

SIMULTANEOUS DISCLOSURE

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

## **BRAZIL**

### **MOVIMENTO TODOS PELA EDUCAÇÃO: NEW EDUCATIONAL PRACTICES AND POLICY AGENDA**

**(BR-T1246) (BR-X1027)**

#### **TECHNICAL COOPERATION DOCUMENT**

This document was prepared by the project team consisting of: Marcelo Perez-Alfaro (EDU/CBR), Project Team Leader; Yyannu Cruz-Aguayo, Gador Manzano and Claudia Cox (SCL/EDU); and Betina Hennig (LEG/SGO).

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## I. BASIC INFORMATION

<b>Country:</b>	Brazil								
<b>TC name:</b>	Movimento Todos Pela Educação: New Educational Practices and Policy Agenda								
<b>TC number:</b>	BR-T1246								
<b>Project team:</b>	Marcelo Perez-Alfaro (EDU/CBR), Project Team Leader; Yyannu Cruz-Aguayo, Gador Manzano and Claudia Cox (SCL/EDU); and Betina Hennig (LEG/SGO)								
<b>TC abstract authorization date:</b>	15 May 2012								
<b>Source of funding:</b>	Korea Poverty Reduction Fund (KPR) and project specific grants (PSG)								
<b>Beneficiary and executing agency:</b>	Movimento Todos Pela Educação (TPE) of the Federative Republic of Brazil								
<b>Contacts in the executing agency:</b>	Priscila Cruz and Andrea Bergamaschi								
<b>Non-reimbursable funds requested:</b>	<table><tr><td>IDB (KPR):</td><td>US\$ 500,000</td></tr><tr><td>Project specific grants (PSG):</td><td>US\$ 1,700,000</td></tr><tr><td>Local counterpart</td><td>US\$ 139,000</td></tr><tr><td>Total:</td><td>US\$ 2,339,000</td></tr></table>	IDB (KPR):	US\$ 500,000	Project specific grants (PSG):	US\$ 1,700,000	Local counterpart	US\$ 139,000	Total:	US\$ 2,339,000
IDB (KPR):	US\$ 500,000								
Project specific grants (PSG):	US\$ 1,700,000								
Local counterpart	US\$ 139,000								
Total:	US\$ 2,339,000								
<b>Disbursement period:</b>	36 months from the date of signing of the technical cooperation agreement								
<b>Execution period:</b>	30 months from the date of signing of the technical cooperation agreement								
<b>Start date:</b>	1 October 2012								
<b>Type of consultancies:</b>	Firms and individuals								
<b>Prepared by:</b>	SCL/EDU								

<b>Unit responsible for disbursements:</b>	EDU/CBR
<b>TC included in the country strategy and the CPD:</b>	Yes, in both cases
<b>GCI-9 sector priority:</b>	Social Policy for Equity and Productivity

## II. OBJECTIVES AND RATIONALE

- 2.1 The objective of this operation is to support the promotion of public policies and educational practices that improve the quality and equality of learning and promote school completion. The Movimento Todos Pela Educação [All For Education Movement] (TPE) is a private civil society organization created in 2006. TPE brings together private initiative, public managers, education experts, media professionals, and teachers. Its mission is to support the guaranteed right of all children and young people to receive a quality education by 2022, the bicentenary of Brazil's independence. TPE is active in the following areas: (i) access: all children and young people ages 4 to 17 in school; (ii) literacy: all children fully literate by age 8; (iii) performance: all pupils with a satisfactory level of learning for their stage of schooling; (iv) completion: all young people completing secondary education by age 19; and (v) increased and well-managed investment in education. TPE's activities are based on three main axes: technical (studies and research), communications (social mobilization campaigns), and coordination (institutional and with government).
- 2.2 Brazil has set out ambitious objectives in its National Education Plan (NEP) for 2011-2020 some of the most important of which are:<sup>1</sup> (i) universal schooling for 4 and 5 year olds by 2016; (ii) expansion of preschool education to 50% of the population aged 3 years and under by 2020; (iii) universal basic (9-year) education for the population ages 6 to 14 ; (iv) all boys and girls literate by a maximum of 8 years of age; (v) full-time education offered in 50% of public basic education schools; and (vi) improvements in learning indicators.<sup>2</sup>
- 2.3 As is the case in other countries in the region, Brazil's performance in international tests is weak. According to targets under the Brazil Educational Development Index (IDEB), the country's levels of educational attainment will only reach the current

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<sup>1</sup> [http://portal.mec.gov.br/index.php?option=com\\_content&view=article&id=16478&Itemid=1107](http://portal.mec.gov.br/index.php?option=com_content&view=article&id=16478&Itemid=1107).

<sup>2</sup> Brazil Educational Development Index (IDEB) and the Programme for International Student Assessment (PISA).

level for developed countries in 2022. An innovative means of improving educational outcomes can be found in introducing information and communication technology (ICT) in the classroom. Evidence shows that the use of ICT in education has a positive impact on learning outcomes where the latter are the key objective (rather than access or a narrowing of the digital gap), and where ICT is used in a complementary fashion to enrich the learning experiences of pupils.<sup>3</sup> Recent work in this field in developed countries has pointed to a number of alternatives for modifying teaching methods using ICT, with a view to better meeting the needs and characteristics of pupils. One approach, known as “Flipping the Classroom,” reverses traditional teaching methods by providing computer-based classes and transferring exercises to the classroom. Pupils follow the classes at home, making faster progress in those subject areas that they have mastered. In the classroom, the teacher reinforces concepts that were not well understood and pupils do their exercises with the assistance of teachers and peers. Other, similar efforts have been made to support a more tailored approach to education, allowing each pupil to develop individual learning strategies based on their characteristics, skills and interests, and offering tools for the teacher to monitor and support each student. The use of technology has facilitated project-based learning strategies, in which teachers consider differentiated assignments for their pupils based on group or individual actions, experiences and school work, and on questioning, creation, and building of knowledge, collaboration, and communication. These initiatives require a high level of commitment on the part of teachers, as well as levels of infrastructure, equipment, and connectivity that are seldom found in Brazil's public education networks. These experiences must therefore be adjusted based upon the actual prospects for implementation. Portuguese, mathematics, and possibly science could be targeted under this kind of project. The two latter subject areas are the weakest among students in Brazil and the rest of Latin America. It is estimated that it will take 21 years to reach the current average level of OECD students in mathematics, and 40 years in science. Many initiatives around the world have developed video tutorials in mathematics and other subjects.<sup>4</sup> In Brazil and Latin America, other initiatives involving personalized and project-based learning have developed both educational content and technological platforms.<sup>5</sup>

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<sup>3</sup> Computers in Schools: Why Governments Should Do Their Homework” (Samuel Berlinski, Matias Busso, Julian Cristia, and Eugenio Severin). In *Development Connections: Unveiling the Impact of New Information Technologies*, Alberto Chong (ed), New York: Palgrave Macmillan, (2011).

<sup>4</sup> Valuable experiences are to be found in the United States, including The Small Schools Project (New York), High Tech High (San Diego), Brooklyn Free School (New York), the Khan Academy (the IDB project in support of the Latin American Network of Education Portals has translated 630 math videos into Spanish and Portuguese), TED-EDU, Connections Academy and the School of One (New York). Publishing houses such as Pearson and McGraw Hill have also developed interesting approaches. At the same time, Korea has implemented a number of interesting programs that will be examined. Keris, the cooperation arm of the Ministry of Education, has worked together with the Bank in recent years.

<sup>5</sup> For example, the Sistema Educativo Relacional Fontán (Colombia), the Miguel Angel Asturias School (El Salvador), the Cecilia School (Argentina), Fundación eDucate (Ecuador), and Grupo Educativo (Chile).

