

TC Document

I. Basic Information for TC

▪ Country/Region:	BRAZIL
▪ TC Name:	Challenges and proposals for Basic Education in the Legal Amazon (AL)
▪ TC Number:	BR-T1587
▪ Team Leader/Members:	Perez Alfaro, Marcelo A. (SCL/EDU) Team Leader; Cossi Fernandes, Joao Paulo (SCL/EDU) Alternate Team Leader; Elisa Tavares (CSC/CBR); Avila, Krysia A (LEG/SGO); Forero Perez Maria Alejandra (SCL/EDU); Perez, Marcisgley Vieira (CSC/CBR); Blasco, Ivana (SCL/EDU) Forero Perez Maria Alejandra (SCL/EDU); Perez, Marcisgley Vieira (CSC/CBR); Blasco, Ivana (SCL/EDU) Forero Perez Maria Alejandra (SCL/EDU); Perez, Marcisgley Vieira (CSC/CBR); Laísa Rachter (SCL/GDI); Jorge Luis Gonzalez Carolina Jorgino (FMP/CBR) and Blasco, Ivana (SCL/EDU)
▪ Taxonomy:	Client Support
▪ Operation Supported by the TC:	.
▪ Date of TC Abstract authorization:	28 Jan 2024.
▪ Beneficiary:	State's and Municipal's Secretariats of Education of the AL that have operations in execution (Manaus, BR-L1328) or in preparation with the Bank (Amazonas, BR-L1621 and Pará BR-L1548).
▪ Executing Agency and contact name:	Inter-American Development Bank
▪ Donors providing funding:	OC SDP Window 2 - Social Development(W2E); OC SDP Window 3 - Sustainable Development in the Amazon(W3A)
▪ IDB Funding Requested:	OC SDP Window 2 - Social Development (W2E): US\$200,000.00 OC SDP Window 3 - Sustainable Development in the Amazon (W3A): US\$200,000.00 Total: US\$400,000.00
▪ Local counterpart funding, if any:	US\$0
▪ Disbursement period (which includes Execution period):	30 months
▪ Required start date:	01 July 2024
▪ Types of consultants:	Individual consultants and consulting firms
▪ Prepared by Unit:	SCL/EDU-Education
▪ 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 (2024-2030):	Afro-descendants; Climate change; Diversity; Environmental sustainability; Indigenous People; Social inclusion and equality, Diversity

II. Objectives and Justification of the TC

- 2.1 The objective of the Technical Cooperation (TC) is to support basic education systems in the Amazonia Legal (AL) in the production of sector studies, and identification of strategies and policies to strengthen the educational offer, with emphasis on four areas: (i) school infrastructure; (ii) connectivity; (iii) teaching skills; and (iv) access to educational services in both urban and isolated areas.
- 2.2 Brazilian Amazon, the largest area of the Amazon basin, known as Amazonia Legal, covers the states of Acre, Amapá, Amazonas, Mato Grosso, Pará, Rondônia, Roraima, Tocantins, and part of Maranhão, comprising 5.2M km² (61% of Brazilian

territory) and 29.5 million inhabitants (13.7% of Brazilian population): 56% of indigenous population lives in AL. According to the institutional setting in Brazil, the states have responsibility for Secondary Education (EM, 10th-12th year) although it also offers Fundamental Education (EF) especially in the final cycle (6th-9th year). The municipalities offer Early Childhood Education (EI, 2 preschool years) and EF in its two cycles (EF1: 1st-5th year and EF2: 6th-9th year).

- 2.3 Despite improving quality measured by the the Index of Development of Basic Education (IDEB),¹ as shown in Table I-1, AL continues to face challenges to improve access and quality of education. Both's (IDEB) values and IDEB's growth in the last 10 years are substantially lower for AL than for the rest of Brazil. The average number of years of study for 25-year-olds and over is just 9.2 years (equivalent to EF), showing a gap by race of 1.2 years of education (10.1 for whites vs. 8.9 for non-whites).

Table I-1: IDEB 2011–2021 (public schools)

		2011	2021
EF1	AL	4.2	5.0
	Rest of Brazil	4.9	5.7
EF2	AL	3.6	4.4
	Rest of Brazil	3.9	4.9
EM	AL	3.0	3.4
	Rest of Brazil	3.5	4.1

Source: INEP 2021 & Censo de Educación Básica 2022.

