

**TECHNICAL COOPERATION PROFILE**  
**JAPAN SPECIAL FUND (JSF)**

**OCTOBER 2, 2008**

**I. BASIC PROJECT DATA**

<b>Country:</b>	Ecuador
<b>Program Name:</b>	Support for Universal Basic Education
<b>Number:</b>	EC-T1161
<b>Team Leader/Members:</b>	María Loreto Biehl (EDU/CCO), Team Leader; Aimee Verdisco and Tania Vera (SCL/EDU); Alba Villafuerte (CAN/CEC); Marcelo Perez Alfaro (SPH/CEC); Rosina de Souza (LEG/SGO).
<b>Date of Request:</b>	July 16, 2008
<b>Beneficiary:</b>	Ecuador
<b>Executing Agency:</b>	IDB
<b>Financing plan:</b>	IDB (JSF): US\$340,000 Local: US\$ 90,000 Total: US\$430,000
<b>Execution timetable:</b>	Execution period: 24 months Disbursements period: 30 months

**II. BACKGROUND AND PROBLEM STATEMENT**

- 2.1 Although there is some evidence to suggest that gaps in educational attainment between different population groups throughout Latin America and the Caribbean are shrinking, a detailed account of the current levels of education inequalities and factors contributing to them largely remains a pending task. Minimal data has been systematically collected, analyzed and used as empirical reference points against which policies and programs can be dimensioned, targeted, implemented and monitored.
- 2.2 Ecuador provides a clear example of a country with significant education disparities. Whereas the country's average enrollment rates at the primary level stands at over 90%, an estimated 156,000 children remain out of school. The majority of these are poor, indigenous and ethnic minorities. At the secondary level, average enrollment falls to 45%, with more than half a million children outside the system. The average Ecuadorian completes just over 7 years of education. In rural areas, this figure falls to just over 5 and in urban areas, it increases to almost 9. Indigenous populations receive merely 3 years of education on average and afro-descendents 4.5.

- 2.3 The Bank approved an operation (EC-L1018) to support the Government of Ecuador's effort to meet the MDG in education and ensure that all children entering the education system receive a full cycle of quality basic education (grades 1-10, with the first grade being dedicated to preschool). The objective of this operation is to support ongoing government efforts to universalize basic education and to improve the overall quality, equity and internal efficiency of basic education. The program consists of two main components: (i) expansion of basic education with equity; and, (ii) improvement of quality and management in the sector.
- 2.4 In addition to the Bank operation, the Government of Ecuador is financing a series of complementary programs, such as free school uniforms and school meals. In turn, these programs constitute strategies for generating employment and income, for instance, as a result of the production of the school uniforms by local artisans.
- 2.5 Given the innovative character of some aspects of the strategies for improving education, the Government of Ecuador, by means of National Secretariat of Planning and Development (SENPLADES), is interested in carrying out a close monitoring and evaluation process that will allow to: a) ensure quality implementation; b) correct any deviation and restructure or strengthen those areas that might be needed and c) gather or revise base line information to ensure the possibility of future comprehensive impact evaluations.
- 2.6 This plan seeks to offer timely information to eventually refine and adjust education program implementation and strategies. This technical cooperation will support SENPLADES's evaluation agenda in the educational area, improving success possibilities of EC-L1018.

### III. PROGRAM OBJECTIVE AND DESCRIPTION

- 3.1 The objective of this TC is to support the Government of Ecuador's evaluation of innovative strategies directed to ensuring universal basic education. This TC is expected to enhance the impact of policies and strategies in the area of education, including those addressed through EC- L1018.
- 3.2 The analyses supported by this technical cooperation will employ a number of quantitative and qualitative methods to identify areas in need of improvement within education policies in Ecuador. Three main components are envisioned: (i) Process and impact evaluation; (ii) Preparation of a detailed report; and, (iii) Dissemination of results.
- 3.3 **Component 1. Process and Impact Evaluation** (US\$249,000). This first component will be analytic in nature and will finance the following activities:
- 3.4 a) Process evaluation for on-going educational strategies. The strategies to be evaluated include: i) increase in the number of teachers, improving their geographical distribution; ii) supply of new educational inputs (books, uniforms, infrastructures, etc); and iii) quality and pertinence of teachers training. The

