

## TC ABSTRACT

### I. Basic Project Data

▪ Country/Region:	BRAZIL/CSC - Southern Cone
▪ 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; PEREZ, MARCISGLEY VIEIRA (CSC/CBR); ELISA TAVARES (CSC/CBR); BLASCO, IVANA (SCL/EDU); AVILA, KRYSIA A (LEG/SGO); FORERO PEREZ MARIA ALEJANDRA (SCL/EDU)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	28 Jan 2024
▪ Beneficiary:	States and municipalities of the Amazonia Legal
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	US\$400,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	36 months
▪ Types of consultants:	Firms
▪ Prepared by Unit:	SCL/EDU - Education
▪ Unit of Disbursement Responsibility:	CSC/CBR - Country Office Brazil
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	Yes
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Social inclusion and equality ; Environmental sustainability

### II. Objective and Justification

2.1 The objective of this Technical Cooperation (TC) is to support the LA states in the production of diagnoses and identification of strategies and policies to strengthen the educational offer, with emphasis on three important areas: school infrastructure, connectivity, quality of the offer teaching and access to educational services in isolated areas.

2.2 Brazilian Amazon, the largest area of Amazon basin, known as Legal Amazon (AL), covers the states of Acre, Amapá, Amazonas, Mato Grosso, Pará, Rondônia, Roraima and Tocantins and part of Maranhão, comprising 5.2M km<sup>2</sup> (61% of the territory) and 29.5 million inhabitants (13.7% of the population). According to the institutional setting, the states have responsibility for Secondary Education (EM) although it also offers Fundamental Education (EF) especially in the final cycle. The municipalities offer Early Childhood Education (EI) and EF in its two cycles. Despite advances, AL faces challenges to improve access and quality of education. The average number of years of study for 25-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). Both Índice Desenvolvimento Educação Básica (IDEB) 's values and IDEB's growth in the last 10 years are substantially lower than for the rest of Brazil. EF's coverage rates are universal however, 39% of 16-year-olds in the LA do not complete EF. EM's coverage rate reaches 67% and only 58% of 19-year-olds

completes EM. Coverage and completion indicators for AL are below national average in both EF and EM, with a gap of more than 10 p.p. in EM's conclusion. These challenges are affected by limited access to quality educational inputs. Many students in the Amazon are more isolated and have difficulty accessing schools. School infrastructure is of poor quality: taking as reference the municipal and state public networks in the state of Amazonas (AM), only 7% of schools have sewage connected to 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 state AM schools have some connectivity, but only 34% report using it with students. A deeper diagnosis confirms that only 6 state ECs, less than 1%, reach the minimum parameter of significant connectivity for pedagogical use. Among the municipal networks, only 2% have significant connectivity. Synchronous remote education in EF2-EM Midias Center of Amazonas, operate 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 situation.

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 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.

### III. Description of Activities and Outputs

- 3.1 **Component I: Component I: Diagnostics of educational inputs in the Legal Amazon: Educational challenges in the Legal Amazon with respect to school infrastructure, supply of teachers and curricular relevance:**. i) status of school infrastructure like connectivity and electricity provision based on secondary and administrative data; ii)diagnose technical education relevance considering its resources and productive activities; iii) comparative study of synchronous remote hybrid teaching centers, alternation schools such as the experiences of Amazonas/Pará; iv)teachers profile in AmLin terms of initial and continuous training, recruitment strategies, focusing indigenous schools and remote teaching.
- 3.2 **Component II: Component II: Educational strategies and policies to strengthen the educational offer in Amazonia Legal (AmL): In order to identify solutions and strategies to strengthen the coverage and quality of education in the LA, the following activities will be carried out.** School Connectivity plans for AmL states in line with ENEC; including a cost-benefit analysis comparing fiber optics vs.satellite; ii)Learning language models for secondary education, processing 15 years, 12 disciplines, lectured by the Amazonas Midia Center; iii)TVET/environmental education models in conservation areas, iv) strategies for educational services deployment in isolated areas: (a) hybrid arrangements, b) strengthen remote services and in-person support from tutors.
- 3.3 **Component III: Component III: Project management capacity in the Amazonia Legal.** The objective of this component is to strengthen the planning, execution and monitoring practices of at least three executing units, for which the following activities will be carried out: i) financing of key personnel during the preparation and design stage; and ii) training in topics related to planning, execution and monitoring.

### IV. Budget

### Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Component I: Diagnostics of educational inputs in the Legal Amazon: Educational challenges in the Legal Amazon with respect to school infrastructure, supply of teachers and curricular relevance:	US\$330,000.00	US\$0.00	US\$330,000.00
Component II: Educational strategies and policies to strengthen the educational offer in Amazonia Legal (AmL): In order to identify solutions and strategies to strengthen the coverage and quality of education in the LA, the following activities will be carried out	US\$50,000.00	US\$0.00	US\$50,000.00
Component III: Project management capacity in the Amazonia Legal	US\$20,000.00	US\$0.00	US\$20,000.00
<b>Total</b>	<b>US\$400,000.00</b>	<b>US\$0.00</b>	<b>US\$400,000.00</b>

## V. Executing Agency and Execution Structure

- 5.1 The Bank will execute this technical cooperation. In accordance with regulation OP-619-4, 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 TC will be supervised by SCL/EDU Team Leader, in coordination with specialists based in the countries. The Bank will contract the goods, services and consultancies necessary for the project according with applicable policies (documents GN-2349-9/2350-9).
- 5.2 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.

## VI. Project Risks and Issues

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

## **VII. Environmental and Social Aspects**

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