- 2.4 EF's coverage rates are universal, however 39% of 16-year-olds in the AL do not complete EF. EM's coverage rate reaches 66% and only 58% of 19-year-olds completes EM. Coverage and completion indicators for AL are below the national average in both EF and EM, with a gap of more than 10 p.p. in EM's completion.

Table I-2: Coverage and graduation (%)

	Amazonia Legal	Brazil
Percentage of 6–14-years-old children enrolled in EF	97%	98%
Percentage of 16 years old young people, who completed EF	71%	82%
Percentage of 15-17 years old young people enrolled in EM	66%	75%
Percentage of 19-year-old young people who completed EM	58%	69%

Source: Observatorio PNE (OPNE) based in IBGE/PNADC 2020.

- 2.5 The percentage of overage students in EF2 is 28.7%, rising to 33.7% for EM. The failure and dropout rates amount to 8.8% for EM. Studies carried out in Brazil indicate that academic delay and low graduation rates in EM, a product of low learning and high failure, is the main explanatory factor for school dropout in that cycle. This signals the urgency of protecting educational trajectories to identify and accompany students at risk of disengagement, as well as having curricula that prioritize content, reflect transversally the development of skills, and are relevant to face the daily challenges faced by young Amazonians.

Table I-3: Overage, failure and drop out (%)

		Amazonia Legal	Brazil
Overage	EF1	11.4	7.1

¹ IDEB varies between 0-10, consisting of a performance indicator (Prova Brasil, for mathematics/language every 2 years, in 5th-9th of PE and 3rd of EM) and an approval test. The Anísio Teixeira National Institute of Educational Studies and Research (INEP) calculates it.

	EF2	28.7	18.5
	EM	33.7	22.2
Failure	EF1	6.4	3.5
	EF2	8.4	6
	EM	8.8	7.7
Drop Out	EF1	1.2	0.5
	EF2	3.8	1.9
	EM	8,8	5,7

Source: INEP 2021 & Censo de Educación Básica.2022

- 2.6 **Quality of learning and development of skills.** The data from the Basic Education Evaluation System (SAEB)² 2021 shows the low quality of learning in the states network in the 3 cycles evaluated. Only 21% of 3rd-EM students achieve adequate learning in Portuguese, while for mathematics this percentage drops to 2%.

Table I-4: % students with adequate learning

	5º-EF		9º-EF		3º-EM	
	Port.	Mat.	Port.	Mat.	Port.	Mat.
Amazonia Legal	44%	29%	28%	10%	21%	2%
Brazil	59%	44%	38%	17%	30%	4%

Source: SAEB 2021, MEC/INEP.

- 2.7 These challenges are affected by limited access to quality educational inputs. Many students in the Amazon are more isolated and have difficulty accessing schools. The existing school infrastructure is of poor quality. Taking as reference the municipal and state public networks in the state of Amazonas, only 7% of schools have sewage connected to the public network, and just 33% have garbage collection service. Lack of connectivity also makes it difficult to access distance education programs in remote schools. 85% of schools, in the state of Amazonas, have some connectivity, but only 34% report using it with students. A deeper diagnosis confirms that in only six state's schools, less than 1%, reach the minimum parameter of meaningful connectivity (MC)³ for pedagogical use. Among the municipal networks, only 2% have significant connectivity. Synchronous remote education in EF2-EM *Mídias* Center of Amazonas, operates with a reach of just 2MB, which barely allows the transmission of classes. Coordination with the National Strategy for Connected Schools (ENEC), is one of the key challenges to overcome that latter situation.
- 2.8 AL also faces a shortage of qualified teachers and an abundance of temporary teachers: Around 16.3% of teachers do not have a bachelor's degree, and 14.5% of them do not have a degree either. Furthermore, only 40.9% of teachers have a graduate degree in addition to their bachelor's degree (this percentage is 48.4% for public schools throughout Brazil). Regarding the employment situation of public-school teachers, only 61.8% of them are civil servants, with a more stable employment

² SAEB is a set of external evaluations that allow a diagnosis of Brazilian EB and the factors that influence student performance. Tests and questionnaires are administered on a census basis every two years in the public network and in a sample of the private network.

