caregivers often have limited understanding of the role of literature in shaping children's value systems, including ideas and perceptions about social inclusion and exclusion, abilities and disabilities, diversity, and gender (Adam, et al., 2019; Leahy & Foley, 2018; Turner & Morgan, 2019).

<sup>1</sup> The disbursement/execution period will be 36 months from the effective date of the Letter of Agreement to be signed between the Bank and the beneficiary.

<sup>2</sup> For example, as laid out in the [United Nations Convention on the Rights of the Child, 1989](#).

- 2.2 Even in early childhood children benefit from high quality literature. A wealth of research shows that reading to children improves language development (Frank, et al., 2016); reinforces child-parent bonds (Duursma, et al., 2008); enhances creativity and imagination; improves cognitive development, such as numeracy abilities (Niklas, et al., 2015); improves concentration and behavior (Schmiedeler, et al., 2014); academic outcomes; enhanced reading skills and lifelong reading habits (Sénéchal & LeFevre, 2014; Sénéchal & LeFevre, 2002)
- 2.3 **Promotion of Children's Literature in Korea.** At a policy level, the South Korean education system stands out for its success in using children's literature and storytelling to promote students' global development and wellbeing. The country's high literacy rate (almost 100%) is widely attributed to the emphasis of the government of South Korea to include children's literature as part of official national education curriculum to teach language, reading, writing skills (UNESCO, 2015). South Korea is one of the top performers of the Programme for International Student Assessment (PISA) assessments in reading with 85% of students attaining at least proficiency, well above the world average of 77%. These students can identify the main idea in a moderate length text, find information based on explicit facts, and can reflect on the purpose and form of texts when directed to do so (OECD, 2018)
- 2.4 In recent years, modern Korean children's literature has been gaining recognition around the world. In 2020, a Korean author and illustrator, Baek Heena, won the Astrid Lindgren Memorial Award, the world's most important children's book award. Other authors have been nominated and received other renowned children's award books worldwide, such as the Hans Christian Andersen Award, and the Bologna Ragazzi Award. Korea also awards various children's literature prizes to discover new talented authors domestically and internationally (Yi and Kwon, 2017).
- 2.5 **In Latin American and the Caribbean (LAC) many children grow up without access to reading materials.** Regional survey data collected by the IDB suggests that children in low socioeconomic groups grow up with limited or no access to books and reading materials (IPA, 2020). The lack of books in children's home environments is compounded by the lack of books in schools. Even when books are available, classroom bookshelves, reading lists, and school libraries are typically not diverse, overwhelmingly featuring white protagonists. Many books made available through schools even promote gender and racial stereotypes. Cultures, perspectives, and identities that are historically underrepresented in society remain underrepresented in children's literature. For example, there is a lack of books that illustrate diverse family structures, books that illustrate boys in gender-diverse roles, books that reflect indigenous and Afro-descendant populations, and books that describe a diversity of cultures and countries (Fix, 2019).
- 2.6 **Cities Where We Read to Our Children.** To foster children's access to diverse literature, the City of Gothenburg in Sweden, has launched an initiative called Cities where We Read to Our Children. The purpose is to encourage reading with and by children. The implementation consists of three parts. First, awareness-raising activities among caregivers, educators, and the larger education communities, sensitizing them to the importance of literature in children's lives. Prominent children's authors and literature organizations are key actors in this endeavor. Second, skill development of educators and caregivers, coaching them in how to foster children's love for books. Third, promoting access to diverse books that do not omit the identities and cultures of millions of children.

