

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

BRAZIL

**SUPPORT TO THE PREPARATION OF INCLUSIVE EDUCATION SERVICES FOR MIGRANTS IN
JOINVILLE**

(BR-T1693)

PROJECT DOCUMENT

This document was prepared by the project team consisting of: Team Leader: Paraiso Pinto Furtado Luzes, Marta (SCL/MIG); Alternate Team Leader: Cossi Fernandes, Joao Paulo (SCL/EDU); Sobral De Elia, Mariana (SCL/MIG); Attorney: Goncalves Dos Santos, Carolina (LEG/SGO); Team Members: Coello Garcia Maria Alejandra (SCL/MIG); Paseto, Maria Carolina (SCL/EDU);

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PROJECT SUMMARY

Operation Type:	Technical Cooperation
Sector:	SOCIAL INVESTMENT
Subsector:	MIGRATION & MIGRANTS
TC Taxonomy:	Operational Support
Project Number under the Operational Support Taxonomy:	BR-L1665
Technical Responsible Unit:	SCL/MIG-Migration Unit
Unit with Disbursement Responsibility (UDR):	CSC/CBR-Country Office Brazil
Executing Agency:	Inter-American Development Bank

PROJECT OBJECTIVE

Contribute to strengthening the educational inclusion of the migrant population in the municipality of Joinville through the development of targeted activities focused on the integration of migrant students in the classroom.

FINANCIAL INFORMATION

Financing Type	Fund	Amount in US\$
TCN - Nonreimbursable	W2E - OC SDP Window 2 - Social Development	200,000
Total IDB Financing		200,000
Counterpart Financing		0
Total Project Budget		200,000

Donors:	N/A
Disbursement Period:	36 months
Execution Period:	36 months

ADDITIONAL FINANCIAL INFORMATION

N/A

I. JUSTIFICATION AND OBJECTIVE

- 1.1 **Diagnostic.** Joinville has rapidly become a host municipality for migrants, reflecting broader migratory trends in Brazil. The state of Santa Catarina has one of the highest net migration balances in the country, driven by the arrival of people from Latin American and Caribbean countries, particularly Venezuela and Haiti. This growth has had a direct impact on the education system. Currently, 4,291 migrant students are enrolled in the Joinville education network, representing 5.36% of total enrollments.
- 1.2 The Joinville municipal education network has a weak capacity for the inclusion of migrant students, who face major challenges such as language barriers that affect literacy and math performance. Socioeconomic vulnerability compounds this: 52% of migrant students are enrolled in Bolsa Família, compared to 32% of local students. Schools lack institutional policies, curricula, materials, and teacher training tailored to the needs of migrant learners. This absence of structured inclusion strategies, combined with linguistic and cultural barriers, results in lower academic performance, higher dropout risks, and limited opportunities for integration. These factors highlight the urgency of designing and implementing targeted educational strategies to ensure equitable access and learning outcomes for migrant students in Joinville.
- 1.3 **Request.** The Prefeitura Municipal de Joinville, through the Secretaria Municipal de Educação de Joinville (SED), has requested this Technical Cooperation (TC) to support the preparation of operations BR-L1665/BR-J0002. This is a subnational operation (BR-L1665/BL-J0002), with Prefeitura Municipal de Joinville as the borrower. The general objective is to improve the coverage and quality of education for all students enrolled in Joinville's municipal schools. Its specific objectives include strengthening educational and support services for the inclusion of migrant students and their families and enhancing the management and planning capacity of the education system.
- 1.4 The proposed TC will therefore support the preparation of the operation mentioned above by providing the technical foundations to strengthen its migration-related component. This TC is essential to ensure that the migration component of the operation is technically robust, contextually relevant, and effectively contributes to achieving these objectives.
- 1.5 **Objective.** The main objective is to strengthen the educational inclusion of the migrant population in the municipality of Joinville through the design and implementation of targeted pilot initiatives that foster the integration of migrant students into the classroom. The TC will provide the technical foundations to reduce language barriers, ensure access and continuity in quality education, and improve learning outcomes.
- 1.6 To achieve this objective, the TC will support the Municipal Education Secretariat in strengthening its technical capacity and knowledge on migration-related issues, as well as in designing and implementing small-scale pilots focused on: (i) early childhood education; (ii) the adaptation of school guidance and reception services for migrant families; and (iii) the development of learning-recovery materials.
- 1.7 These activities will serve as an initial step toward preparing the migration-related components of the forthcoming loan operation. By the end of the TC, it is expected

that Joinville will have a coherent and scalable strategy to enhance the integration and retention of migrant students in the municipal education system, reduce educational inequalities, and promote social cohesion.

