

TC Document

I. Basic Information for TC

▪ Country/Region:	BRAZIL
▪ TC Name:	EXPLEARN Facility: Supporting Expansion of Full-Time Education in Brazil
▪ TC Number:	BR-T1589
▪ 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); Diana Cabanzo Benjumea (SCL/MIG); Forero Perez Maria Alejandra (SCL/EDU); Perez, Marcisgley Vieira (CSC/CBR); Blasco, Ivana (SCL/EDU); Mendoza Centellas, Mariana Beatriz (ORP/GCM); Lima De Moraes, Vitoria (ORP/REM) and Liora Schwartz Yuhaniak (SCL/EDU).
▪ Taxonomy:	Operational Support
▪ Operation Supported by the TC:	BR-L1548, BR-L1621, BR-O0009.
▪ Date of TC Abstract authorization:	NA
▪ Beneficiary:	State and Municipal Secretaries of Basic Education
▪ Executing Agency and contact name:	Inter-American Development Bank
▪ Donors providing funding:	Cofinancing Special Grants(COF)
▪ IDB Funding Requested: ¹	US\$250,000.00
▪ Local counterpart funding, if any:	US\$0
▪ Disbursement period (which includes Execution period):	24 months
▪ Required start date:	July 1 st , 2024
▪ Types of consultants:	Individual and 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 2024-2030:	Afro-descendants; Diversity; Environmental sustainability; Indigenous People; Social inclusion and equality

II. Description of the Associated Loan

2.1 The loans associated with this OS-TC are two of State's that have operations with Secretariats of Education, beginning execution in 2024: Amazonas, BR-L1621², which objective is to improve the quality and completion of basic education in the State of Amazonas and its specific objectives: (i) expand access to quality infrastructure in basic education; (ii) improve the permanence/progression and cultural relevance of the educational offer of basic education; and (iii) strengthen the capacities of the

¹ This is an individual operation under Facility RG-O1714 onwards EXPLEARN: Expanding Learning Time Facility, approved on September 1, 2023, by the Board of Directors through Resolution DE-78/23.

² Approved in April 2024 (BID USD 80M, Local counterpart USD 20M).

SEDUC to manage quality public education; and Pará BR-L1548³, whose general objective is to improve the educational access and equality, and its specific objectives: (i) improve access to schools with quality infrastructure; (ii) improve quality of education services/programs for vulnerable students; and (iii) provide culturally relevant education for indigenous, quilombolas and ribeirinhos communities.. Both operations, are under the Conditional Credit Line for Investment Projects (CCLIP) Social Expenditure Modernization Program in Brazil - Prosocial (BR-O0009) and have FTE activities, and strengthening of is education management and information systems. This OS-TC will support activities after project approval that will speed up project execution while both operations reach eligibility.

- 2.2 **Beneficiaries and sustainability.** This TC has as direct beneficiaries, initially, at least the two above-mentioned State's that have operations, beginning execution in 2024. Both operations have FTE activities, and strengthening of is education management and information systems. Moreover, sustainability of the activities comprised in this TC, are linked to the fact that it informed these operations, and that lessons learned will be applied to further policy dialogue and operations. There is another State's like Piauí, with an ambitious FTE strategy, in which the Division of Education of the Bank aspires to support both financially and technically. The first two are in the Amazon Region while the latter is in the Northeastern Region. In accordance with the shared indicators / specific indicators per individual project it will contribute to: (i) Students enrolled in FTE schools, reaching 40,000; (ii) Schools that offer extended-day schools in 140 high education schools (from 10th to 12th grade); and (iii) 300 teachers trained in FTE strategies.

III. Objectives and Justification of the TC

- 3.1 **Objective.** The objective of this Technical Cooperation (TC) is to support decision-making and the design of more effective and inclusive public policies to improve educational policies and quality, regarding Full-Time Education (FTE).
- 3.2 **Justification.** Brazilian educational system is made up of more than 178,000 schools, of which 137,000 are public, and the majority are municipal, 107,000. They serve 48 million students, the majority in Fundamental Education (EF) (22 million), and around 2 million teachers work in the education system. According to the division of functions between the three spheres of the Federation (union, states, and municipalities), the Ministry of Education (MEC) has an essential role in the design of policies, namely in the production of guidelines for States and Municipalities, and in the transfer of resources for investment and funding of education. The states have responsibility for High School Education (EM) (EM, 10th-12th year) but also offer Fundamental Education (EF) throughout 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). Basic education in Brazil presents challenges such as:
- 3.3 **Low Learning outcomes.** By 2021, the results of the Basic Education Development Index (IDEB) reveal progress, although no target has been achieved in the public schools system. In the 5th grade of EF, the result was 5.5 (compared to the target of 5.8). In the 9th grade of EF, the result was 4.9 (target 5.5). In the 3rd year of EM, the result was 3.9 (target 4.9). Furthermore, there is a decrease in student performance

