

## TC ABSTRACT

### I. Basic Project Data

▪ Country/Region:	ECUADOR/CAN - Andean Group
▪ TC Name:	Inclusion of Migrants Into School System
▪ TC Number:	EC-T1433
▪ Team Leader/Members:	OLSEN, ANNE SOFIE WESTH (SCL/EDU) Team Leader; ELACQUA, GREGORY MICHAEL (SCL/EDU) Alternate Team Leader; SCANNONE CHAVEZ, RODOLFO ANDRES (SCL/EDU); CALAHORRANO TIRADO, KARINA ALEXANDRA (CAN/CEC); DUGAND OCAMPO, JUAN CARLOS (VPC/FMP); ESCUDERO, CAROLINA (VPC/FMP); NEGRET GARRIDO, CESAR ANDRES (LEG/SGO); BLASCO, IVANA (SCL/EDU)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	03 Jun 2019
▪ Beneficiary:	Government of the Republic of Ecuador
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	US\$500,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	30 months
▪ Types of consultants:	Individuals; Firms
▪ Prepared by Unit:	Education
▪ Unit of Disbursement Responsibility:	Country Office Ecuador
▪ 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

### II. Objective and Justification

- 2.1 The objective of this TC is to provide support to the Government of Ecuador to improve quick response to inclusion of migrants and vulnerable populations in the school system. Specifically, this TC will finance: (i) increase efficiency of assignment of students, especially migrants and vulnerable populations, (ii) increase access to schooling in vulnerable areas with significant concentration of migrants (iii) evaluation and dissemination of the results.
- 2.2 The world is witnessing the highest levels of human displacement on record. An unprecedented 65.3 million people around the world have been forced from their homes, whereof over 21 million are refugees (UNHRC, 2018). Over half of the world's refugees are children of school-age. In 2014 alone, the school age refugee population grew by 30% across the world. On average, refugee children are five times less likely to attend school than other children. Additionally, where refugee children and young people do access education, the quality is often poor, putting their learning and well-being at risk. Another great challenge for migrants and refugees is the process of integration and labor market assimilation. At the time of their arrival, they are on average at severe economic disadvantage compared to natives. They have lower employment rates, lower wages and lower occupational quality (World Bank, 2018). The Venezuelan migrant crisis is a new challenge for Latin America and the Caribbean. By the end of 2018, the International Organization for Migration (IOM)

reported that the number of Venezuelan migrants and refugees worldwide reached more than 3 million people, of which 80% are in other countries of the region . As of December 2018, 280,000 Venezuelans were registered in Ecuador . Around 20% of these migrants (approximately 50,000 people) are minors, needing access to schooling, whereof about 80% have not yet been assigned a seat in any Ecuadorian school. This influx of populations needing access to quality education is putting pressure on an already saturated Ecuadorian school system. Prior to the migration crisis, Ecuador had an approximate 50,000 out-of-school youth. There are numerous reasons for lack of access to schooling of vulnerable and migrant children in Ecuador. One reason is related to the more administrative difficulties of being assigned a seat in a school in the centralized Ecuadorian online system where vulnerable and migrants families might not have the necessary data-skills or documentation. Another reason for the lack of access to schooling of migrant children is related to the critical teacher shortages faced by the Ecuadorian education system. In Ecuador, there is a deficit of circa 4,000 certified teachers to be able to incorporate all children (Ecuadorian and foreign children) in the education system. This generates lack of vacancies and waitlists in public schools. Migrants concentrate in more vulnerable areas, where the shortage of teachers is more severe. Indeed, UNICEF data shows that 25% of localities with greater shortage of teachers also have a higher share of foreigners in the education system. Having a good teacher can dramatically improve students' educational and long-term outcomes (Araujo et al., 2016; Chetty et al., 2014; Hanushek and Rivkin, 2012). Moreover, the study in Ecuador “Cerrando Brechas” found

Additionally, these activities will be complemented and coordinated with other TCs in the education division, RG-3445 “Artificial Intelligence and Behavioral Insights in Education” and in the area of migration, including BID LAB project in Ecuador: EC-T1432 “Innovations for the inclusion of migrants”.