- evaluation will assess the level and quality of the implementation process and will also analyze qualitative aspects such as: a) the profile of the new teaching force; b) the pedagogy used in the classroom by new teachers; d) management processes at the school level; and e) parental satisfaction with new school resources.
- 3.5 b) Impact evaluations of fully implemented strategies will be financed. These include: a) the distribution of free uniforms and, b) the program “Hilando para el desarrollo” that supports artisans in the production of these uniforms. Evaluation will look at impact on attendance and completion rates of receiving free uniforms and on family income for Hilando el Desarrollo.
- 3.6 c) Analysis of basic educational statistics. Data to be analyzed include, but are not limited to: completion rates of basic education, enrollment rates in first grade (pre-school), repetition rates in all grades of basic education, drop-out rates at all levels of basic education, test scores, teacher profiles, and teacher training. To the extent possible, all analysis will control for gender, socioeconomic status, race and ethnicity and location of school, thus allowing to define targeted recommendations to strengthen the program for marginal populations if needed. This information will, on one hand, improve the quality of base line information for EC-L1018, and on the other, allow the comparison of key indicators periodically.
- 3.7 **Component 2. Preparation of a detailed report** (US\$50,000). Building on the analysis supported in component 1, this component will interpret all findings. In doing so, it will provide an account and a profile of the factors intervening in the delivery of a quality education to marginalized populations, particularly ethnic and racial minorities and the poor. The analysis will inform government and give specific recommendations to strengthen program delivery. The results of the quantitative analysis will be combined with more qualitative information. The report will critically comment on the lessons learned and touch on issues of replicability in other contexts.
- 3.8 **Component 3. Dissemination of results** (US\$25,000). The results of the evaluation described above will be presented to Ministry officials at all levels (central level, provincial level, canton level, school level) and relevant stakeholders, including teachers, directors, students and parents. Dissemination will include the preparation and publication of a technical report and, in an effort to share findings. It is expected that dissemination activities will be held in Quito and in a select number of provinces.

#### IV. COST AND FINANCING

- 4.1 The total cost of the project is estimated at US\$430,000, of which US\$340,000 will be financed by the Japan Special Fund (JSF); and US\$90,000 will be local contribution and the National Secretariat of Planning and Development (SENPLADES) will be responsible for counterpart recourses.

**Table IV-1 Budget US\$**

<b>Components</b>		<b>JSF</b>	<b>Local</b>	<b>Total</b>
1.	<b>Component 1.</b> Process and impact evaluation	249,000	43,000	292,000
2.	<b>Component 2.</b> Preparation of a detailed report	50,000	25,000	75,000
3.	<b>Component 3.</b> Dissemination of results	25,000	22,000	47,000
4.	<b>Other costs</b> (contingencies, monitoring of project)	16,000	0	16,000
<b>Grand Total</b>		<b>340,000</b>	<b>90,000</b>	<b>430,000</b>
		<b>79%</b>	<b>21%</b>	<b>100%</b>

## **V. EXECUTING AGENCY AND EXECUTION STRUCTURE**

- 5.1 The TC will be executed by the IDB. SENPLADES will be the technical counterpart for this TC, and will prepare terms of reference for Banks review.

## **VI. MAJOR ISSUES**

- 6.1 No mayor issues are identified.

## **VII. ACTION PLAN**

- 7.1 Terms of reference for some of the studies have already been drafted by SENPLADES and will be included in the Plan of Operations for this TC.

## **VIII. ENVIRONMENTAL AND SOCIAL STRATEGY**

- 8.1 No negative environmental impacts are expected because of studies on basic education; and according to the Environment and Safeguards Compliance Policy GN-2208-20 and OP-703, the operation has been classified as “C”.

## **IX. APPROVAL**

**(ORIGINAL FORMADO)**

Marcelo Cabrol,  
Chief SCL/EDU

10/02/2008

Date

Vo.Bo.: **(ORIGINAL FORMADO)**

Carlos, Melo  
Country Representative, CAN/CEC

09/30/2008

Date