

## TC ABSTRACT

### I. Basic Project Data

▪ Country/Region:	URUGUAY/CSC - Southern Cone
▪ TC Name:	Initial and primary learning analytics
▪ TC Number:	UR-T1213
▪ Team Leader/Members:	PEREZ ALFARO, MARCELO A. (SCL/EDU) Team Leader; CUBA VALDIVIA, ABEL ARMANDO (VPC/FMP); CHAPUIS, EMILIE (VPC/FMP); ZICARI DOS REIS, VICTORIA CECILIA (CSC/CUR); MAGRASSI, MARIA JIMENA (CSC/CUR); BARZI, CATHERINE XIMENA (CSC/CUR); RODRIGUEZ CABRERA, LUIS GASTON (CSC/CUR); SCANNONE CHAVEZ, RODOLFO ANDRES (SCL/EDU); VASQUEZ RODRIGUEZ, MADIERY ALTAGRACIA (SCL/EDU)
▪ Taxonomy:	Research and Dissemination
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	01 Aug 2019
▪ Beneficiary:	National Administration of Public Education of Uruguay
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	US\$100,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	30 months
▪ Types of consultants:	Individuals
▪ Prepared by Unit:	Education
▪ Unit of Disbursement Responsibility:	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:	Social inclusion and equality ; Productivity and innovation

### II. Objective and Justification

- 2.1 The objectives of the TC are: i) to generate knowledge to improve the capacity to design and implement educational policies to improve the quality and protection of educational trajectories and, ii) to generate evidence about the impact of behavioral economics strategies in the use of educational platforms. Additionally, it will support the priorities of the dialogue agenda in Uruguay.
- 2.2 The Uruguayan education system has shown progress in terms of attendance. The net attendance rate in initial education (IE), primary (PE) and secondary (SE) is above the LAC average (CIMA, 2019). However, in IE it has been persistently low compared to PE. The absenteeism of children aged 3 to 5 years in public schools was approximately 30% in 2015 (only 10% in PE). The Continuous Household Survey (2017) suggests that parents of children aged 3 to 5 years have not internalized the importance of attendance during IE. In fact, aside from health reasons (27%), the main reasons of absenteeism would not be considered as justified absences in PE: 51% for vacations and 11% for bad weather. Although the rate of underperformance is below the LAC average (CIMA, 2019), important challenges still exist in education quality. TERCE (2013) shows that 32% of PE students have low levels of learning (56% in the poorest quintile). Repetition throughout the cycle (4.5% on average) results in an over-age rate of 27% in the 6th grade (2017). Between 2000 and 2015 students performance in SE remained

unchanged (PISA 2015). In 2015, 41% of the students ranked at the lowest levels of performance in science, 52% in mathematics, and 39% in reading, compared to 35%, 49%, and 28% of students in Chile, respectively, whose income is similar to Uruguay. PISA also reflects gaps in learning by socioeconomic level, with one of the widest gaps in science score between the highest and the lowest quartile. Uruguay has improved its capacity to monitor and evaluate the quality of services and educational trajectories. The education management and information systems (SIGED) of the ANEP allow monitoring the trajectory of each child attending IE and PE, has agile applications for communication with parents and automatic enrollment mechanisms for the transition from IE to PE and from PE to SE. On the other hand, since 2018, the Child Development Inventory (INDI) has been applied to assess child's development and disposition for schooling. The INDI allows to identify students' strengths and weaknesses by class groups in order to better allocate resources and strategies.

Since 2007, CEIBAL has become the tool for introducing new information and communication technologies to the Uruguayan educational system. Thus, children and teachers were provided with devices and Internet connectivity to educational centers (EC). Multiple teaching and learning management platforms were also deployed, such as: Digital Library, Adaptive Mathematics Platform (PAM), Collaborative Learning Virtual Platform, Content and Resources for Teaching and Learning (CREA), CEIBAL in English (CEI) and Online Learning Appraisal System (SEA). Recent literature has demonstrated the effectiveness of delivering information to improve outcomes such as student attendance and performance. Improvements in attendance have been identified as a result of information nudges that alert parents of their children's total absences and how it is compared with their peers (Rogers & Feller, 2018; Bergman, 2017; Rogers et al., 2017). Information nudges intended to increase parental involvement also influence the success of students at school. Specifically, it has been found that parental involvement through SMS improves student performance (York and Loeb, 2014; Kraft and Monti-Nussbaum, 2017). Nudges offer a great opportunity to promote the use given by Uruguayan teachers and students to the platforms implemented by the CEIBAL plan.

### III. Description of Activities and Outputs

3.1

3.2 **Component I: Analysis of educational trajectories in initial and primary education.** This component seeks to exploit the rich information available in the Council of IE and PE (CEIP) and Plan CEIBAL in order to understand the determinants of school trajectory and its relationship with the context related to schools, teachers and other factors.

3.3 **Component II: Behavioral economics initiatives to encourage the use of Plan CEIBAL platforms.** This component will finance studies to generate evidence of the impact of behavioral economics interventions to increase the use of Plan CEIBAL platforms.

### IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Analysis of educational trajectories in initial and primary education	US\$60,000.00	US\$0.00	US\$60,000.00
Behavioral economics initiatives to encourage the use of Plan CEIBAL	US\$40,000.00	US\$0.00	US\$40,000.00

platforms			
<b>Total</b>	<b>US\$100,000.00</b>	<b>US\$0.00</b>	<b>US\$100,000.00</b>

## **V. Executing Agency and Execution Structure**

- 5.1 Given the Bank's extensive experience in the subject matter of this TC, it will be executed supervised by the Bank through its Education Division (SCL / EDU). To ensure the effective and timely implementation of the TC, the Education Division will review progress in a timely manner. The Bank will contract the goods, services and consultancies necessary for the project in accordance with Bank policies (documents GN-2349-9 and 2350-9).
- 5.2 This is consistent with the specific objective of the TC, in addition to using the Bank's capacity to execute technical cooperations and contributing with the time of the project team and its knowledge to identify experiences relevant to the Uruguayan case and highly qualified international consultants based on his work experience in operations in different countries of the region.

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

- 6.1 The risks associated with this operation are low. The Bank, through SCL / EDU and the Social Sector Management, has extensive experience in the development of the topics requested by the Government of Uruguay, as well as maintaining a permanent dialogue with other organizations at the international level with knowledge and experience in these matters and in having the technical and operational mechanisms to obtain the technical assistance that is required.

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

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