³ It implies: (i) a minimum of 1 mbps/student; (ii) consider the school's largest shift; and (iii) provide an internal network that is distributed throughout the CE. This allows for adequate pedagogical use such that: (a) All students can access it at the same time (email, news sites, Google searches); (b) half of the students on the shift can access simultaneously and 15% can carry out video activities; (c) 25% can carry out simultaneous video activities.

situation, lower than the already low national rate (62.3%). AL also faces the challenge of ensuring the implementation of a culturally and economically relevant curriculum, both in integrating and deepening sociocultural knowledge and practices and assuring curriculum relevance with its productive activities.

- 2.9 This TC takes lessons learned from Bank's operations in the AL, either closed (Amazonas, 2992/OC-BR and Pará, ATN/OC-15245-BR), in execution (Manaus, BR-L1392) or in preparation (Amazonas, BR-L1621)⁴. It will also receive inputs from other operation related to hybrid education and digital transformation, like those related to SIGED (ATN/OC-16379-RG and ATN/OC-18102-RG) and Plan CEIBAL in Uruguay (4290/OC-UR, 5673/OC-UR, and ATN/KP-18134-UR, ATN/OC-18823-UR). Operations in AL provide built operational and technical experience on implementing strategies to improve coverage through hybrid strategies and learning outcomes with specific support programs. The second group related to SIGED, brought the parallel need to build sound management systems and Plan CEIBAL experience in building baseline conditions to digitalize educational systems will be quite useful for this TC.
- 2.10 **Strategic alignment.** The Program is consistent with the IDB Group Institutional Strategy: Transforming for Scale and Impact (CA-631) and is aligned with the objective of reduce poverty and inequality as it will improve the quality of public education for students from lower-income households, as well as their educational opportunities. The Program is also aligned with the operational focus areas of: (i) biodiversity, natural capital and climate action; and/or (ii) gender equality and inclusion of diverse population groups; (iii) social protection and human capital development; and (iv) sustainable, resilient, and inclusive infrastructure.
- 2.11 It is also aligned with the current Country Strategy of the IDB Group with Brazil 2019-2022 (GN-2973), which has been extended to August 31st, 2024 (GN-2973-2) to improve management, quality of spending and infrastructure in the Education and Health sectors, improving coverage, EM graduation rate, educational quality, and management processes.
- 2.12 Moreover, the program contributes to challenges 2 (ensure that children and preadolescents develop the basic cognitive and socioemotional skills that will allow them to keep learning) and 3 (ensure that all students graduate from secondary school with the intermediate cognitive, technical, and socioemotional skills that allow them to keep learning throughout life, access high-quality jobs, and be good citizens) of the Skills Development Sector Framework (GN-3012-3). It contributes as well to the *Amazonía Siempre* program by being framed in the expansion of financing, adequate access to quality education, with innovative solutions adapted to local conditions and communities, and the creation of skills that promote sustainable economic alternatives and the transformation and use of the use of forest resources to generate value-added products and services. Its transversal dimensions, such as women, indigenous peoples, Afro-descendants and local communities, are also contemplated in this operation. This operation will support EDU's agenda for education transformation in the Amazon Region. Therefore, its products will be streamlined along the dialogue and operational activities both in Brazil and building synergies with the rest of the countries (Bolivia, Colombia, Ecuador, Venezuela, Guyana, Perú and Surinam).

⁴ The expected approval date for this operation is April 2024.

- 2.13 At the country level, it aligns with the National Education Plan 2014-2024, and the State Education Plan 2015-2025 and the aforementioned ENEC.
- 2.14 **Beneficiaries.** This TC has as direct beneficiaries, initially, the State's and Municipal's Secretariats of Education of the AL that have operations in execution (Manaus, 2992/OC-BR) or in preparation with the Bank (Amazonas, BR-L1621 and Pará BR-L1548) and others that may be added later. That will assure the sustainability of the activities comprised in this TC. AL students will be indirect beneficiaries since the evidence that will be produced is intended to support decision-making. Finally, the design of more effective and inclusive public policies for improvement will inform educational policies in other Amazonian countries.