- 2.4 Brazil has made significant progress in recent years in terms of expanding school access, to the extent that 97% of children ages 6 to 14 are currently in school. However, this has not been accompanied by an improvement in quality, which is now the main educational challenge in the country. Only 28% of young people completing secondary school have an adequate level of Portuguese, falling to 11% in the case of mathematics. As previously mentioned, the NEP sets out targets for the sector to work towards, but there is a lack of detailed analysis to support the design of policies that are inclusive and aimed at resolving the various problems hindering improvement in the quality of education. This is also the case with respect to the development of tools for monitoring progress towards NEP targets over the next ten years, supporting a tradition of dialog and partnership between the main stakeholders in Brazil's public education system and civil society.
- 2.5 The delivery of education services in Brazil is the responsibility of federal, state, and municipal governments. In the latter case, 5,565 municipalities have exclusive responsibility in the area of preschool education (0-5 years) and priority in basic education (6-14 years). Some 22.8 million pupils attended their schools in 2011. A number of the NEP targets present enormous challenges for the municipal networks. Despite its importance, the professional workforce belonging to the municipal education departments lacks adequate technical training, while initiatives in the area of collaboration and exchange of management experiences among departments are not systematized or disseminated.
- 2.6 TPE has led the field among civil society organizations in Latin America in terms of securing the commitment of different civil society stakeholders to participate in social monitoring of the right to quality education and to place education at the forefront of policy in Brazil. It headed the creation of a network of civil society groups involved in education in 13 countries throughout Latin America.<sup>6</sup> These organizations, working towards the same objective, have sought TPE's assistance in the exchange of experiences and best practices, with a view to strengthening the awareness and commitment of all sectors of society to the education policy agenda. An ad hoc, non-systematic approach to the sharing of experiences limits the impact of initiatives to improve the quality of education in the region, as well as the institutional strengthening of the organizations in each country. Instead, these exchange practices need to be given greater structure.
- 2.7 This project is proposed under the new Bank Strategy with Brazil for 2012-2014 (document GN-2662-1), as part of its strategic objective of promoting social inclusion in the priority sector of education. It aims to improve the quality and coverage of basic education, and to support civil society involvement in the area of public policy. The project is also aligned with the objectives of the Ninth General Increase in the Resources of the Bank (supporting achievement of the target for poverty reduction and equity enhancement), and with the priority areas identified in

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<sup>6</sup> The network, known as REDUCA, is made up of organizations from Argentina, Chile, Colombia, the Dominican Republic, El Salvador, Ecuador, Guatemala, Honduras, Mexico, Panama, Paraguay, and Peru.

the Bank's strategy to support social policies favoring equality and productivity (document GN-2241-1) (linked to improvements in education quality).

### III. DESCRIPTION OF ACTIVITIES, COMPONENTS, AND BUDGET

- 3.1 This operation consists of four components: (i) innovative teaching methods and strategies; (ii) strengthening of the institutional capacity of municipal education departments; (iii) studies and research in support of the strategic education agenda; and (iv) the Latin American Network of Civil Society Organizations for Education (REDUCA).
- 3.2 **Component 1. Innovative teaching methods and strategies.** The objective of this component is to support improvements in the quality of learning by implementing a pilot project that complements the work in schools and strengthens the development of pupil skills through the use of digital educational resources and platforms, as well as building knowledge in the area of public policy-making design for the introduction of ICT into the classroom. This component will finance the design, implementation, and evaluation of the pilot program. It will identify existing initiatives and may adapt digital educational content in different formats to the subjects of mathematics and Portuguese offered to pupils in participating public schools, alongside the training of teachers and interactive activities in the classroom. Initially, and in principle, a group of schools using their IT laboratories will participate in the pilot program. Pupils and teachers will enjoy access to a personalized technological platform that will register the activities of each participant and facilitate access to digital educational content aimed at reinforcing the concepts learned and allowing monitoring of each student's progress. The program is expected to be implemented in a sufficient number of schools (treatment and control groups) to constitute a representative sample for the purposes of effective evaluation. Each school participating in the pilot program will need to have enough working computers available for approximately 30 pupils. The teachers will also have access to the platform, allowing them to monitor the progress of each pupil. The project specific grant (PSG) resources assigned to this component will be used to finance consultancy services to: (i) prepare a map of similar initiatives, define the teaching and technological platform strategy for the project, define and describe the target group and options for the educational network(s) in which the project will be implemented; (ii) select and adapt content where necessary, through analysis of existing supply and options for the technological platform, among other things; (iii) select and prepare schools, train tutors/teachers, implement and monitor the pilot project; and (iv) design and execute the impact evaluation, the baseline study, and compilation of subsequent data, and submit proposals aimed at providing input into the design of policies and programs to introduce ICT into schools.
- 3.3 **Component 2. Capacity-building in municipal education departments.** This component will identify and disseminate good practices and innovative approaches to the management of municipal school networks. This will be achieved through

two complementary activities: (i) creation of a database of innovative approaches for the management of schools and networks; and (ii) training sessions for the managers of schools and municipal education networks, based on the innovated approaches identified. The Korea Poverty Reduction Fund (KPR) and project specific grant (PSG) resources allocated to this component will be used to finance consultancy services to: (i) manage the database of innovative experiences and carry out the training sessions; and (ii) develop and execute the strategy for monitoring and dissemination of this initiative.

- 3.4 **Component 3. Studies and research in support of the strategic education agenda.** This component will contribute to the public sector-civil society dialogue surrounding key questions on the educational agenda in support of improved quality and equity in basic education. KPR resources will be used to finance consultancy services for: (i) the coordination, monitoring, and hiring of experts to carry out the studies;<sup>7</sup> (ii) workshops to discuss and validate the results and strategies identified in the studies; (iii) a dissemination strategy based on publications, seminars with key stakeholders (such as legislators, Secretaries and managers in the education sector, and teachers), and the use of interactive channels such as debate platforms; and (iv) the development and implementation of the NEP observatory.
- 3.5 **Component 4. The Latin American Network of Civil Society Organizations for Education (REDUCA).** This component will support TPE's work in the area of the exchange of successful experiences among REDUCA organizations, ensuring that each of these is able to maximize their ability to impact public policy. KPR resources allocated to this component will be used for the following activities: (i) creation of a network for the exchange of good practices in the creation and management of education-based social movements in Latin America, including objectives, programs, financing, social mobilization, communications strategies, strategies for influencing public policy, and the promotion of civil society participation in dialogue and the social monitoring of education policies; (ii) support for the introduction of processes for monitoring education policies and targets, both at the regional level and in each country; and (iii) organization of regional or national meetings involving the main public policy makers and civil society, public, and private sector stakeholders.
- 3.6 **Component 5. Coordination and monitoring.** KPR resources under this component will be used to finance: (i) contracting of consultancy services for the coordination and financial administration of the operation; and (ii) the procurement of goods and services necessary to support management of the project, as well as external auditing services.

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<sup>7</sup> A number of topics linked to NEP targets have been preliminarily identified, such as literacy, the curriculum (national and international experiences), preschool education, academic progress/age-for-grade gaps, equity and inclusion in education, and full-time education (international experiences, national challenges).



- 3.7 The total cost of the operation will be US\$2,339,000. Of this, US\$500,000 will be financed by the Korean Poverty Reduction Fund; TPE will make in-kind contributions totaling US\$139,000; and US\$1,700,000 is expected to be received through project specific grants<sup>8</sup> (see BR-X1027). PSG funding should be laid out in individual agreements for administration of the respective funds, according to which the Bank will charge an administrative fee of 5% of the value of each contribution (as identified in the budget for this technical cooperation operation). The resources will be administered by the Bank in accordance with the "Report on COFABS, Ad-Hocs and CLFGS and a Proposal to Unify Them as Project Specific Grants (PSGs)" (document SC-114).<sup>9</sup> Signing of the technical cooperation agreement between the Bank and TPE will take place once all donors have signed the respective agreements with the Bank and made the necessary deposits into the project's bank account at the time of signing. The total cost of the operation is set out in Table III-1. For greater detail see [Annex III](#).

**Table III-1. Indicative budget (US\$)**

<b>Components</b>	<b>IDB/KPR</b>	<b>PSG</b>	<b>Local</b>	<b>Total</b>
1. Innovative teaching methods and strategies		1,500,000		<b>1,500,000</b>
2. Capacity-building in municipal education departments	11,300	115,000	4,000	<b>130,300</b>
3. Studies and research in support of the strategic education agenda	193,000		45,000	<b>238,000</b>
4. Latin American Network of Civil Society Organizations for Education (REDUCA)	157,700		45,000	<b>202,700</b>
5. Coordination and monitoring	72,000		45,000	<b>117,000</b>
Audit and contingencies	66,000			<b>66,000</b>
Administrative fee (5%)		85,000		<b>85,000</b>
<b>TOTAL</b>	<b>500,000</b>	<b>1,700,000</b>	<b>139,000</b>	<b>2,339,000</b>

- 3.8 The results matrix is as follows:

<sup>8</sup> The following donors have so far shown an interest in participating in this project: Samsung (US\$500,000), Instituto Natura (US\$400,000), Itaú BBA (US\$400,000), and Fundación Telefónica (US\$400,000). Donors may make their contributions in US dollars, or the equivalent value in reais. If significant exchange rate movements reduce the level of funding envisaged in the budget, and if the contingency line item is insufficient to cover the gap, project activities will be adjusted accordingly.