³ Approved in 2023 (BID USD 100M, Local counterpart USD 25M).

as they progress from EF to EM, aggravated by the increase in school dropouts. Despite the National Common Curricular Base (BNCC) providing for the development of digital skills, many networks have difficulty organizing such development in their offerings. Another notable aspect is the impact caused by the pandemic, noticeable since Early Childhood Education (EI).

- 3.4 **Racial inequality:** In 2019, the rate of black children and young people out of school was 1.5 times higher than that of whites, and, according to PISA 2022, the difference in performance between whites and whites is equivalent to two years of schooling. Studies also emphasize less optimistic expectations of white professors in relation to black students. The problem still involves the fragile training of educational managers to make decisions and manage policies that promote racial equity in Basic Education.
- 3.5 **Insufficient FTE coverage.** This strategy gained a national dimension for the first time in 2007, with the creation of the *Mais Educação Program*. In 2014, the National Education Plan (PNE) established the goal that 50% of the country's schools must offer FTE, with 25% of students enrolled in this modality by the end of 2024. However, between 2015-2021, the percentage of FTE public school students fell from 18.7% to 15.1%, remaining 10 percentage points away from reaching the PNE target. The new administration created the FTE Program, which represents a resumption of the national policy to increase enrollment in FTE. Through this Program, the federal Ministry of Education, will promote the expansion of FTE basic education enrollments in state and municipal networks, through financial and technical assistant to those subnational entities. The goal is to induce the creation of 3,6M new FTE enrollments, in which the student remains at school or in school activities for a period equal to or greater than seven hours a day or 35 hours a week in two shifts, up to 2026. It will aim at kindergarten to high school, as well as the conversion of part-time enrollments to full-time.
- 3.6 **Monitoring, evaluation, management processes and system interoperability are insufficient.** Educational Information and Management Systems (SIGED) are fundamental in managing resources and strategic information for educational management. An IDB study revealed that most systems in Latin America are still in their initial stages, and among the four systems evaluated in Brazil (Espírito Santo, Pará, Paraná and Florianópolis), only Paraná was classified as emerging, while the others were considered incipient⁴. Challenges include a lack of up-to-date and comparable data, a lack of interoperability between systems, and a lack of long-term strategic vision. The most challenging and relevant processes in the budget are Infrastructure and Human Resources. This scenario causes information to be outdated and decision-making to be limited. FTE Program also needs monitoring tools to track its progress and effectiveness.
- 3.7 **Physical and digital infrastructure not prepared for new pedagogies:** Around 20% of public schools in Brazil are not connected to the internet, and only 9% of them offer a significant internet connection (>1MB/student), not meeting the needs of school communities.
- 3.8 **Strategic Alignment.** The Program is consistent with the IDB Group Institutional Strategy: Transforming for Scale and Impact (CA-631) and is aligned with the objectives of: (i) reduce poverty and inequality; and (ii) address climate change, by

⁴ Arias, E; Perez Alfaro, M; et al, Education Management and Information Systems (SIGEDs) in Latin America and the Caribbean: The Road to the Digital Transformation of Education Management (2021)

supporting the expansion of the offer on a full-time basis, strengthening the Union's technical assistance for states, the Federal District, and municipalities in the process of expanding the number of students in this type of teaching, which provides for a day equal to or greater than 7 hours a day, or 35 hours a week, and hence it will promote a diversified curriculum with emphasis on teaching green skills and recovering practices of coexistence with the environment that aim at sustainability. The Program is also aligned with the operational focus areas of: (i) gender equality and inclusion of diverse population groups; (ii) social protection and human capital development; and (iii) sustainable, resilient, and inclusive infrastructure.