III. Description of activities/components and budget

- 3.1 **Component I: Sector Studies of Education in the AL regions to identify Educational challenges in the AL.** In order to identify bottlenecks and challenges in the AL, this component will support by contracting consultancy services: (i) new data base readily available publicly will provide comprehensive diagnosis on key learning and internal efficiency indicators,⁵ educational inputs like teachers' profile in terms of initial and continuous training and ethnic origin with special focus on indigenous schools and synchronous remote teaching, and in service training arrangements for selected educational secretaries, that could be readily accessed by policy makers, practitioners school communities and researchers both at the AL and in other Amazonian countries, depending on information availability; and (ii) reports on status of school infrastructure regarding the provision of MC and electricity based on secondary and administrative data from national and state/municipal sources in at least six AL basic education systems.
- 3.2 **Component II: Educational strategies and policies to strengthen the educational offer in AL.** In order to identify solutions and strategies to strengthen the coverage and quality of education in the AL, the following activities will be carried out: (i) MC plans for the at least AL basic education networks that, in line with the ENEC, describe technological, contractual and management, financial and pedagogical alternatives for state and municipal schools and synchronous remote teaching points in at least six AL basic education networks; (ii) comparative studies of synchronous remote hybrid media/teaching centers, alternation schools, in isolated areas such as the experiences of Amazonas and Pará, looking at alternatives: (a) for hybrid arrangements (remote/in-person), for EF2-EM (synchronous and asynchronous) in isolated areas where it is not feasible to assign in-person teaching staff; (b) for strengthening the quality of remote services and in-person support from tutors-mentors; and (iii) study on continuous training arrangement and policy recommendations to increase quality indigenous and *quilombola* teachers availability in at least four AL basic education systems.

⁵ Comprehensive geospatial analyses focused on the Amazon region, will include: (i) assessing the distribution of educational centers within the Amazon region utilizing geospatial data on schools and analyzing the supply and demand of educational services based on distance parameters to evaluate access to education within Amazon territories; (ii) integrating geospatial layers of relevance based on Amazon 360 initiative (such as conservation units and indigenous territories) and examine the distribution and characteristics of educational facilities within those areas; (iii) examining additional geospatial datasets related to climate change to identify potential environmental factors influencing educational accessibility and infrastructure.

- 3.3 **Component III: Project management capacity in the AL.** The objective of this component is to strengthen the planning, execution, and monitoring practices of at least two executing units, namely the states of Pará and Amazonas, for which the following activity will be carried out: provide key personnel during the preparation for execution stage for planning, monitoring, and environmental issues to speed up further execution, that will produce monitor reports.
- 3.4 **Execution and disbursement period.** The TC will be executed over a period of 24 months and disbursed over a period of 30 months as of the date of approval.
- 3.5 **Budget.** The estimated total value of the TC is US\$400,000 of which US\$200,000 will be financed by the IDB/Amazonian Fund (W3A) and US\$200,000 by IDB/OC SDP - Desarrollo Social (W2E).

Table I-5: Indicative Budget

Component	IDB/ BID/ Amazonian Fund (W3A) US\$	IDB/ OC SDP - Desarrollo Social (W2E) US\$	Total Funding US\$
Component I. Sector Studies of Education in the AL regions to identify Educational challenges in the AL	115,000	145,000	260,000
Component II. Educational strategies and policies to strengthen the educational offer in AL	80,000	55,000	135,000
Component III. Project management capacity in the AL	5,000	0	5,000
Total	200,000	200,000	400,000

- 3.6 **Monitoring.** The development of all products will be closely coordinated by SCL/EDU who will provide guidance to ensure that the products meet the needs and standards of the Bank. The Team Leader will be responsible for monitoring activities in the field, and continuous progress meetings with the counterparts and consultants.

IV. Executing agency and execution structure

- 4.1 **Executing Agency.** The Bank will execute this TC, in accordance with the Bank’s Policy for Technical Cooperation (GN-2470-2), in addition to the corresponding Operational Guidelines (OP-619-4). The execution by the Bank is justified to guarantee the achievement of a technical level that maximizes the achievement of the expected results and a transversal vision that allows its use in other countries in the region. The Bank has extensive operational experience and analytical work on the topics included in that TC—school infrastructure, teacher assignment, curriculum, and technical education. In addition, SCL/EDU has experience in studies, advice on policy implementation and successful behavioral interventions in education, as well as a dense network of specialists and organizations that focus on studies, design and implementation of public policies and programs that seek strengthen the quality of educational inputs.
- 4.2 **Procurement.** The activities to be executed are included in the Procurement Plan (Annex IV) and the Bank will contract individual consultants, consulting firms and other services in accordance with current Bank procurement policies and procedures. The Bank will contract the services of individual consultants in accordance with Section AM-650 of the Administrative Manual “Complementary Workforce”; logistics and other