<sup>9</sup> Where part of the financing emanates from the private sector (companies, philanthropic foundations, or nongovernmental organizations), the project team must comply with the "Guidelines for Strategic Partnerships with the Private Sector and IDB Operational Procedures" (document CC-6007-1).

**Table III-2. Results Matrix**

<b>Components</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Target</b>
<b>Component 1</b>				
Number of schools participating in the pilot	75			<b>75</b>
Number of classrooms participating in the pilot	75			<b>75</b>
Number of pupils participating in the pilot	2,250			<b>2,250</b>
<b>Component 2</b>				
Number of experiences included in the database		50	75	<b>75</b>
Number of managers participating in the training sessions		200	300	<b>500</b>
<b>Component 3</b>				
Number of studies completed		3	3	<b>6</b>
Number of events held in NEP observatory facilities		2	2	<b>4</b>
<b>Component 4</b>				
Number of target monitoring processes undertaken		1	2	<b>3</b>
Number of meetings organized	1	1	1	<b>3</b>

- 3.9 **Technical and fiduciary responsibility.** SCL/CBR, through the project team leader, will be responsible for supervising the program.

#### **IV. EXECUTING AGENCY AND STRUCTURE**

- 4.1 **Executing agency.** TPE will be the program executing agency. It will carry out the procurement of goods and services (consulting and nonconsulting) in accordance with Bank policies for the selection and contracting of consultants (document GN-2350-9) and procurement of goods and works (document GN-2349-9). The executing agency will submit semiannual progress reports on program implementation to the Bank. TPE has experience in administering the funds of different donors that have financed its activities, including firms, foundations, and individuals. These activities have spanned a variety of areas, including technical issues, research, communications and mobilization, and coordination and interinstitutional relations. In the case of the pilot project in Component 1, TPE will request special support from the Bank for the supervision and execution of implementation and evaluation activities.

#### **V. PROJECT RISKS AND MAJOR ISSUES**

- 5.1 Coordination with local stakeholders during the implementation of Component 1 will be key for success, owing to the need to coordinate execution of the pilot project with the education networks.
- 5.2 The risks identified preliminarily include the risk that donors who expressed interest in making specific contributions do not sign the administrative agreements with the Bank and, therefore, all the necessary resources (US\$1,700,000) for full execution of the project are not disbursed. To mitigate this risk, alternative donors are already being pursued, in addition to those who expressed interest.

## **VI. EXCEPTIONS TO BANK POLICY**

- 6.1 No exceptions to Bank policy are envisaged.

## **VII. ENVIRONMENTAL AND SOCIAL STRATEGY**

- 7.1 Based on the guidelines contained in the Environment and Safeguards Compliance Policy (OP-703), the proposed classification of this operation is category “[C](#)”.

## **VIII. REQUIRED ANNEXES**

- 8.1 Annex I: [Terms of Reference](#)  
8.2 Annex II: [Procurement Plan](#)  
8.3 Annex III: [PSG Contributions](#)

## **TERMS OF REFERENCE**

### **MOVIMENTO TODOS PELA EDUCAÇÃO (TPE): NEW EDUCATIONAL PRACTICES AND POLICY AGENDA**

**(BR-T1246)**

#### **CONSULTANCY: ADMINISTRATIVE ASSISTANT FOR THE PROJECT**

### **I. BACKGROUND**

- 1.1 The Movimento Todos Pela Educação [All For Education Movement] (TPE) is a private civil society organization created in 2006. TPE brings together private initiative, public managers, education experts, media professionals, and teachers. Its mission is to support the guaranteed right of all children and young people to receive a quality education by 2022, the bicentenary of Brazil's independence. TPE is active in the following areas: (i) access: all children and young people from 4 to 17 years of age in school; (ii) literacy: all children literate by 8 years of age; (iii) performance: all pupils with a satisfactory level of learning for their class year; (iv) completion: all young people completing secondary education by 19 years of age; and (v) expanded and well-managed investment in education. TPE's activities are based on three main axes: technical (studies and research), communications (social mobilization campaigns), and partnerships (institutional and with government). With the objective of supporting the promotion of public policies and educational practices that improve the quality and equality of learning and promote school completion, TPE is working with the IDB to develop a technical cooperation agreement consisting of four components: (i) innovative teaching methods and strategies; (ii) building the institutional capacity of municipal education departments; (iii) studies and research in support of the strategic education agenda; and (iv) the Latin American Network of Civil Society Organizations for Education. Consulting services will be contracted to provide administrative assistance to project execution.

### **II. OBJECTIVE**

- 2.1 The objective of this consultancy is to support TPE in the administrative management of the technical cooperation agreement.

### **III. CHARACTERISTICS OF THE CONSULTANCY**

- 3.1 **Type of consultancy:** Individual
- 3.2 **Start date and duration:** 15 October 2012. Part-time consultancy for the 36 months of project execution.
- 3.3 **Place of work:** City of São Paulo.
- 3.4 **Consultant profile:** The consultant must have a degree in public or business administration, economics or similar area, with at least three years of experience.

#### IV. ACTIVITIES

- 4.1 To achieve the stated objective, the consultancy will involve the following activities, reporting to the TPE staff member responsible for the project:
- a. Coordinate fulfillment of the conditions prececent to first disbursement and other contractual clauses under the program.
  - b. Open and maintain a specific bank account for the administration of project funds.
  - c. Handle creation of the revolving fund for Bank and Project Specific Grants (PSG) financing, record counterpart contributions, manage the execution of payments, and process their reimbursement.
  - d. Prepare reports on the administrative activities undertaken, and for the different project financiers.
  - e. Prepare the bidding processes and pre-contractual documents for each consultancy. Manage and monitor the procurement processes necessary for execution of the project.
  - f. Monitor the progress of and payments made for each consultancy.
  - g. Prepare budget control reports and spending projections for the duration of the project.

#### V. OUTPUTS

- 5.1 The outputs of the consultancy will be as follows:
- a. **Monthly output:** Report on monthly activities.

#### VI. CONFIDENTIALITY

- 6.1 The consultant will maintain confidentiality in relation to all information to which he/she has access. The confidential information to which the consultant has access may not be used in other assignments or presentations without the agreement of the TPE or the Bank.

#### VII. CONTRACT VALUE AND DISBURSEMENT SCHEDULE

- 7.1 TPE will pay the consultant based on a lump sum modality. Payments will only be made after the outputs of the consultancy have been approved by TPE and received the no objection of the Bank.

Event	% of Contract Total	Estimated Period
Monthly output	Monthly %	10 days after the report is approved

## **VIII. SUPERVISION AND COORDINATION**

- 8.1 The consultant's work will be directly supervised by the TPE project coordinator.

## TERMS OF REFERENCE

### MOVIMENTO TODOS PELA EDUCAÇÃO (TPE): NEW EDUCATIONAL PRACTICES AND POLICY AGENDA

(BR-T1246)

### CONSULTANCY: DEVELOPMENT OF A PLATFORM FOR THE CONSOLIDATION OF BEST PRACTICES IN THE MANAGEMENT OF MUNICIPAL EDUCATION NETWORKS

#### I. BACKGROUND

- 1.1 Brazil has set out ambitious objectives in its National Education Plan (NEP) for 2011-2020:<sup>1</sup> (i) expansion of school services to all 4 and 5 year olds by 2016; (ii) expansion of pre-school education to 50% of the population aged 3 years and under by 2020; (iii) universal basic (9-year) education for the population aged 6 to 14 years; (iv) all boys and girls literate by 8 years of age; (v) full-time education offered in 50% of state basic education schools; and (vi) improvements in learning indicators (mentioning only the most important ones).<sup>2</sup>
- 1.2 The delivery of education services in Brazil is the responsibility of federal, state, and municipal governments. In the latter case, 5,565 municípios have exclusive responsibility in the area of pre-school education (0-5 years) and priority in basic education (6-14 years). Some 22.8 million pupils attended their schools in 2011. A number of the NEP targets present enormous challenges for the municipal networks. Despite its importance, the professional workforce belonging to the municipal education departments lacks adequate technical training, while initiatives in the area of collaboration and exchange of management experiences among departments are not systematized or disseminated.