- 1.8 **Description of the associated Loan.** The TC is associated with the subnational loan operation BR-L1665/BR-J0002, requested by the Municipality of Joinville. The total operation cost is US\$124 million, with an additional US\$4 million from the GRF (Grant Resource Facility) for migration.¹ The operation is currently in the preparation stage and falls under the investment loan lending category. The overarching objective of the loan is to improve the coverage and quality of education for students enrolled in Joinville’s municipal schools, with a particular focus on early childhood education, infrastructure modernization, and inclusive education strategies. Specific components will support expanding school infrastructure, strengthen pedagogical and management capacity, and enhance support services for students from vulnerable populations, including migrant families. This TC will support the preparation of this operation by providing the technical foundations to strengthen its migration-related component, ensuring that the loan design incorporates contextually relevant strategies and evidence-based actions to promote the educational inclusion of migrant students and their families. This TC is financed from and directly linked to Component 3 of BR-L1665, which allocates resources for studies, pilot testing, and institutional strengthening for migration related educational services. It will generate pilot models that will be scaled during loan execution under Component 3 and will support the Secretaria with a technical expert on migration and education.
- 1.9 **Strategic Alignment.** The TC is consistent with IDB-Group's Institutional Strategy: Transformation for Greater Scale and Impact (CA-631) and aligned with the objective reducing poverty and inequality, improving access to and quality of the social services involved; It is also aligned with the following operational focus areas: (i) gender equality and inclusion of diverse population groups; (ii) institutional capacity, rule of law, and citizen security; and (iii) social protection and human capital development. 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). This TC is also aligned with the OC SDP Window 2-Social Development (W2E) Fund (GN-2819-14) priority area of inclusive social development by strengthening the service delivery of quality education, investing in human capital, and promoting gender equality.
- 1.10 Furthermore, it is aligned with the IDB-Group's Country Strategy with Brazil 2024-2027 (GN-3243-3) to “Promote a New Social Agenda to Promote Prosperity and Inclusion,” especially with the Strategic Objectives of “Improving the Quality of

¹ The Resources from the IDB’s Non-Reimbursable Facility (GRF) are used to support the region’s efforts in addressing ongoing and emerging migration challenges

Spending on Health and Education,” and “Strengthening Policies for the Protection and Well-being of Women and the Diverse Population”. By generating evidence on the educational needs and barriers faced by migrant students in Joinville, the TC supports more efficient and equitable use of education resources and strengthens local capacity to improve service delivery—both core aims of the Strategy’s objective to improve the quality of spending in education. It also contributes to the Strategy’s commitment to strengthen policies for the protection and well-being of diverse and vulnerable populations by informing inclusive interventions that reduce gaps affecting migrant children and adolescents.

II. COMPONENTS

- 2.1 **Components.** This TC is structured around two components that will generate the analytical and practical inputs needed to strengthen the design of the loan operation BR-L1665/BR-J0002.
- 2.2 **Component 1 (US\$48,000): Diagnostic on Migrant Students.** This component will finance a comprehensive study of the migrant student population enrolled in Joinville's municipal schools, assessing their sociodemographic characteristics, educational trajectories, and the main barriers they face in accessing and remaining in the education system. The activities will include conducting a diagnostic study, analyzing administrative and/or survey data, and preparing technical reports with actionable recommendations. An individual consultant will be hired to carry out this work for the IDB, in technical coordination with the *Secretaria de Educação de Joinville*. The consultant will be responsible for gathering information on lessons learned, improving the characterization and identification of migrant students, and outlining a work plan to guide future loan implementation. Expected outputs include a comprehensive diagnostic report, a set of recommendations to inform municipal decision-making, and analytical inputs to strengthen the migration component of the forthcoming loan. The component will also maintain flexibility to finance complementary analytical tasks that may arise during the loan preparation process.
- 2.3 **Component 2 (US\$152,000): Pilot Interventions on Inclusion and Social Cohesion.** The objective of this component is to design and implement pilot initiatives in selected schools to strengthen socio-emotional skills, promote parental engagement, foster intercultural understanding to reduce prejudice and discrimination and promote learning. Major activities will include the design and implementation of one early childhood pilot, and the development of pedagogical and training materials, the delivery of workshops for teachers, parents, and students. The firms responsible will implement these activities with technical support during the course of the three years. Expected outputs include the implementation of an early childhood pilot, a set of pedagogical and training materials, strengthened socio-emotional competencies and parental engagement, and increased intercultural understanding.
- 2.4 **Expected Results.** The TC is expected to produce concrete, measurable results that will contribute to strengthening the educational inclusion of migrant students in Joinville and set the grounds for the loan activities focused on migrant students. Expected results include: (i) a comprehensive and up-to-date evidence document on the profile, educational trajectories, and barriers faced by migrant students; (ii) Strengthening school and municipal capacity to address linguistic and cultural diversity through structured guidance and tools, through the implementation of two small pilots; and (iii) increased socio-emotional competencies and parental engagement in targeted schools by one pilot.
- 2.5 **Beneficiaries.** This TC has as direct beneficiary, initially, the Secretaria Municipal de Educacao de Joinville. All Joinville's migrant students will be indirect beneficiaries since the evidence that will be produced is intended to support decision-making and loan preparation. Finally, the design of more effective and

inclusive public policies for improvement will inform educational policies in other countries.