- 3.9 The program is consistent with the Sectoral Framework for Skills Development (GN-3012-3) in the Lines of Action: (1) guarantee access to relevant and high-quality learning opportunities throughout life, by expanding access to daycare and full-time education; (2) strengthen quality and relevance assurance mechanisms, improving evaluation processes; and (4) leverage the use of technology to increase equitable access to skill development opportunities and improve the efficiency of skill development systems, providing digital content, adequate infrastructure, and training teachers to better use them. The TC is also aligned with the current IDB Group Country Strategy with Brazil 2019-2022 (GN-T2973) (extended to August 31st, 2024, by document GN-2973-2) to improve management, quality of spending and infrastructure in the Education and Health sectors, improving coverage, high school graduation rate, educational quality, and management processes. At the country level, it aligns with the National Education Plan 2014-2024, and the State Education Plan 2015-2025 and the aforementioned FTE program. It is also aligned to EXPLEARN: Expanding learning time facility (RG-O1714), supporting countries in the development of policies of FTE with its two components: (i) Support the implementation of prioritized activities related to the implementation of extended school day programs in public education; and (ii) Promote dialogue and knowledge sharing in the LAC region.
- 3.10 **Beneficiaries, sustainability and associated loans.** This TC has as direct beneficiaries, initially, at least two of State's that have operations with Secretariats of Education, beginning execution in 2024 (Amazonas, BR-L1621⁵ and Pará BR-L1548⁶). Both operations, have FTE activities, and strengthening of its education management and information systems. Moreover, sustainability of the activities comprised in this TC, are linked to the fact that it informed these operations, and that lessons learned will be applied to further policy dialogue and operations. There is another State's like Piauí, with an ambitious FTE strategy, in which the Division of Education of the Bank aspires to support both financially and technically. The first two are in the Amazon Region while the latter is in the Northeastern Region. In accordance with the shared indicators / specific indicators per individual project it will contribute to: (i) Students enrolled in FTE schools, reaching 40,000; (ii) Schools that offer extended-day schools in 140 high education schools (from 10th to 12th g.rade); and (iii) 300 teachers trained in FTE strategies

⁵ The operation will be presented to the Bank's Board of Directors on April 2024.

⁶ Approved in 2023.

IV. Description of activities/components and budget

- 4.1 Project's main components are:
- 4.2 **Component 1. Support to Priority Policies in FTE (USD\$210.000).** The goal of this component is to support the design and implementation of FTE policies in at least three education secretaries. It will finance: (i) consultancy services to enhance diverse learning opportunities, by supporting FTE program expansion in the states of Amazonas and Pará in approximately 140 high education schools, reaching 40.000 students and training 300 teachers trained in FTE strategies. The support includes training teachers and other school personnel. There will also be a focus on strategies that expands both time and learning opportunities for FTE scalability by introducing technological innovations; (ii) consultancy services in a state to be selected⁷ to: (a) design an infrastructure proposal to attain FTE higher education universal coverage; and (b) consultancy services to strengthen Education Management Information Systems (SIGED) leveraging data informed decision making. It will specifically support the Educational trajectories Protection system with a focus on gender and indigenous afrobrasilian population.
- 4.3 **Component 2. Promote dialogue and knowledge sharing in the Latin America and the Caribbean (LAC) region (USD\$40.000).** The goal of this component is to facilitate dialogue, conduct policy research, and promote knowledge sharing at the regional level to support FTE initiatives, through: (i) working paper on the implementation of strategies for expanding the school day and overcoming challenges related to infrastructure and reorganization of school provision; (ii) support to States Secretaries or MEC in the monitoring and support of priority pilots and lessons learned from the implementation of the FTE School Program; and (iii) seminars, workshops, and study visits for practitioners and policy makers, to share best practices on FTE expansion opportunities.
- 4.4 **Budget.** The total cost of the CT will be US\$250,000, financed with resources from the Ministry of Finance of the Republic of Croatia through the Facility EXPLEARN: Expanding Learning Time Facility (RG-O1714). The expected execution period is 20 months, while the disbursement period will be 24 months.

Indicative Budget (USD\$)

Activity/Component	Description	EXPLEARN Funding	Total Funding
Component 1	Support to Priority Policies in FTE.	210,000	210,000
Component 2	Promote dialogue and knowledge sharing in the LAC region	40,000	40,000
TOTAL		250,000	250,000

- 4.5 The resources for this project have been received from the Ministry of Finance of the Republic of Croatia through Non-Refundable Financing for Project Specific Grants (PSG). The Bank manages these operations in accordance with the specifications of the report "Report on COFABS, Ad-Hocs and CLFGS and a Proposal to Unify Them

⁷ Probably Piauí or other that has FTE strategies in execution.

as Project Specific Grants (PSG)” (Document SC-114). As contemplated in these procedures, the commitment of the Ministry of Finance of the Republic of Croatia has been established through an Administration Agreement. Under such agreement, the resources for this project will be administered by the Bank.