- 2.7 **The UNESCO Cities of Literature Program.** The global network of the United Nations Educational Scientific and Cultural Organization (UNESCO) Cities of Literature comprises 295 cities. UNESCO designates new creative cities every two years. It usually takes years of preparation for a city to gain status as a City of Literature, including investments in the promotion of reading and writing. Cities of Literature are present on every continent, working together to promote literature as an expression of artistry and as a creative industry. The cities share a wealth of ideas and knowledge with each other, including their methods to promote reading and literature for social sustainability. In 2015, Montevideo became a city of literature, and it is the first and only UNESCO City of Literature in the LAC region. South Korea is home to two cities of literature, Bucheon and Wonju, since 2017 and 2019 respectively. In 2021, after many years of preparation, the Swedish City of Gothenburg received the recognition of becoming Sweden's first UNESCO City of Literature.
- 2.8 **Uruguay's Reading and Writing Program (ProLEE).** According to the last edition of the Program for International Student Assessment (PISA) in 2018, 41.9% of Uruguayan students had low levels of performance in reading, compared to 31.7% of Chilean students. PISA also shows learning gaps by socioeconomic level, equivalent to 2.8 years of schooling, and is one of the largest in the region. The National Education Administration of Uruguay (ANEP) has among its tasks the design and implementation of projects of national scope that enable access to culture through reading. As part of Uruguay's National Language Policy Framework, the [ProLEE](#) program was conceived. In 2014 literature was disseminated to one thousand schools, including training of teachers in pedagogical practices related to reading; and creation of community reading teams that visit schools weekly to read to students. Through [Plan Ceibal](#),<sup>3</sup> students have access to an [online library](#) of textbooks and mainly Uruguayan literature. However, ANEP wishes to expand the online library to promote international knowledge, understanding, and values of inclusiveness. In the era of COVID-19, ANEP and the national library consider it particularly urgent to expand access to children's literature to enrich face-to-face, distance, and hybrid learning. ANEP also wishes to go beyond simply reading books to promote interactions with authors and other readers, fostering rich conversations and reflections about international values of ethnic, cultural, and gendered respect and inclusion, as well as environmental preservation. By partnering with the project, ANEP wishes to create one City Where We Read to Our Children in Uruguay. The term "City" will be used broadly to encompass also surrounding communities.
- 2.9 **Objective.** The proposed Technical Cooperation (TC) will respond to the described challenge of lack of access to rich children's literature among vulnerable students to foster learning and the values of diversity and inclusion. The specific objectives are twofold: (i) create a Latin American City Where We Read to Our Children, including a literacy campaign with the participation of Korean, Swedish, and Uruguayan authors of children's literature, and the creation of a digital platform to provide access to children's literature; (ii) implement an experimental pilot to sensitize and coach caregivers and educators on how to promote children's reading. The project will target the Department Treinta y Tres but may be expanded to cover other vulnerable populations as needed to have the required sample size for the experimental evaluation.

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<sup>3</sup> Since 2007, Plan Ceibal is an organization that has become the engine for introducing innovation in the education system through information and communication technologies and new pedagogies.

2.10 **Strategic Alignment.** The TC is consistent with the Second Update to the Institutional Strategy (UIS) 2020-2023 (AB-3190-2) and is strategically aligned with the development challenge of social inclusion and equality by supporting the measurement analysis of education inclusion and equality by financing activities that aimed to improve children's access to diverse literature. In that sense, it is expected that this TC will contribute to improved education outcomes for children in Uruguay. The TC is also consistent with the emphasis of the UIS on the adoption of technology and innovation as a key input to advance development in education. The TC is also consistent with the Strategy on Social Policy for Equity and Productivity (GN-2588-4) as it is expected that the results will allow the support the improvement of school quality in vulnerable, underserved communities. The TC is also aligned with the Skills Development Sector Framework Document (GN-3012-3), which promotes quality education. The proposed TC contributes to the Corporate Results Framework (CRF) 2020-2023 (GN-2727-12) indicator number 2.1 "students benefitted by education projects (#). The TC is also aligned with the country strategy with Uruguay 2020-2025 (GN-3056), which has the objective to "improve education and job training," and "incorporating a gender and social inclusion perspective, an environmental perspective, and considering the use of digital technologies to overcome them." The TC is also aligned with the IDB's "Vision 2025: Reinvest in the Americas: A Decade of Opportunity," which prioritizes the promotion of gender equity and diversity (AB-3266). The TC is aligned with the Agreement between the Government of the Republic of Korea and the Bank establishing the Korea Poverty Reduction Fund (KPR) dated July 27, 2005, and amended on May 24, 2006, and April 14, 2017 (KPR Agreement) as it will benefit vulnerable communities. The TC is also aligned with the KPR Operational Guidelines (GN-2373-4), which identifies education as an eligible sector for funding, and highlights as priority project strategies the: "design, implementation, and evaluation of projects for the improvement of income, living conditions and access to social services by those under extreme poverty conditions and other poor populations." The TC is also aligned with a new IDB project called "Promoting the contribution of Edutech for learning how to read and write" (UR-T1267, ATN/ME-19001-UR), which will develop and implement an application to support early literacy skills in the 4-8 years age-group.