### **III. Description of Activities and Outputs**

- 3.1 Component I – Increase efficiency of assignment of students, especially migrants and vulnerable populations.  
This component will: (i) assist the government of Ecuador in producing a diagnosis of the current student allocation system and in developing new allocation algorithms that include school choice (back-end), and (ii) assist the government in the development and piloting of an interface for student allocation that provides relevant information to parents and students using Artificial Intelligence (AI), Machine Learning (ML) and behavioral insights (BI) (front-end). The goal of this component is to improve the transparency, efficiency and equity of the student allocation system in Ecuador. This component will largely benefit vulnerable and migrant populations by levelling the field in terms of access to information and opportunities to get a seat assigned in an Ecuadorian public school . The IDB will work with governments to tackle any implementation challenge that might emerge in this regard, such as the implementation of these systems in places with poor internet connectivity and will plan outreach activities to introduce migrants to the new student assignment system
- 3.2 Component II – Increase access to schooling in vulnerable areas with significant concentration of migrants.  
Integrating migrant children and young people into national systems is the most sustainable means of ensuring relevant and quality education opportunities for them. This component will support the inclusion of talented individuals to work as teachers in the Ecuadorian education system, especially in most vulnerable areas with greater shares of migrant children and youth. We will partner with the organization Enseña Ecuador, which is part of the global network Teach for All. The goal is to recruit, rigorously select and train ten individuals from diverse backgrounds to become effective teachers in disadvantaged communities for at least two years. The inclusion

of talented individuals to work as teachers would allow the inclusion of vulnerable – principally migrant - children in the education system. Moreover, by taking advantage of the many experienced teachers among Venezuelan migrants themselves, this component will target recruitment efforts among the migrant population. This will foster the economic integration of migrants and, furthermore, ease their assimilation to their host country by being part of the education system given its crucial role in society. This component will also support the development of specific community action plans led by the teachers

- 3.3 Component III – Evaluation and dissemination. This component will fund : (i) an evaluation of the effectiveness of matching algorithms, AI and nudges in improving equity and efficiency in the allocation of students across schools, (ii) one workshop in each country to share the results, and (iii) a regional seminar to disseminate results and showcase the use of artificial intelligence and behavioral science techniques to improve transparency, efficiency, and equity in student allocation systems.
- 3.4 **Component I: Component 1 - Increase efficiency of assignment of students, especially migrants and vulnerable populations.** . The goal of this component is to improve the transparency, efficiency and equity of the student allocation system in Ecuador. This component will largely benefit vulnerable and migrant populations by levelling the field in terms of access to information and opportunities to get a seat assigned in an Ecuadorian public school
- 3.5 **Component II: Component 2 - Increase access to schooling in vulnerable areas with significant concentration of migrants.** This component will support the inclusion of migrant children and young people into the national education system
- 3.6 **Component III: Component 3 - Evaluation and dissemination.** This component will evaluate and disseminate techniques to improve transparency, efficiency, and equity in student allocation systems

#### IV. Budget

##### Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Component 1 - Increase efficiency of assignment of students, especially migrants and vulnerable populations.	US\$250,000.00	US\$0.00	US\$250,000.00
Component 2 - Increase access to schooling in vulnerable areas with significant concentration of migrants	US\$200,000.00	US\$0.00	US\$200,000.00
Component 3 - Evaluation and dissemination	US\$50,000.00	US\$0.00	US\$50,000.00
<b>Total</b>	<b>US\$500,000.00</b>	<b>US\$0.00</b>	<b>US\$500,000.00</b>

#### V. Executing Agency and Execution Structure

- 5.1 The Executing Agency will be the Bank, through the Education Division in the Country Office in Ecuador (CEC/CAN).
- 5.2 At the request of the Ministry of Economy and Finance in agreement with the Ministry of Education, the Executing Agency will be the Bank, through the Education Division in the Country Office in Ecuador (CEC/CAN). EDU will be responsible for the administration, planning, control and supervision of the assigned financial resources, as well as all those activities related to the adequate preparation and programming of

the operation. The corporate acquisition policies will be applied for the hiring of individual consultants and specialized firms (GN-2303-20).

## **VI. Project Risks and Issues**

- 6.1 Risks include that governments, local authorities and schools do not consider migrant populations first priority, and mitigation measures would include strong alignment with Ministries and other actors involved. Furthermore, since there is a lack of teachers in Ecuador, it would be necessary to ensure that new teachers not only fill empty spots in schools but support additional enrollment. Specific risks related to student enrollment include changes in administration which could delay systemic changes of centralized admissions systems. Additionally, for recruitment of possible Venezuelan candidates there might be a risk of not having the appropriate paperwork/permissions to work legally in Ecuador. The key mitigation measures include close coordination and supervision with MINEDUC, district officials and school directors

## **VII. Environmental and Social Classification**

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