- 4.6 **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.

V. Executing agency and execution structure

- 5.1 **Executing Agency.** The Bank will execute this TC. In accordance with the Banks Policy for Technical Cooperation (GN-2470-2), in addition to the corresponding Operational Guidelines (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 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, the IDB Education Division 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.
- 5.2 **Procurement.** The activities to be executed under this operation will be included in the Procurement Plan and will be executed in accordance with the Bank's established procurement methods, namely: (a) Hiring of individual consultants, according to HRDs Complementary Workforce (CW) regulations (AM-650); (b) Hiring of consulting firms for services of an intellectual nature according to the Policy for the Selection and Contracting of Consulting Firms for Bank-executed Operational Work, GN-2765-4 and its associated operational guides (OP-1155-4) and (c) Hiring of logistics services and other services other than consulting, according to the IDB Corporate Procurement Policy GN-2303-28. IV.3 As the executing agency of the TC, the Bank will be responsible for: (i) identifying the studies and technical works necessary to carry out the TC; (ii) select and hire consultants to provide the necessary services; (iii) supervise the consulting services to which the beneficiary provides technical inputs; and (iv) manage the execution and provision of consulting services.
- 5.3 The project team will be responsible for preparing and submitting the project reporting to the donor, as well as for all other actions and deliverables pertaining to project execution and agreed with the donor in the Administration Agreement. The activities will be fully coordinated with Instituto Sonho Grande, a non-profit organization that works in collaboration with states and the third sector to improve the quality of education in public networks. Since 2015, they have both supported the expansion and results evaluation of FTE projects in Brazil.
- 5.4 This operation will support Brazil education agenda in expanding FTE coverage and quality. Therefore, its products will be streamline along the dialogue and operational activities in Brazilian states and municipalities.
- 5.5 **Direct contracting.** *Instituto de Corresponsabilidade pela Educação* (ICE) will be directly hired to support FTE implementation in the states of Amazonas and Pará. It

has a wide experience in building the capacities of policy managers, principals, and students to expand FTE coverages. FTE is considered an indispensable strategy, so that the school could offer the fundamental conditions for the formation of the student as an autonomous person, therefore, capable of making decisions based on their knowledge and values: building capacity within the secretaries and the school is a key success factor. ICE had worked and supported 22 of the 26 Brazilian states, in this task.

- 5.6 *Fundacao Getulio Vargas (FGV)* will be contracted to conduct SIGED transformation plan. FGV has applied the SIGED instrument in 5 Brazilian states or municipalities and in 2 Argentinean provinces and combines unique capacities in terms of public sector and school systems management.
- 5.7 *Peers Consultoria* will be hired to develop the infrastructure expansion plan. Peers has done similar planning for different state and municipal departments of education.
- 5.8 Therefore, ICES, FGV and Peers have an experience of exceptional worth 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).
- 5.9 **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.
- 5.10 **Lessons Learned.** Lessons learned will come from different group operations: (i) closed (Amazonas, BR-L1328; Sao Paulo, BR-L1580; Florianopolis, BR-L1329 and Pará, BR-L1327) in execution (Municipalities of Manaus, BR-L1393 and Porto Alegre BR-L1597); (ii) in preparation (Amazonas, BR-L1621, Sao Paulo; BR-L1580 and Fee for Service with Recife BR-R0010)); and (iii) operations related to hybrid education/digital transformation: SIGED (RG-T3008/3678). Those above-mentioned operations bring valuable knowledge on three topics related to this TC: FTE, meaningful connectivity to schools⁸, or building sound management systems.

VI. Major issues

- 6.1 Risks associated with this operation are low and related to assure education secretary's participation. Although there's an ongoing relationship with Amazonas and Pará, while reaching new counterparts, this risk will be mitigated by a sound dialogue process assuring ownership in the execution of the TC's activities. The Bank, through the Division of Education, 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.

⁸ 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.

VII. Exceptions to Bank policy

- 6.1. No exceptions to Bank policy will apply.

VIII. 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_71382.pdf](#)

[Results Matrix_66723.pdf](#)

[Terms of Reference_97952.pdf](#)

[Procurement Plan_25680.pdf](#)