### III. Description of activities/components and budget

3.1 **Component I: Creation of a Latin American City Where We Read for Our Children \$275,000).** The aim of the component is to support the establishment of a "City Where We Read to our Children" initiative in Uruguay. The TC will finance the following activities: (i) a sensitization campaign for caregivers, educators, and school communities to sensitize them to the importance of reading and access to diverse children's literature. The campaign will produce at least five videos and social media content featuring Uruguayan, Korean, and Swedish authors of children's books that provide children of mirrors of their own cultures and identities, as well as windows into different countries' cultures and identities; (ii) production of training materials and the training of approximately 100 teachers and 1,000 caregivers to build capacity on how to foster children's reading, including how to create an environment of deep discussion and critical thinking, asking questions and encourage debate about books; and (iii) contributions to the Ceibal online reading platform to provide children with access to diverse literature. The project will finance the translation of two Korean children's books targeted for the tween group (age 8 - 10) to Spanish.

- 3.2 **Component II – Experimental Pilot of Cities Where We Read to Our Children (US\$125,000).** The aim of the Component is to implement an experimental pilot to promote reading, benefitting vulnerable children in the 8-10 age-group. The TC will finance individual consultants for the implementation of two treatment arms: (i) one group will coach caregivers to stimulate the use of diverse children’s literature; and (ii) a second group will train and coach teachers in the integration of diverse children’s literature into their lessons. The proposed design will allow for a cost-effectiveness analysis, contracting the coaching of caregivers, and the training of teachers. For the treatment arms, separate caregiver and teacher training curricula will be developed; 5 community educators will be contracted as individual consultants and trained, and training materials will be developed and printed. The component will also finance contracting of a firm for data collection from 1,000 caregivers, including data on children’s cognitive and non-cognitive skills; as well as data on caregiver and teacher perceptions about diversity and reading, expectations, and beliefs about the development of cognitive and non-cognitive skills, as well as rich data on families and schools to allow for a heterogeneity analysis. To ensure adherence to the ethical values and principles for human subject research, the Randomized Control Trial (RCT) design will be submitted to an Institutional Review Board (IRB) and registered in the American Economic Association (AEA) RCT Registry. All management of data will adhere to the Bank’s data privacy procedures, as applicable.
- 3.3 The total cost of the TC is US\$400,000, which will be charged against the resources of the Korea Poverty Reduction Fund (KPR). The City of Gothenburg will provide and execute parallel co-financing in the amount of approximately US\$240,000 which will cover travel-related expenses of a Swedish author of children’s books and the Swedish project coordinator to Uruguay, and travel expenses of Uruguayan authors to Sweden. Sweden will also finance the translation, production, and distribution of the work of the Uruguayan and Korean authors into Swedish. Thanks to parallel financing from the city of Gothenburg, these authors will be invited to a three-week residency and book promotion tour in the Gothenburg area towards the end of the project.

### Indicative Budget

Activity/Component	Description	KPR Funding	Total Funding
Component 1. Creation of a Latin American City Where We Read to Our Children		<b>275,000.00</b>	<b>275,000.00</b>
Children’s books	Goods	40,000	40,000
To develop materials to train teachers	Individuals	235,000.00	235,000.00
Component II. Experimental Pilot of Cities Where We Read to Our Children		<b>125,000.00</b>	<b>125,000.00</b>
To conduct an RCT	Firm	110,000.00	110,000.00
Analysis based on the RCT results.	Individual	25,000.00	25,000.00
<b>Total</b>		<b><u>400,000.00</u></b>	<b><u>400,000.00</u></b>

