

TECHNICAL COOPERATION PROFILE

MAY 23, 2008

I. BASIC PROJECT DATA

Country: Brazil

Program name: Evaluation of Early Childhood Policies and Programs

Program number: BR-T1104

Team members: Aimee Verdisco (SCL/EDU), Project Team Leader; Ana Santiago, Carlos Herrán, and Amelia Cabrera (SCL/EDU); Rita Sorio and Remi Castioni (SPH/CBR), and Cynthia Colaiacovo (LEG/SGO)

Date of request:

Beneficiary: Ministry of Education; Municipalities; State Secretaries of Education

Executing agency: IDB, through SCL/EDU

Financing plan:

IDB (ORC-SOF):	US\$ 750,000
Local:	US\$ 250,000
Total:	US\$1,000,000

Technical responsibility: SCL/EDU

Tentative dates: Approval: June 2008

II. BACKGROUND AND PROBLEM STATEMENT

- 2.1 The Ministry of Education (MEC) has requested the Bank's support in developing a study on the reach and scope of recent reforms in early childhood education. This study would be an important input in the ongoing policy dialogue with Brazil on education and provide guidance to the MEC as it implements the *Plano Nacional da Educação* (PNE). The PNE is revolutionary in the context of education plans adopted throughout the Region, in that it takes a results-based approach for overall sector reform and improvement and stipulates quantitative goals for all levels of education.
- 2.2 Increased coverage of early childhood education is a key goal of the PNE. By the year 2010, 50% of the 0-3 cohort should be enrolled in a *crèche* and 80% of 4-5 year-olds should be enrolled in pre-school. Recent estimates suggest that the country has already met the second of these goals, but is far from reaching the first.
- 2.3 The PNE obligates MEC to establish and enforce parameters for quality in the provision of early childhood services and to use these parameters as a means for evaluating and improving services. Within this framework, the MEC elaborated a National Policy for Early Childhood Education and National Parameters for Quality in Early Childhood, the purposes of which are expand the supply of early childhood education and ensure a basic level of quality in all services.

- 2.4 **Justification for use of resources from the social fund.** The proposed Project lays out an innovative design to evaluate early childhood education in Brazil. The findings will be an important input for the MEC, the municipalities and the State Secretaries of Education (SEED) as they implement the PNE. This proposal is in line with the Social Fund's objectives (GN-2426-3) to enhance upstream investment lending and to improve the quality and equity of early childhood education.

III. PROGRAM OBJECTIVE AND DESCRIPTION

A. Objectives

- 3.1 The objective of this operation is to provide a detailed analysis of the early childhood education sector in Brazil, closing existing data gaps in data and providing tools to monitor the implementation of the PNE.

B. Description

- 3.2 **Component 1. Estimating the degree of implementation of national policies and standards and generating indicators** (US\$300,000). This component will support the design and application of a common instrument to be applied in early childhood education centers to critically examine the degree of implementation of the National Policy on Early Childhood Education and the Quality Parameters. This instrument will be designed to capture information on all aspects of the center, from its infrastructure, to its curriculum, teachers, administrators and students. It will be applied in a limited sample of early childhood education centers in municipal networks.
- 3.3 The determination of municipal networks to be included in the study will be done in collaboration with the MEC. MEC has indicated a preference for including a variation of centers, including those administered by public-private partnerships and publicly-run centers. Based on these findings, this component will also finance the elaboration of indicators to monitor and evaluate compliance with national policies. INEP and IPEA will be important partners in executing this component.
- 3.4 **Component 2. Impact evaluation of early childhood education** (US\$225,000). This component will empirically test the contribution of early childhood education on readiness to learn. It will adapt and administer a test (e.g., Peabody Picture Vocabulary Test; the Early Development Index) at two points in time to two groups of children. The test will be applied to a group of 5 year-olds currently in preschool and a control group of 5 year-olds not attending pre-school. This same test will be applied to these same children as they enter first grade (i.e., one year post). An associated factors analysis will be generated from the information collected in Component 1. The first application of the test will be done simultaneously with the execution of Component 1; the second will be done a year post. INEP and IPEA will be important partners in executing this component.