#### II. OBJECTIVE

- 2.1 The objective of this consultancy is to develop a platform for the creation and availability of management support tools for Secretaries, teams, school directors, advisors, and other stakeholders in the management of municipal education.

#### III. CHARACTERISTICS OF THE CONSULTANCY

- 3.1 **Type of consultancy:** Individual
- 3.2 **Start date and duration:** 15 March 2013. 60 non-consecutive days over a 4-month period (15 March 2013 to 15 July 2013).
- 3.3 **Place of work:** Place of residence.

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<sup>1</sup> [http://portal.mec.gov.br/index.php?option=com\\_content&view=article&id=16478&Itemid=1107](http://portal.mec.gov.br/index.php?option=com_content&view=article&id=16478&Itemid=1107).

<sup>2</sup> Brazil Educational Development Index (IDEB) and the Program for International Student Assessment (PISA).

- 3.4 **Consultant profile:** Expert in the design, management, and monitoring of public policy, preferably in the area of education. In-depth knowledge of issues and challenges in Brazil's education system. Skilled in interaction with the public sector and civil society organizations. Access to specialized support in the area of web platforms and systems.

#### IV. ACTIVITIES

- 4.1 To achieve the stated objective, the consultancy will involve the following activities, reporting to the TPE staff member responsible for the project:
- a. Research models for similar platforms in Brazil and internationally, and propose a technological solution that meets criteria for information consolidation, navigability, accessibility, and technical functionality.
  - b. Propose a platform that will supply a variety of information to municipal educational managers in a timely fashion. The following aspects must be taken into account:
    - Administrative and organizational management.
    - Data management.
    - Management of education networks.
    - Financial and budgetary management.
    - Participatory management.
    - Management of education.
    - Training.
  - c. Prepare terms of reference for the consultancy to implement the online management experience platform (web portal).

#### V. OUTPUTS

- 5.1 The outputs of the consultancy will be as follows:
- a. **Output 1:** Models for the platform and a concrete proposal.
  - b. **Output 2:** Terms of reference for the contracting of an online management experience platform (web portal).

#### VI. CONFIDENTIALITY

- 6.1 The consultant will maintain confidentiality in relation to all information to which he/she has access. The confidential information to which the consultant has access may not be used in other assignments or presentations without the agreement of the TPE or the Bank.



## **VII. CONTRACT VALUE AND DISBURSEMENT SCHEDULE**

- 7.1 TPE will pay the consultant based on a lump sum modality. This lump sum includes all necessary expenses for the execution of these terms of reference. Payments will be made only after the deliverables of the consultancy are approved by TPE and receive the Bank's no objection.

<b>Event</b>	<b>% of Contract Total</b>	<b>Estimated Period</b>
Output 1:	40%	10 days after signing of the contract
Output 2:	60%	30 days after signing of the contract

## **VIII. SUPERVISION AND COORDINATION**

- 8.1 The consultant's work will be directly supervised by the TPE project coordinator.

## **TERMS OF REFERENCE**

### **MOVIMENTO TODOS PELA EDUCAÇÃO (TPE): NEW EDUCATIONAL PRACTICES AND POLICY AGENDA**

**(BR-T1246)**

### **CONSULTANCY: DEVELOPMENT OF THE OBSERVATORY UNDER THE NATIONAL EDUCATION PLAN (NEP) 2011-2021**

## **I. BACKGROUND**

- 1.1 The Movimento Todos Pela Educação [All For Education Movement] (TPE) is a private civil society organization created in 2006. TPE brings together private initiative, public managers, education experts, media professionals, and teachers. Its mission is to support the guaranteed right of all children and young people to receive a quality education by 2022, the bicentenary of Brazil's independence. TPE is active in the following areas: (i) access: all children and young people from 4 to 17 years of age in school; (ii) literacy: all children literate by 8 years of age; (iii) performance: all pupils with a satisfactory level of learning for their class year; (iv) completion: all young people completing secondary education by 19 years of age; and (v) expanded and well-managed investment in education. TPE's activities are based on three main axes: technical (studies and research), communications (social mobilization campaigns), and partnerships (institutional and with government). These targets should be the focus of work in the sector, but there is a lack of detailed analysis to support the design of policies that are inclusive and aimed at resolving the various problems hindering improvement in the quality of education, so that the latter can fulfill its role as a compensatory policy and promote justice and social mobility. Brazil has set out ambitious objectives in its National Education Plan (NEP) for 2011-2020:<sup>1</sup> (i) expansion of school services to all 4 and 5 year olds by 2016; (ii) expansion of pre-school education to 50% of the population aged 3 years and under by 2020; (iii) universal basic (9-year) education for the population aged 6 to 14 years; (iv) all boys and girls literate by a maximum of 8 years of age; (v) full-time education offered in 50% of state basic education schools; and (vi) improvements in learning indicators (mentioning only the most important ones).<sup>2</sup> However, in addition to the NEP and its targets, the systematic monitoring of intermediate and final targets is necessary. TPE already does this to an extent, with the monitoring of five targets, but the NEP offers an opportunity to expand this activity with the involvement of other civil society organizations with specific experience in each area.

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<sup>1</sup> [http://portal.mec.gov.br/index.php?option=com\\_content&view=article&id=16478&Itemid=1107](http://portal.mec.gov.br/index.php?option=com_content&view=article&id=16478&Itemid=1107).

<sup>2</sup> Brazil Educational Development Index (IDEB) and the Program for International Student Assessment (PISA).

## II. OBJECTIVE

- 2.1 The objective of this consultancy is to implement an observatory for the systematic monitoring of progress towards the 15 basic education targets set out in the NEP. The observatory, which will be based on the participation of civil society organizations, will not only provide indicators of progress towards targets but will also facilitate the social monitoring of public education policies.

## III. CHARACTERISTICS OF THE CONSULTANCY

- 3.1 **Type of consultancy:** Individual
- 3.2 **Start date and duration:** 15 March 2013. 60 non-consecutive days over a 4-month period (15 March 2013 to 15 July 2013).
- 3.3 **Place of work:** Place of residence of the consultant.
- 3.4 **Consultant profile:** Expert in the design and monitoring of public policy, preferably in the area of education. In-depth knowledge of issues and challenges in Brazil's education system. Skilled in interaction with the public sector and civil society organizations. Access to specialized support in the area of web platforms and systems.

## IV. ACTIVITIES

- 4.1 To achieve the stated objective, the consultancy will involve the following activities, reporting to the TPE staff member responsible for the project:
- a. Review the current situation, mapping out existing indicators or proposing alternatives for each of the 15 basic education targets under the NEP.
  - b. Develop projections for each of the 15 targets for 2021, proposing intermediate targets for the intervening period.
  - c. Make a proposal to TPE regarding the organizations that will monitor each of the targets, based on the experience of each one in relation to each target.
  - d. Research models for similar observatories in Brazil and internationally, and propose a technological solution that meets criteria for information consolidation, navigability, and technical functionality.
  - e. Prepare terms of reference for the consultancy to implement the online management experience platform (web portal).

## V. OUTPUTS

- 5.1 The outputs of the consultancy will be as follows:
- a. **Output 1:** Situation with respect to the targets and indicators. Proposal for trends through 2021 and the organizations in charge of monitoring.

- b. **Output 2:** Observatory models, design proposal for the NEP observatory, and terms of reference for the contracting of the online monitoring platform (web portal).

## **VI. CONFIDENTIALITY**

- 6.1 The consultant will maintain confidentiality in relation to all information to which he/she has access. The confidential information to which the consultant has access may not be used in other assignments or presentations without the agreement of the TPE or the Bank.

## **VII. CONTRACT VALUE AND DISBURSEMENT SCHEDULE**

- 7.1 TPE will pay the consultant based on a lump sum modality. This lump sum includes all necessary expenses for the execution of these terms of reference. Payments will be made only after the deliverables of the consultancy are approved by TPE and receive the Bank's no objection.