III. BUDGET

- 3.1 **Budget.** The estimated total cost of CT-Joinville is US\$200,000, to be financed by the Ordinary Capital Strategic Development Program (OC-SDP), Window 2 “Desarrollo social (W2E)”. The TC includes two components: Component 1 (US\$48,000) and Component 2 (US\$152,000), consistent with the scope described above.

Components	Fund Code Source 1 (OC-SDP W2E)	Total
Component 1: Diagnostic on Migrant Students	\$48,000.-	\$48,000.-
Component 2: Pilot Interventions on Inclusion and Social Cohesion	\$152,000.-	\$152,000.-
Total	\$200,000.-	\$200,000.-

IV. EXECUTION STRUCTURE

- 4.1 **The IDB as Executing Agency for CS and OS TC.** The TC will be executed by the Inter-American Development Bank (IDB) through the Social Sector Migration Unit (SCL/MIG) in collaboration with the Education Division (SCL/EDU) and the Country Office in Brazil (CSC/CBR). The Municipality of Joinville formally requested IDB execution due to the Bank’s expertise in education and migration, and its capacity to apply lessons learned from other countries in the region. This request is also consistent with the objectives of Component 3 of the loan operation (BR-L1665), which focuses on studies, pilot testing, and institutional strengthening to promote innovation and improve management capacity in the education sector. Given the technical nature of the TC, IDB execution will ensure the timely delivery of specialized studies, the design of pilot interventions, and the generation of analytical inputs to inform the migration-related components of the loan.
- 4.2 The TC will be executed by the Inter-American Development Bank (IDB), based on a request by the beneficiaries, in accordance with the Bank’s Technical Cooperation Policy (GN-2470-2) and the Procedures for the Processing of

Technical Cooperation Operations and Related Matters (OP-619-4), through the Unit of Migration².

- 4.3 **Institutional Capacity.** The Bank has the institutional and technical capacity to execute the TC, ensuring quality control, fiduciary oversight, and alignment with operational guidelines.
- 4.4 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.
- 4.5 **Procurement.** All procurement to be executed under this Technical Cooperation have been included in the Procurement Plan (Annex IV) and will be hired in compliance with the applicable Bank policies and regulations as follows: (a) Hiring of individual consultants, as established in the regulation on Complementary Workforce (AM-650) and (b) Contracting of services provided by consulting firms in accordance with the Corporate procurement Policy (GN-2303-33) and its Guidelines.
- 4.6 **Execution and Disbursement Period.** The execution and disbursement period will be 36 months in alignment with the Result Matrix and Procurement Plan.
- 4.7 **Monitoring, Reporting, and Supervision.** Monitoring, reporting, and supervision will be carried out by SCL/MIG, with support from SCL/EDU and CSC/CBR, in accordance with the Technical Cooperation Monitoring and Reporting System (TCM). Marta Luzes (SCL/MIG) will serve as the team leader for this TC, and Carolina Paseto will serve as alternate team leader. Supervision will include periodic progress reviews, verification of outputs against the Results Matrix and the Procurement Plan, and fiduciary oversight consistent with Bank procedures. The supervision schedule, reporting frequency, and budget for supervision costs will be confirmed at project start-up
- 4.8 **Intellectual property.** Any knowledge products generated within the framework of this TC will be the property of the Bank and may be made available to the public under a creative commons license. However, upon request of a beneficiary, the intellectual property of said products may also be licensed and/or transferred to the beneficiary through specific agreements prepared with support of the Banks Legal Department (LEG).

² The execution of this TC will not start until no objection letter from national liaison body of Brazil has been received.

V. POTENTIAL RISKS

- 5.1 The risks associated with this operation are low and related to secure education secretary's participation. This risk will be mitigated by a sound dialogue process while reaching new counterparts. 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.
- 5.2 There can be further small risks associated with working with vulnerable populations, such as migrant populations, like participation and outreach. A first concern is the possibility of low participation in pilot interventions, either from schools, students, or families, which could reduce the effectiveness and representativeness of the pilots. This will be mitigated through close coordination with the municipal education secretariat, engaging in school leadership and teachers early on, and ensuring that activities are aligned with existing school priorities. A second risk is the low uptake of activities among families with young children, especially mothers, who often face competing demands from work and caregiving. This risk could reduce the scope of early childhood pilot activities and their potential impact. It will be mitigated by offering a flexible program that can be accessed from a mobile phone with incentivized messages to reduce barriers to participation. No special legal, institutional, or regulatory issues are anticipated to affect project execution.

VI. EXCEPTIONS TO BANK POLICIES

- 6.1 There is no exceptions.

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:

- Annex I: Request from Client
 - Annex II: Results Matrix
 - Annex III: Terms of Reference
 - Annex IV: Procurement Plan
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