- 3.5 **Component 3. FUNDEB** (US\$35,000). This component will critically examine the scope and reach of FUNDEB as it relates to early childhood education. It will build on previous efforts to rank municipalities in terms of need, measured by the 0-3 and 4-5 cohorts currently not receiving early childhood education services. It will align need, thus identified, with FUNDEB unit costs, producing priority areas for intervention and generating strategies for raising resources beyond FUNDEB to fill financing gaps.
- 3.6 **Component 4. Dissemination** (US\$140,000). This component will support a series of activities to disseminate the results of all activities. It will support a national seminar with authorities from MEC, the municipalities, State Secretaries of Education, research institutions, and the private sector. An international conference will also be held to place the results of the study in an international context.

IV. COST AND FINANCING

- 4.1 The total cost of the Technical Cooperation (TC) is US\$1,000,000. Of the total amount, US\$750,000 will be charged against resources of the Special Program for Employment, Poverty Reduction and Social Development in Support of the Millennium Development Goals (Social Fund) and US\$250,000 will be local contribution in kind, largely in staff time from INEP and IPEA.

Table IV-1
Detailed budget US\$

Description	IDB	MEC/INEP	IPEA	Total
Component 1	<u>300,000</u>	<u>100,000</u>	<u>25,000</u>	<u>425,000</u>
Design and validation of survey instrument	50,000	25,000	-	75,000
Construction of control group	100,000	25,000	-	125,000
Application of survey instrument	50,000	50,000	-	100,000
Construction of indicators	50,000	-	25,000	75,000
Preparation of report	50,000	-	-	50,000
Component 2	<u>225,000</u>	<u>25,000</u>	<u>25,000</u>	<u>275,000</u>
Adaptation and validation of readiness to learn test	50,000	-	-	50,000
Application of test	100,000	25,000	-	125,000
Generation of associated factors	50,000	-	25,000	75,000
Preparation of report	25,000	-	-	25,000
Component 3	<u>35,000</u>	-	<u>25,000</u>	<u>60,000</u>
Research and analysis	25,000	-	25,000	50,000
Preparation of report	10,000	-	-	10,000
Component 4	<u>140,000</u>	<u>25,000</u>	<u>25,000</u>	<u>190,000</u>
National seminar	50,000	-	-	50,000
International seminar	90,000	25,000	25,000	140,000
Contingencies	<u>50,000</u>	-	-	<u>50,000</u>
Total	<u>750,000</u>	<u>150,000</u>	<u>100,000</u>	<u>1,000,000</u>

V. EXECUTING AGENCY AND EXECUTION STRUCTURE

- 5.1 This operation will be executed by the Bank in close collaboration with the MEC.

VI. MAJOR ISSUES

- 6.1 There are no major issues associated with this project.

VII. ACTION PLAN

- 7.1 SCL/EDU will work with MEC to finalize details regarding the components of this operation, including the municipal networks within which this study will operate and details surrounding the choice of instrumentation.
- 7.2 SCL/EDU will have the technical responsibility for this operation. It will collaborate with MEC to prepare a Plan of Operations and all corresponding Terms of Reference.

VIII. ENVIRONMENTAL AND SOCIAL STRATEGY

- 8.1 The project was reviewed by the Environmental and Social Impact Review (ESR) Committee on May 9, 2008. No negative environmental or social effects were identified and the TC has been classified as a “C” according to the Safeguard Classification Tool.

(ORIGINAL SIGNED)

Approved: _____
Marcelo Cabrol, Chief
SCL/EDU

(ORIGINAL SIGNED)

Concur: _____
José Luis Lupo, Representative
CSC/CBR