<b>Event</b>	<b>% of Contract Total</b>	<b>Estimated Period</b>
Output 1:	10%	10 days after signing of the contract
Output 2:	40%	30 days after signing of the contract
Output 3:	50%	45 days after signing of the contract

## **VIII. SUPERVISION AND COORDINATION**

- 8.1 The consultant's work will be directly supervised by the TPE project coordinator.

**TERMS OF REFERENCE**  
**MOVIMENTO TODOS PELA EDUCAÇÃO (TPE): NEW EDUCATIONAL PRACTICES AND**  
**POLICY AGENDA**  
**(BR-T1246)**  
**CONSULTANCY: PROJECT INTERVENTION**

**I. BACKGROUND**

- 1.1 Brazil has made significant progress in recent years in terms of expanding school access, to the extent that 97% of children aged 6 to 14 are currently in school. However, this has not been accompanied by an improvement in quality, which is now the main educational challenge in the country. Only 28% of young people completing secondary school have an adequate level of Portuguese, falling to 11% in the case of mathematics. As is the case in other countries in the region, Brazil's performance in international tests is weak. According to targets under the Brazil Educational Development Index (IDEB), the country's levels of educational attainment will only reach the current level for developed countries in 2022. An innovative means of improving educational results can be found in the introduction of information and communication technology (ICT) in the classroom. Evidence shows that the use of ICT in education has a positive impact on learning outcomes where the latter is the key objective (rather than access or a narrowing of the digital divide), and where ICT is used in a complementary fashion to enrich the learning experiences of pupils.<sup>1</sup> Recent work in this field in developed countries has pointed to a number of alternatives for the modification of teaching methods using ICT, with a view to better meeting the needs and characteristics of pupils.
- 1.2 One approach, known as “Flipping the Classroom”, reverses traditional teaching methods by providing computer-based classes and transferring exercises to the classroom. Pupils follow the classes at home, making faster progress in those subject areas that they have mastered. In the classroom, the teacher reinforces concepts that were not well understood and pupils do their exercises with the assistance of teachers and peers. Other, similar efforts have been made to support a more tailored approach to education, allowing each pupil to develop individual learning strategies based on their characteristics, strengths and interests, and offering tools for the teacher to monitor and support each student. The use of technology has facilitated project-based learning strategies, in which teachers consider differentiated assignments for their pupils based on group or individual actions, experiences and school work, and on questioning, creation, and building of knowledge, collaboration, and communication. These initiatives require a high level of commitment on the part of teachers, as well as levels of infrastructure, equipment, and connectivity that are seldom found in Brazil's public education

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<sup>1</sup> Computers in Schools: Why Governments Should Do their Homework” (Samuel Berlinski, Matias Busso, Julian Cristia, and Eugenio Severin). In Development Connections: Unveiling the Impact of New Information Technologies, Alberto Chong (ed), New York: Palgrave Macmillan, (2011).

networks. These experiences must therefore be adjusted based upon the effective likelihood of implementation. Portuguese, mathematics, and possibly science could be targeted under this kind of project. The two latter subject areas are the weakest among students in Brazil and the rest of Latin America. It is estimated that it will take 21 years to reach the current average level of OECD students in mathematics, and 40 years in science. Many initiatives around the world have developed video tutorials in mathematics and other subjects.<sup>2</sup> In Brazil and Latin America, other initiatives involving personalized and project-based learning have developed both educational content and technological platforms.<sup>3</sup>

## II. OBJECTIVE

- 2.1 The general objective of this consultancy is to develop a proposed intervention consisting of a personalized e-learning strategy targeting young people within the education system, with the aim of incorporating them into educational programs and offering innovative education services of comparable quality. The consultant will work together and coordinate his/her work with four other consultants (Teaching and Methodological Strategy, Conceptual Project for Technological Solutions, Design of an Experimental Evaluation, and Development of Content), with a view to ensuring consistency and coherence. The consultant will develop a detailed project implementation plan and develop a final proposal for consideration.

## III. CHARACTERISTICS OF THE CONSULTANCY

- 3.1 **Type of consultancy:** Individual
- 3.2 **Start date and duration:** 15 October 2012. 80 non-consecutive days over a 6-month period (15 October 2012 to 15 March 2013).
- 3.3 **Place of work:** Consultant's place of residence.
- 3.4 **Consultant profile:** Professional with technical capability and experience in the development, implementation, monitoring, and evaluation of education projects. Experience in the training and preparation of staff.

## IV. ACTIVITIES

- 4.1 To achieve the stated objective, the consultancy will involve the following activities, reporting to the TPE staff member responsible for the project:

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<sup>2</sup> Valuable experiences are to be found in the United States, including The Small Schools Project (New York), High Tech High (San Diego), Brooklyn Free School (New York), the Khan Academy (the IDB project in support of the Latin American Network of Education Portals has translated 630 math videos into Spanish and Portuguese), TED-EDU, Connections Academy and the School of One (New York). Publishing houses such as Pearson and McGraw Hill have also developed interesting approaches. At the same time, Korea has implemented a number of interesting programs that will be examined. Keris, the cooperation arm of the Ministry of Education, has worked together with the Bank in recent years.

<sup>3</sup> For example, the Sistema Educativo Relacional Fontán (Colombia), the Miguel Angel Asturias School (El Salvador), Escuela La Cecilia (Argentina), Fundación eDucate (Ecuador), and Grupo Educativo (Chile).

- a. Coordinate and supervise the consultants responsible for the teaching and methodological strategy, the conceptual project for technological solutions, the design of an experimental evaluation, and development of content.
- b. Define the conceptual framework for the project.
- c. Define teaching and technological requirements for the project.
- d. Propose a model for the development of project proposals with teaching and technological profiles suited to both beneficiaries and the proposed objectives.
- e. Propose terms of reference for the implementation of the model, consolidating the proposals put forward by the four consultants.
- f. Prepare a Gantt chart for execution of the budget based on information received.
- g. Monitor the bidding process for implementation of the model.

## V. OUTPUTS

- 5.1 The outputs of the consultancy will be as follows:
  - a. **Output 1:** Report on the conceptual framework and the technological and teaching requirements of the project.
  - b. **Output 2:** Report containing a proposed model, with a specified profile and terms of reference.
  - c. **Output 3:** Report on monitoring activities relating to the bidding and contracting process.

## VI. CONFIDENTIALITY

- 6.1 The consultant will maintain confidentiality in relation to all information to which he/she has access. The confidential information to which the consultant has access may not be used in other assignments or presentations without the agreement of the TPE or the Bank.

## VII. CONTRACT VALUE AND DISBURSEMENT SCHEDULE

- 7.1 TPE will pay the consultant based on a lump sum modality. This lump sum includes all necessary expenses for the execution of these terms of reference. Payments will be made only after the deliverables of the consultancy are approved by TPE and receive the Bank's no objection.

Event	% of Contract Total	Estimated Period
Output 1:	30%	20 days after signing of the contract
Output 2:	50%	60 days after signing of the contract
Output 3:	20%	120 days after signing of the contract

### **VIII. SUPERVISION AND COORDINATION**

- 8.1 The consultant's work will be directly supervised by the TPE project coordinator.



## **TERMS OF REFERENCE**

### **MOVIMENTO TODOS PELA EDUCAÇÃO (TPE): NEW EDUCATIONAL PRACTICES AND POLICY AGENDA**

**(BR-T1246)**

#### **CONSULTANCY: CREATION OF A NETWORK FOR THE EXCHANGE OF GOOD PRACTICES AMONG SOCIAL MOVEMENTS/ORGANIZATIONS INVOLVED IN EDUCATION**

### **I. BACKGROUND**

- 1.1 Quality schooling for all is the best strategy to combat poverty and secure social and economic progress for all of the inhabitants of Latin America. Education should become the most urgent issue for the region, constituting a true national priority for governments, civil society, and the private sector. TPE has led the field among civil society organizations in Latin America in terms of securing the commitment of different civil society stakeholders to participate in social monitoring of the right to quality education and to place education at the forefront of policy in Brazil. It headed the creation of a network of civil society groups involved in education in 13 countries throughout Latin America.<sup>1</sup> These organizations, working toward the same objective, have sought TPE's assistance in the exchange of experiences and best practices, with a view to strengthening the awareness and commitment of all sectors of society to the education policy agenda. An ad-hoc, non-systematic approach to the sharing of experiences limits the impact of initiatives to improve the quality of education in the region, as well as the institutional strengthening of the organizations in each country. Instead, these exchange practices need to be given greater structure.