related services in accordance with the IDB Corporate Procurement Policy (GN 2303 28); and consulting firms for services of intellectual nature in accordance with the Policy for the Selection and Contracting of Consulting Firms for Bank Executed Operational Work (GN-2765-4) and its Operational Guidelines (OP-1155-4).

- 4.3 **Non-competitive method: Single Source Selection (SSS).** It is planned to perform the direct selection method for the following three consulting firms:
- 4.4 **SSS. MegaEdu** will be directly hired to support the study on status of school infrastructure including the provision of MC and electricity and the draft of MC plans for the AL states that, in line with the ENEC. MegaEdu is a non-profit organization that works to bring meaningful connectivity to all public schools in Brazil and has done the most comprehensive survey on access technology in public schools and given support to both the Federal Ministry of Education and subnational education systems in Brazil. MegaEdu has already been working on assembling data bases and georeferenced information to elaborate detailed connectivity plans for both municipal and state basic education systems and mapping resources within de federal government to fund those plans.
- 4.5 **SSS. *Interdisciplinaridade e Evidências no Debate Educacional (IEDE)*** will be hired directly to carry out the comprehensive diagnosis on the key learning and internal efficiency indicators, and its sharing through a platform that could be readily access. IEDE's mission, also a non-profit organization, is contributing to a qualified educational debate in Brazil, bringing together researchers, journalists and public policy makers and fostering qualified discussions based on consistent research. It is running QEdu, an educational data portal, with various information about Brazilian Basic Education at the level of the country, states, municipalities and by school. QEdu has more than 6 million accesses per year, and present sound educational data for more than 5 thousand cities in Brazil. Qedu will host the new data base readily available on key learning and internal efficiency indicators, and educational inputs.
- 4.6 **SSS. The “*Centro de Pesquisa Aplicada em Práticas de Ensino e Formação Docente do Instituto Superior de Educação de São Paulo (ISESP) - Instituto Singularidades*”** – will be hired directly for the application of the Institutional Conditions Assessment Program for the Offer of Continuing Training (PACI-FC) in education networks in the Legal Amazon. ISESP created and developed together with the “*Laboratório de Estudos e Pesquisas em Educação e Economia Social (LEPES)*”, São Paulo University, Ribeirão Preto, a specific instrument that will be applied to assess continued training programs.
- 4.7 MegaEdu, IEDE and Instituto Singularidades have an experience of exceptional worth for the assignment that justifies direct contracting in accordance with the Policies for the Selection and Contracting of Consultants Financed by the Inter-American Development Bank (GN-2765-4, 4.1 3,d)).
- 4.8 **Intellectual Property.** All deliverables and any other material prepared under this TC are the sole and exclusive property of the Bank, and as such, the Bank has title, rights (including copyrights) and exclusive interests in the ownership of said products and may be made available to the public under a creative commons license.

V. Major issues

- 5.1 The risks associated with this operation are low and mainly related to assure counterparts quality participation (states and municipal secretaries of education). This risk will be mitigated by dialogue activities with them and building networks with other

stakeholders like civil society organizations and states/cities that already work with the Bank (Amazona, Pará and Manaus). The Bank, through SCL/EDU, has extensive experience in developing regional tools and applied knowledge on education and technology issues. In addition, the Bank maintains a permanent dialogue with other organizations at the international level with knowledge and experience on these issues and has access to the technical and operational mechanisms to obtain the technical assistance required.

VI. Exceptions to Bank policy

- 6.1 No exceptions to the Bank's policies are expected from the execution of this TC.

VII. Environmental and Social Aspects

- 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 Bank's Environmental and Social Policy Framework (ESPF).

Required Annexes:

[Request from the Client_65663.pdf](#)

[Results Matrix_52614.pdf](#)

[Terms of Reference_32576.pdf](#)

[Procurement Plan_96191.pdf](#)