

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	BRAZIL/CSC - Southern Cone
▪ TC Name:	Assessing the Effectiveness of Anti-Racist Training in Education
▪ TC Number:	BR-T1633
▪ Team Leader/Members:	RACHTER DE SOUSA DIAS, LAISA (SCL/GDI) Team Leader; COSSI FERNANDES, JOAO PAULO (SCL/EDU) Alternate Team Leader; TAVARES SOUSA, MARIA ELISA (CSC/CBR); LAGOS, FRANCISCO (SCL/GDI); ESCHOYEZ, GUILLERMO ANTONIO (LEG/SGO); DIAZ GILL VIRGINIA MARIA (LEG/SGO); PEREIRA LIBANIO, ANA TEREZA (SCL/GDI); BELTRAN ROSAS ANDREA CRISTEL (SCL/GDI)
▪ Taxonomy:	Research and Dissemination
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	28 Aug 2024
▪ Beneficiary:	Secretaria de Educação da cidade de São Paulo e Secretaria de Educação da Cidade de Florianópolis
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK (BR-FLN-SME-SECRETARIA DE EDUCACION DEL MUNICIPIO DEFLORIANOPOLIS ; BR-MSP-PREFEITURA DO MUNICIPIO DE SAO PAULO)
▪ IDB funding requested:	US\$262,500.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	36 months
▪ Types of consultants:	Individuals; Firms
▪ Prepared by Unit:	SCL/GDI - Gender and Diversity
▪ Unit of Disbursement Responsibility:	CSC/CBR - Country Office Brazil
▪ TC included in Country Strategy (y/n):	Yes
▪ 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 This Technical Cooperation (TC) outlines an impact evaluation utilizing a Randomized Controlled Trial (RCT) design to assess whether anti-racist training interventions change teachers' and students racial biases, promote more inclusive practices within schools, improve the school climate and feelings of belonging to the school, and ultimately improve students' academic outcomes such as school attendance, grades, and promotion rates.
- 2.2 Evidence from Brazil shows that if black students believe that they will be discriminated against in the labor market in the future, their perceived returns to education study will be lower, and they will study less (Hirata, 2014). Moreover, teachers discriminate against black students inside the classroom: Black students with the same performance as white students in blindly scored tests of proficiency and behavioral traits have lower teacher-assigned math grades than their white classmates (Botelho et al, 2015). Besides, research suggests that teachers' stereotypes influence the academic performance of minorities (op. cit), but teachers change their behavior

when they receive information about their stereotypes (own or of their schools) (Alesina et al, 2018). The anti-racist training sessions will be provided to selected schools in the cities of Florianopolis and São Paulo, Brazil, through operations recently approved by the IDB (BR-L1579 and BR-L1580, both expected to begin execution in 2025). These sessions will cover strategies for recognizing and addressing conscious and unconscious biases, promoting diversity using inclusive materials and implementing inclusive teaching practices. To pursue this goal, schools will be randomly assigned to a treatment group receiving the intervention or a control group receiving no intervention. To assess the impact of the training and curricula, we will collect measures of racial bias through surveys and incentivized experiments, described on detail in the data section. By rigorously evaluating the effectiveness of anti-racist training, this impact evaluation aims to provide evidence-based insights into strategies for promoting equity and inclusion in education.

III. Description of Activities and Outputs

- 3.1 **Component I: Design and implementation of the randomized design** . It will finance consulting services aimed at (i) designing the experiment, pilots, development of pedagogical materials to train the teachers (ii) perform the primary data collection (including design application of research instruments), including selecting and organizing the data collected through various instruments (questionnaires, interviews, and observations). Data should be collected at multiple points in time (pre-test, post-test, and long-term follow-up) to assess changes over time.
- 3.2 **Component II: Analysis and write up of the data.** It will finance consulting services aimed at: (i) selecting and organizing the data collected through various instruments, including questionnaires, interviews, and observations; (ii) applying appropriate statistical techniques to analyze the collected data, allowing for a robust interpretation of the results; and (iii) elaborating a detailed report that compiles all the generated information, which will be used to inform stakeholders and influence future educational policies.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Design and implementation of the randomized design	US\$187,500.00	US\$0.00	US\$187,500.00
Analysis and write up of the data	US\$75,000.00	US\$0.00	US\$75,000.00
Total	US\$262,500.00	US\$0.00	US\$262,500.00

V. Executing Agency and Execution Structure

- 5.1 This TC will be executed by the Division of Gender and Diversity (SCL/GDI) and the Division of Education (SCL/EDU) due to the technical nature of the proposed activities and as a Bank initiative. Given the research and dissemination nature of this TC, the team expects to collaborate closely with the Departments of Education in Florianópolis and São Paulo for its execution. Currently, no regional entity with legal capacity has been identified to execute this TC specifically focused on data and methodologies. It is important to note that the Bank possesses the technical capacity to execute this TC effectively.
- 5.2 SCL/GDI, through the project team, will be responsible for the technical supervision of this operation in coordination with the corresponding operational division of the Vice Presidency of Sectors and Knowledge (VPS) and the respective Country Office.

Specifically, the team leader with the support of the team members will be responsible for the supervision of the consultancies considered, according to their knowledge areas. The TC will be executed in a period of 36 months and with 36 months for disbursements, which will be made by SCL/GDI. Monitoring activities will be carried out periodically during project execution.

VI. Project Risks and Issues

- 6.1 The risks associated with this TC are relatively low because it is a research-oriented initiative. One risk that can be mentioned is the lack of engagement from teachers, principals, and students, which could affect participation rates and the overall effectiveness of the intervention. Data collection are also potential risks, as obtaining accurate and comprehensive data at multiple points in time (pre-test, post-test, and follow-up) can be challenging. To mitigate these risks, it is essential to establish clear communication and collaboration protocols with all stakeholders, provide training for those involved in data collection, and ensure ongoing support and supervision throughout the study, as well as implementing pilot test before the comprehensive data collection. Additionally, one of the external researchers involved in this project has experience in conducting RCTs in education, including with the surveys proposed to be implemented in this TC.

VII. Environmental and Social Aspects

- 7.1 This TC does not have applicable requirements of the Bank's Environmental and Social Policy Framework (ESPF).