### **II. OBJECTIVE**

- 2.1 The objective of this consultancy is to create a network for the exchange of good practices in the management of education-based social movements in Latin America.

### **III. CHARACTERISTICS OF THE CONSULTANCY**

- 3.1 **Type of consultancy:** Individual
- 3.2 **Start date and duration:** 15 March 2013. 60 non-consecutive days over a 4-month period (15 March 2013 to 15 July 2013).
- 3.3 **Place of work:** Consultant's place of residence.
- 3.4 **Consultant profile:** Consultant with experience and background in the area of management of social organizations in Latin America, and the organization of

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<sup>1</sup> The network, known as REDUCA, is made up of organizations from Argentina, Chile, Colombia, El Salvador, Ecuador, Guatemala, Honduras, Mexico, Panama, Paraguay, Peru, and the Dominican Republic.

social networks (particularly relating to education and training processes, the systematization of practices and experiences, and the dissemination of information). Extensive experience in the evaluation of organizations with civil society and private sector participation, and in the strengthening of organizations and social networks, preferably in the education field.

#### IV. ACTIVITIES

- 4.1 To achieve the stated objective, the consultancy will involve the following activities, reporting to the TPE staff member responsible for the project:
- a. Identify the concrete experiences of the organizations belonging to the network, as well as others in the region or beyond.
  - b. Develop a mechanism for the standardization of experiences, with a view to facilitating their consolidation and dissemination.
  - c. Design and implement a database of the experiences mentioned.
  - d. Propose permanent mechanisms for the updating and dissemination of the experiences.
  - e. Organize and lead work meetings with both the network council and the member organizations, with a view to defining the points mentioned. Prepare summaries of the meetings and their conclusions.

#### V. OUTPUTS

- 5.1 The outputs of the consultancy will be as follows:
- a. **Output 1:** Preliminary exchange network proposal for review by TPE, including a report on the activities undertaken during the consultancy.
  - b. **Output 2:** Final exchange network proposal and full implementation of database.

#### VI. CONFIDENTIALITY

- 6.1 The consultant will maintain confidentiality in relation to all information to which he/she has access. The confidential information to which the consultant has access may not be used in other assignments or presentations without the agreement of the TPE or the Bank.

#### VII. CONTRACT VALUE AND DISBURSEMENT SCHEDULE

- 7.1 TPE will pay the consultant based on a lump sum modality. This lump sum includes all necessary expenses for the execution of these terms of reference. Payments will be made only after the deliverables of the consultancy are approved by TPE and receive the Bank's no objection.

<b>Event</b>	<b>% of Contract Total</b>	<b>Estimated Period</b>
Output 1:	30%	XX days after signing of the contract
Output 2:	70%	XX days after signing of the contract

### **VIII. SUPERVISION AND COORDINATION**

8.1 The consultant's work will be directly supervised by the TPE project coordinator.

**TERMS OF REFERENCE**  
**MOVIMENTO TODOS PELA EDUCAÇÃO (TPE): NEW EDUCATIONAL PRACTICES AND**  
**POLICY AGENDA**  
**(BR-T1246)**

**CONSULTANCY: DESIGN OF AN EXPERIMENTAL EVALUATION**

**I. BACKGROUND**

- 1.1 Brazil has made significant progress in recent years in terms of expanding school access, to the extent that 97% of children aged 6 to 14 are currently in school. However, this has not been accompanied by an improvement in quality, which is now the main educational challenge in the country. Only 28% of young people completing secondary school have an adequate level of Portuguese, falling to 11% in the case of mathematics.
- 1.2 As is the case in other countries in the region, Brazil's performance in international tests is weak. According to targets under the Brazil Educational Development Index (IDEB), the country's levels of educational attainment will only reach the current level for developed countries in 2022. An innovative means of improving educational results can be found in the introduction of information and communication technology (ICT) in the classroom. Evidence shows that the use of ICT in education has a positive impact on learning outcomes where the latter is the key objective (rather than access or a narrowing of the digital divide), and where ICT is used in a complementary fashion to enrich the learning experiences of pupils.<sup>1</sup> Recent work in this field in developed countries has pointed to a number of alternatives for the modification of teaching methods using ICT, with a view to better meeting the needs and characteristics of pupils.
- 1.3 One approach, known as “Flipping the Classroom”, reverses traditional teaching methods by providing computer-based classes and transferring exercises to the classroom. Pupils follow the classes at home, making faster progress in those subject areas that they have mastered. In the classroom, the teacher reinforces concepts that were not well understood and pupils do their exercises with the assistance of teachers and peers. Other, similar efforts have been made to support a more tailored approach to education, allowing each pupil to develop individual learning strategies based on their characteristics, strengths and interests, and offering tools for the teacher to monitor and support each student. The use of technology has facilitated project-based learning strategies, in which teachers consider differentiated assignments for their pupils based on group or individual actions, experiences and school work, and on questioning, creation, and building of knowledge, collaboration, and communication. These initiatives require a high level of commitment on the part of teachers, as well as levels of infrastructure,

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equipment, and connectivity that are seldom found in Brazil's public education networks. These experiences must therefore be adjusted based upon the effective likelihood of implementation. Portuguese, mathematics, and possibly science could be targeted under this kind of project. The two latter subject areas are the weakest among students in Brazil and the rest of Latin America. It is estimated that it will take 21 years to reach the current average level of OECD students in mathematics, and 40 years in science. Many initiatives around the world have developed video tutorials in mathematics and other subjects.<sup>2</sup> In Brazil and Latin America, other initiatives involving personalized and project-based learning have developed both educational content and technological platforms.<sup>3</sup>

## II. OBJECTIVE

- 2.1 The objective of this consultancy is to propose an experimental evaluation of the project, including its phases and instruments, in order to ensure a precise analysis of its impact and conditions of execution, and the effects on direct and indirect project beneficiaries.

## III. CHARACTERISTICS OF THE CONSULTANCY

- 3.1 **Type of consultancy:** Individual
- 3.2 **Start date and duration:** 15 December 2012. 15 non-consecutive days over a 2-month period (15 December 2012 to 15 February 2013).
- 3.3 **Place of work:** Consultant's place of residence.
- 3.4 **Consultant profile:** Individual consultant with technical background and experience in the design and analysis of impact evaluations for education projects.

## IV. ACTIVITIES

- 4.1 To achieve the stated objective, the consultancy will involve the following activities, reporting to the TPE staff member responsible for the project:
  - a. General design of the evaluation and impact.
  - b. Design and test of measurement instruments.

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<sup>2</sup> Valuable experiences are to be found in the United States, including The Small Schools Project (New York), High Tech High (San Diego), Brooklyn Free School (New York), the Khan Academy (the IDB project in support of the Latin American Network of Education Portals has translated 630 math videos into Spanish and Portuguese), TED-EDU, Connections Academy and the School of One (New York). Publishing houses such as Pearson and McGraw Hill have also developed interesting approaches. At the same time, Korea has implemented a number of interesting programs that will be examined. Keris, the cooperation arm of the Ministry of Education, has worked together with the Bank in recent years.

<sup>3</sup> For example, the Sistema Educativo Relacional Fontán (Colombia), the Miguel Angel Asturias School (El Salvador), Escuela La Cecilia (Argentina), Fundación eDucate (Ecuador), and Grupo Educativo (Chile).

- c. Design of the evaluation process and two terms of reference for contracting the firm responsible for collecting field data.

## **V. OUTPUTS**

- 5.1 The outputs of the consultancy will be as follows:
  - a. **Output 1:** General design of the evaluation and measurement instruments.
  - b. **Output 2:** Design of the evaluation and terms of reference for the collection of data.

## **VI. CONFIDENTIALITY**

- 6.1 The consultant will maintain confidentiality in relation to all information to which he/she has access. The confidential information to which the consultant has access may not be used in other assignments or presentations without the agreement of the TPE or the Bank.