#### IV. Executing agency and execution structure

- 4.1 The TC will be executed by the National Administration of Public Education (ANEP),<sup>4</sup> an autonomous entity with legal status. It is the state agency responsible for planning, management, and administration of the public education system at its initial education levels, primary, secondary, technical, and tertiary education training throughout the Uruguayan territory. In the last decade, ANEP has successfully executed several IDB operations, including the Secondary and Technical Education and Teachers Training Support Program (PAEMFE) (UR-L1050; 2480/OC-UR), which sought to consolidate and deepen policies to improve quality and increase equity in education and train teachers; the Support Program for Secondary Education and Teacher Training: Towards Seamless Teacher Training and Complete Learning Pathways (UR-L1116; 3773/OC-UR), which contributes to the policy of access and retention in basic and technical education; and the Education for Transformation: Completion of Cycles and New Educational Offerings (UR-L1176; 5337/OC-UR), which is currently in execution and aims to improve student retention and graduation rates at the lower and upper levels of secondary education. The Institutional Analysis Capacity Platform (PACI) conducted in preparation of the most recent operation indicates that one of the strengths of ANEP is its stable team of professionals with experience in the financial management of IDB-financed projects.
- 4.2 Within the ANEP, the project executing unit originally created for the execution of PAEMFE will be in charge. As the executing agency of the TC, the ANEP will be responsible for: (i) coordinating the actors involved in the activities of the TC; (ii) identifying the studies and technical work necessary to carry out the TC; (iii) selecting, contracting, and supervising the consultants and consulting firms to provide the necessary services; and (iv) managing the execution and provision of consulting services.
- 4.3 **Execution period.** The TC will have an execution and disbursement period of 36 months from the effective date of the Letter of Agreement to be signed between the Bank and ANEP.
- 4.4 **Procurement.** ANEP will follow standard Bank procurement procedures based on the Policies for the Selection and Contracting of Consultants financed by the IDB (GN-2350-15) and Policies for the Procurement of Goods and Works (GN-2349-15). All activities to be undertaken by ANEP will be included in the Procurement Plan for Recipient Executed TCs. The Bank will undertake ex-ante revisions.
- 4.5 **Monitoring and Evaluation.** The Project Team will be responsible for the review of all technical and financial reporting. The Team Leader will be responsible for annual monitoring of activities in the field, and continuous progress meetings with the counterparts and consultants. The Project Team will be responsible for the preparation and submission to the donor of the project reporting, in compliance with the stipulations of the KPR Agreement and the KPR Guidelines.
- 4.6 **Partners.** To expand the “Cities Where We Read to Our Children” internationally, a group of international organizations are joining forces to support the proposed TC, including: The Korea Children’s Culture Union, the Seoul International Book Fair, the

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<sup>4</sup> Law No. 15739/1985 and Law No. 18.437/2008.

Wonkwang University, and the City of Gothenburg. The Korean Children's Culture Union was established in 1988 as part of children's culture movement in Korea and is today one of the most active civil society groups for children's literature, including the monthly publication of children's magazines. The Seoul International Book Fair was established in 1954 and has become Korea's biggest book festival. It aims to globalize Korean literature and build capacity of literature in the country and abroad by bringing together authors, readers, publishers, scholars, and artists. Children's literature is also part of this book festival, and in 2019, the fair was especially dedicated to children's literature. Wonkwang University is a major actor in promoting children's books in Korea, including research in the impact of children's literatures on early childhood development, multi-culturalism and mathematics learning.

- 4.7 These partner organizations will participate in a TC Advisory Committee to facilitate the collaboration of Korean, Uruguayan and Swedish authors of children's literature, and co-finance the initiative. All partner organizations have committed to: (i) Participate in meetings to provide guidance for design of the project's strategy and products with timely reviews and recommendations; (ii) During key stages of the project, review the draft campaign and training materials; (iii) Participate in the promotion and dissemination of the project on social media and/or other media in Korea, Sweden, Uruguay and internationally; and (iv) assist in selecting Korean, Uruguayan and Swedish children's book to be translated into two additional languages. Wonkwang University and the Seoul International Book Fair have agreed to help translate children's literature from Spanish to Korean and vice versa. The Wonkwang University and the Korea Children's Culture Union have also committed to participate in the conceptualization and implementation of the randomized control trial of "Cities Where We Read to Our Children" In Uruguay ([see letters of support](#)). The City of Gothenburg has committed to provide parallel financing, including translation of Swedish children's literature, and financing of international authors to visit the Uruguayan "Cities Where We Read to Our Children" Project.

## **V. Major issues**

- 5.1 The unpredictability of the COVID-19 pandemic constitutes a challenge. Although schools have opened, as in every education system, it is uncertain if they will remain open. In response to this risk, the TC will be designed to be delivered through a hybrid education models that combines face-to-face with virtual activities.
- 5.2 Another issue is that the TC requires extensive institutional coordination between the City of Gothenburg, the partners in Korea, and the entities from Uruguay. To mitigate this risk, the IDB will closely collaborate with ANEP to ensure the coordination of actors and activities.

## **VI. Exceptions to Bank policy**

- 6.1 None.

## **VII. Environmental and Social Strategy**

- 7.1 This Technical Cooperation is not intended to finance pre-feasibility or feasibility studies of specific investment projects or environmental and social studies associated with them; therefore, this TC does not have applicable requirements of the Banks Environmental and Social Policy Framework (ESPF).

## **Required Annexes:**

[Request from the Client - UR-T1265](#)

[Results Matrix - UR-T1265](#)

[Terms of Reference - UR-T1265](#)

[Procurement Plan - UR-T1265](#)