

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	BRAZIL/CSC - Southern Cone
▪ TC Name:	Improving Innovation, Efficiency and Equality on Educational Systems
▪ TC Number:	BR-T1475
▪ Team Leader/Members:	COSSI FERNANDES, JOAO PAULO (SCL/EDU) Team Leader; DUENAS HERRERA, XIMENA (SCL/EDU) Alternate Team Leader; MORRISON, JUDITH ANNE (SCL/GDI) Alternate Team Leader; VALENTE LINS, PAULA (CSC/CBR); DE FREITAS SEVERINO, LIGIA (CSC/CBR); ESCHOYEZ, GUILLERMO ANTONIO (LEG/SGO); DUARTE SALCEDO, CATALINA (SCL/EDU); ELACQUA, GREGORY MICHAEL (SCL/EDU); PEREZ ALFARO, MARCELO A. (SCL/EDU); MENDEZ VARGAS, CAROLINA PATRICIA (SCL/EDU); BLASCO, IVANA (SCL/EDU); EMILIO LAGUILLO (SCL/EDU)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	11 Aug 2021
▪ Beneficiary:	Policy makers and teachers from different education departments, especially the city of SP
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	US\$350,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	24 months
▪ Types of consultants:	Individuals; 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 ; Diversity

II. Objective and Justification

- 2.1 The objective of this TC is to support municipal, state, and national governments on the implementation of innovative approaches to improve quality of education and reduce inequalities, especially racial.
- 2.2 Educational quality is still a challenge for educational systems in Brazil. Even though IDEB, the national educational quality index, has been continuously improving at the elementary level, middle and high schools struggle to improve. The official targets for these stages have not been reached since 2011. In 2019 (IDEB-INEP, 2020), only 7 out of 27 state education systems achieved middle school targets, and only 2 out of 27 for high school.
- 2.3 The country also faces high levels of inequality, especially racial. According to IBGE in 2019, the black or brown population in Brazil has higher illiteracy rates (9.1%) than the white population (3.9%). Various studies have shown that in Brazil teachers have negative biases towards Afro-Brazilians when assigning math grades (Botelho, Madeira, & Rangel, 2015), and there is racial segregation in student classroom

assignments in schools where there is no student tracking system in place (Gagné, 2021).

- 2.4 The true impact of COVID-19 (CV) is still unknown, but it will decrease learning and increase inequality, particularly for the most vulnerable. In Brazil, 58 million students and 2.2 million teachers have been affected by school closures between March 2020 and February 2021 (UNICEF, 2021). Education systems across the country have been struggling to meet growing needs under a scenario of resource scarcity. The state of SP, the only state which tried to measure the impact demonstrated that students learned about 1/3 of they had in the previous year (BID, 2021). The same study showed that the impact will be higher for black and browns, girls, and for students who attend schools in more vulnerable regions.

III. Description of Activities and Outputs

- 3.1 **Component I: Technical Assistance.** The objective of this component is to provide technical assistance to design, pilot or scale solutions which can improve equality and efficiency in the education sector. It will finance technical assistance to support states and municipalities to (i) develop teacher training process and materials to fight inequality, especially persistent racial; (ii) manage and operate education systems more efficiently and inclusively; (iii) implement innovative solutions to fight inefficiency and inequality.
- 3.2 **Component II: Pilot innovative actions.** The TC will finance pilots to fight inefficiency, inequality and learning losses, such as: (i) innovative solutions to improve efficiency and equality; (ii) adaptation of recovery and remedial early literacy materials to complement Vamos Todos Aprender a Ler initiative; and (iii) teacher training materials to prevent unconscious bias.
- 3.3 **Component III: Knowledge and strategy.** This component will finance studies and events/workshops with authorities, researchers, and non-governmental organizations to support the local and national authorities in the process of design, implementation and dissemination of policies to combat inefficiencies and racial inequalities in educational systems.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Technical Assistance	US\$150,000.00	US\$0.00	US\$150,000.00
Pilot innovative actions	US\$100,000.00	US\$0.00	US\$100,000.00
Knowledge and strategy	US\$100,000.00	US\$0.00	US\$100,000.00
Total	US\$350,000.00	US\$0.00	US\$350,000.00

V. Executing Agency and Execution Structure

- 5.1 IDB will execute the TC. SCL/EDU will lead the execution with support from GDI.
- 5.2 The interventions financed through this TC are highly innovative pilots, and bank execution is recommended in order to ensure rapid procurement procedures. These pilots could be of great interest to other Brazilian states/municipalities and countries in the region. Thus, ensuring that the Bank is involved in the design and implementation process will increase the probability of replicability in other countries. Additionally, the Education Division at IDB has experience carrying out successful innovation pilots and will also ensure consistency with EDU's agenda in CBR. GDI is also part of the team to ensure that our pilots and projects are successful to reduce inequality, especially racial.

VI. Project Risks and Issues

- 6.1 The risks associated with this operation are low. The Bank, through SCL/EDU, has extensive experience in the development of the issues requested by the Government of Brazil, in addition to maintaining a permanent dialogue with both local counterparts and organizations, and with local and international experts to obtain the technical assistance required. The Government has expressed interest in working specifically on race in the educational system and has requested this line of action through multiple local government agencies. Additionally, given the COVID 19 pandemic and its unpredictable nature, some flexibility and adaptation to varying conditions should be expected which will require permanent supervision in contracts execution.

VII. Environmental and Social Classification

- 7.1 The ESG classification for this operation is "C".