## **VII. CONTRACT VALUE AND DISBURSEMENT SCHEDULE**

- 7.1 TPE will pay the consultant based on a lump sum modality. This lump sum includes all necessary expenses for the execution of these terms of reference. Payments will be made only after the deliverables of the consultancy are approved by TPE and receive the Bank's no objection.

<b>Event</b>	<b>% of Contract Total</b>	<b>Estimated Period</b>
Output 1:	30%	20 days after signing of the contract
Output 2:	70%	45 days after signing of the contract

## **VIII. SUPERVISION AND COORDINATION**

- 8.1 The consultant's work will be directly supervised by the TPE project coordinator.

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**TERMS OF REFERENCE**  
**MOVIMENTO TODOS PELA EDUCAÇÃO (TPE): NEW EDUCATIONAL PRACTICES AND**  
**POLICY AGENDA**  
**(BR-T1246)**  
**CONSULTANCY: BENEFICIARY PROFILE**

**I. BACKGROUND**

- 1.1 Brazil has made significant progress in recent years in terms of expanding school access, to the extent that 97% of children aged 6 to 14 are currently in school. However, this has not been accompanied by an improvement in quality, which is now the main educational challenge in the country. Only 28% of young people completing secondary school have an adequate level of Portuguese, falling to 11% in the case of mathematics.
- 1.2 As is the case in other countries in the region, Brazil's performance in international tests is weak. According to targets under the Brazil Educational Development Index (IDEB), the country's levels of educational attainment will only reach the current level for developed countries in 2022. An innovative means of improving educational results can be found in the introduction of information and communication technology (ICT) in the classroom. Evidence shows that the use of ICT in education has a positive impact on learning outcomes where the latter is the key objective (rather than access or a narrowing of the digital divide), and where ICT is used in a complementary fashion to enrich the learning experiences of pupils.<sup>1</sup> Recent work in this field in developed countries has pointed to a number of alternatives for the modification of teaching methods using ICT, with a view to better meeting the needs and characteristics of pupils.
- 1.3 One approach, known as “Flipping the Classroom”, reverses traditional teaching methods by providing computer-based classes and transferring exercises to the classroom. Pupils follow the classes at home, making faster progress in those subject areas that they have mastered. In the classroom, the teacher reinforces concepts that were not well understood and pupils do their exercises with the assistance of teachers and peers. Other, similar efforts have been made to support a more tailored approach to education, allowing each pupil to develop individual learning strategies based on their characteristics, strengths and interests, and offering tools for the teacher to monitor and support each student. The use of technology has facilitated project-based learning strategies, in which teachers consider differentiated assignments for their pupils based on group or individual actions, experiences and school work, and on questioning, creation, and building of knowledge, collaboration, and communication. These initiatives require a high level of commitment on the part of teachers, as well as levels of infrastructure,

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equipment, and connectivity that are seldom found in Brazil's public education networks. These experiences must therefore be adjusted based upon the effective likelihood of implementation. Portuguese, mathematics, and possibly science could be targeted under this kind of project. The two latter subject areas are the weakest among students in Brazil and the rest of Latin America. It is estimated that it will take 21 years to reach the current average level of OECD students in mathematics, and 40 years in science. Many initiatives around the world have developed video tutorials in mathematics and other subjects.<sup>2</sup> In Brazil and Latin America, other initiatives involving personalized and project-based learning have developed both educational content and technological platforms.<sup>3</sup>

## II. OBJECTIVE

- 2.1 The general objective is to develop a profile of potential project beneficiaries. The consultant should describe in detail the context and the characteristics of the pupils participating in this initiative. Using the literature, administrative data, and the direct application of qualitative instruments (semi-structured interviews or focus groups), the consultant should propose the profile, or profiles, that describe current levels of development among the pupils, their qualities given the context in which they find themselves, and the main categories into which they could be grouped.

## III. CHARACTERISTICS OF THE CONSULTANCY

- 3.1 **Type of consultancy:** Individual
- 3.2 **Start date and duration:** 15 October 2012. 30 non-consecutive days over a 3-month period (15 October 2012 to 15 January 2013).
- 3.3 **Place of work:** Consultant's place of residence.
- 3.4 **Consultant profile:** Social professional with proven experience in fieldwork, qualitative research, and the development of social profiles.

## IV. ACTIVITIES

- 4.1 To achieve the stated objective, the consultancy will involve the following activities, reporting to the TPE staff member responsible for the project:
  - a. Work plan.

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<sup>2</sup> Valuable experiences are to be found in the United States, including The Small Schools Project (New York), High Tech High (San Diego), Brooklyn Free School (New York), the Khan Academy (the IDB project in support of the Latin American Network of Education Portals has translated 630 math videos into Spanish and Portuguese), TED-EDU, Connections Academy and the School of One (New York). Publishing houses such as Pearson and McGraw Hill have also developed interesting approaches. At the same time, Korea has implemented a number of interesting programs that will be examined. Keris, the cooperation arm of the Ministry of Education, has worked together with the Bank in recent years.

<sup>3</sup> For example, the Sistema Educativo Relacional Fontán (Colombia), the Miguel Angel Asturias School (El Salvador), Escuela La Cecilia (Argentina), Fundación eDucate (Ecuador), and Grupo Educativo (Chile).



- b. Research and propose a generic profile of Brazilian young people and their relationship with education, as well as a specific profile of potential beneficiaries under the project.
- c. Development of a technological platform solution that integrates services and content selected according to project objectives.
- d. Coordination with the consultant responsible for the development of the technological and user platforms.

## V. OUTPUTS

- 5.1 The outputs of the consultancy will be as follows:
- a. **Output 1:** Work plan.
  - b. **Output 2:** Preliminary report, with a generic profile of young people.
  - c. **Output 3:** Final report, with a specific and comparative profile.

## VI. CONFIDENTIALITY

- 6.1 The consultant will maintain confidentiality in relation to all information to which he/she has access. The confidential information to which the consultant has access may not be used in other assignments or presentations without the agreement of the TPE or the Bank.

## VII. CONTRACT VALUE AND DISBURSEMENT SCHEDULE

- 7.1 TPE will pay the consultant based on a lump sum modality. This lump sum includes all necessary expenses for the execution of these terms of reference. Payments will be made only after the deliverables of the consultancy are approved by TPE and receive the Bank's no objection.

Event	% of Contract Total	Estimated Period
Output 1:	30%	20 days after signing of the contract
Output 2:	30%	60 days after signing of the contract
Output 3:	40%	60 days after signing of the contract

## VIII. SUPERVISION AND COORDINATION

- 8.1 The consultant's work will be directly supervised by the TPE project coordinator.

**TERMS OF REFERENCE**  
**MOVIMENTO TODOS PELA EDUCAÇÃO (TPE): NEW EDUCATIONAL PRACTICES AND**  
**POLICY AGENDA**  
**(BR-T1246)**  
**CONSULTANCY: TEACHING AND METHODOLOGICAL STRATEGY**

**I. BACKGROUND**

- 1.1 Brazil has made significant progress in recent years in terms of expanding school access, to the extent that 97% of children aged 6 to 14 are currently in school. However, this has not been accompanied by an improvement in quality, which is now the main educational challenge in the country. Only 28% of young people completing secondary school have an adequate level of Portuguese, falling to 11% in the case of mathematics.
- 1.2 As is the case in other countries in the region, Brazil's performance in international tests is weak. According to targets under the Brazil Educational Development Index (IDEB), the country's levels of educational attainment will only reach the current level for developed countries in 2022. An innovative means of improving educational results can be found in the introduction of information and communication technology (ICT) in the classroom. Evidence shows that the use of ICT in education has a positive impact on learning outcomes where the latter is the key objective (rather than access or a narrowing of the digital divide), and where ICT is used in a complementary fashion to enrich the learning experiences of pupils.<sup>1</sup> Recent work in this field in developed countries has pointed to a number of alternatives for the modification of teaching methods using ICT, with a view to better meeting the needs and characteristics of pupils.
- 1.3 One approach, known as “Flipping the Classroom”, reverses traditional teaching methods by providing computer-based classes and transferring exercises to the classroom. Pupils follow the classes at home, making faster progress in those subject areas that they have mastered. In the classroom, the teacher reinforces concepts that were not well understood and pupils do their exercises with the assistance of teachers and peers. Other, similar efforts have been made to support a more tailored approach to education, allowing each pupil to develop individual learning strategies based on their characteristics, strengths and interests, and offering tools for the teacher to monitor and support each student. The use of technology has facilitated project-based learning strategies, in which teachers consider differentiated assignments for their pupils based on group or individual actions, experiences and school work, and on questioning, creation, and building of knowledge, collaboration, and communication. These initiatives require a high level of commitment on the part of teachers, as well as levels of infrastructure,

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equipment, and connectivity that are seldom found in Brazil's public education networks. These experiences must therefore be adjusted based upon the effective likelihood of implementation. Portuguese, mathematics, and possibly science could be targeted under this kind of project. The two latter subject areas are the weakest among students in Brazil and the rest of Latin America. It is estimated that it will take 21 years to reach the current average level of OECD students in mathematics, and 40 years in science. Many initiatives around the world have developed video tutorials in mathematics and other subjects.<sup>2</sup> In Brazil and Latin America, other initiatives involving personalized and project-based learning have developed both educational content and technological platforms.<sup>3</sup>

## II. OBJECTIVE

- 2.1 The objective of this consultancy is to design and propose the educational, teaching and methodological strategy for implementation of the project. The consultant should review available literature relating to personalized learning processes with the support of technology, “flipping the classroom”, and project-based learning, with a view to proposing a teaching strategy that describes the project in detail: the curriculum to be implemented, the mechanisms for pupil, teacher and family participation, and the associated targets and mechanisms for monitoring and formative evaluation.

## III. CHARACTERISTICS OF THE CONSULTANCY

- 3.1 **Type of consultancy:** Individual
- 3.2 **Start date and duration:** 15 October 2012. 30 non-consecutive days over a 4-month period (15 October 2012 to 15 February 2013).
- 3.3 **Place of work:** Consultant's place of residence.
- 3.4 **Consultant profile:** Experience in curricula, pedagogy, educational technological platforms, and the training of teachers and managers.

## IV. ACTIVITIES

- 4.1 To achieve the stated objective, the consultancy will involve the following activities, reporting to the TPE staff member responsible for the project:

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<sup>2</sup> Valuable experiences are to be found in the United States, including The Small Schools Project (New York), High Tech High (San Diego), Brooklyn Free School (New York), the Khan Academy (the IDB project in support of the Latin American Network of Education Portals has translated 630 math videos into Spanish and Portuguese), TED-EDU, Connections Academy and the School of One (New York). Publishing houses such as Pearson and McGraw Hill have also developed interesting approaches. At the same time, Korea has implemented a number of interesting programs that will be examined. Keris, the cooperation arm of the Ministry of Education, has worked together with the Bank in recent years.

<sup>3</sup> For example, the Sistema Educativo Relacional Fontán (Colombia), the Miguel Angel Asturias School (El Salvador), Escuela La Cecilia (Argentina), Fundación eDucate (Ecuador), and Grupo Educativo (Chile).

- a. A review of Brazilian and international experiences in similar projects. Selection of experiences that may be relevant for the project.
- b. Choose/adapt/develop a teaching proposal that includes the definition of each participant's role, plans for the implementation and educational use of the resources available under the project, and the monitoring and supervision plan. Develop the terms of reference for contracting.
- c. Propose and justify the choice of academic cycle, year, and subjects in which to implement the project.

## V. OUTPUTS

- 5.1 The outputs of the consultancy will be as follows:
  - a. **Output 1:** Work plan, review of proposals and national curriculum.
  - b. **Output 2:** Teaching proposal, implementation and usage plan (based on national and international experience), and a proposal for the cycle/year in which the project should be implemented.
  - c. **Output 3:** Design of the teaching and tutor training plan. Proposal for the terms of reference for contracting.

## VI. CONFIDENTIALITY

- 6.1 The consultant will maintain confidentiality in relation to all information to which he/she has access. The confidential information to which the consultant has access may not be used in other assignments or presentations without the agreement of the TPE or the Bank.

## VII. CONTRACT VALUE AND DISBURSEMENT SCHEDULE

- 7.1 TPE will pay the consultant based on a lump sum modality. This lump sum includes all necessary expenses for the execution of these terms of reference. Payments will be made only after the deliverables of the consultancy are approved by TPE and receive the Bank's no objection.

Event	% of Contract Total	Estimated Period
Output 1:	10%	10 days after signing of the contract
Output 2:	40%	20 days after signing of the contract
Output 3:	50%	45 days after signing of the contract

## VIII. SUPERVISION AND COORDINATION

- 8.1 The consultant's work will be directly supervised by the TPE project coordinator.

## **TERMS OF REFERENCE**

### **MOVIMENTO TODOS PELA EDUCAÇÃO (TPE): NEW EDUCATIONAL PRACTICES AND POLICY AGENDA**

**(BR-T1246)**

#### **CONSULTANCY: CONCEPTUAL PROJECT FOR TECHNOLOGICAL SOLUTIONS**

### **I. BACKGROUND**

- 1.1 Brazil has made significant progress in recent years in terms of expanding school access, to the extent that 97% of children aged 6 to 14 are currently in school. However, this has not been accompanied by an improvement in quality, which is now the main educational challenge in the country. Only 28% of young people completing secondary school have an adequate level of Portuguese, falling to 11% in the case of mathematics.
- 1.2 As is the case in other countries in the region, Brazil's performance in international tests is weak. According to targets under the Brazil Educational Development Index (IDEB), the country's levels of educational attainment will only reach the current level for developed countries in 2022. An innovative means of improving educational results can be found in the introduction of information and communication technology (ICT) in the classroom. Evidence shows that the use of ICT in education has a positive impact on learning outcomes where the latter is the key objective (rather than access or a narrowing of the digital divide), and where ICT is used in a complementary fashion to enrich the learning experiences of pupils.<sup>1</sup> Recent work in this field in developed countries has pointed to a number of alternatives for the modification of teaching methods using ICT, with a view to better meeting the needs and characteristics of pupils.
- 1.3 One approach, known as “Flipping the Classroom”, reverses traditional teaching methods by providing computer-based classes and transferring exercises to the classroom. Pupils follow the classes at home, making faster progress in those subject areas that they have mastered. In the classroom, the teacher reinforces concepts that were not well understood and pupils do their exercises with the assistance of teachers and peers. Other, similar efforts have been made to support a more tailored approach to education, allowing each pupil to develop individual learning strategies based on their characteristics, strengths and interests, and offering tools for the teacher to monitor and support each student. The use of technology has facilitated project-based learning strategies, in which teachers consider differentiated assignments for their pupils based on group or individual actions, experiences and school work, and on questioning, creation, and building of knowledge, collaboration, and communication. These initiatives require a high level of commitment on the part of teachers, as well as levels of infrastructure,

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equipment, and connectivity that are seldom found in Brazil's public education networks. These experiences must therefore be adjusted based upon the effective likelihood of implementation. Portuguese, mathematics, and possibly science could be targeted under this kind of project. The two latter subject areas are the weakest among students in Brazil and the rest of Latin America. It is estimated that it will take 21 years to reach the current average level of OECD students in mathematics, and 40 years in science. Many initiatives around the world have developed video tutorials in mathematics and other subjects.<sup>2</sup> In Brazil and Latin America, other initiatives involving personalized and project-based learning have developed both educational content and technological platforms.<sup>3</sup>

## II. OBJECTIVE

- 2.1 The objective of this consultancy is to analyze technological alternatives for the development of the project, proposing a solution that supports its development. The consultant should assess the variety of platforms available in Brazil and worldwide that permit the development of personalized, self-education processes, along with the recording of pupil activity by the system. He/she should evaluate the advantages of each one and suggest which would be most appropriate for the preparation of the project.

## III. CHARACTERISTICS OF THE CONSULTANCY

- 3.1 **Type of consultancy:** Individual
- 3.2 **Start date and duration:** 15 October 2012. 30 non-consecutive days over a 3-month period (15 October 2012 to 15 January 2013).
- 3.3 **Place of work:** Consultant's place of residence.
- 3.4 **Consultant profile:** Experience in the creation, development and testing of educational technological platforms. Knowledge of Brazil's education networks.

## IV. ACTIVITIES

- 4.1 To achieve the stated objective, the consultancy will involve the following activities, reporting to the TPE staff member responsible for the project:

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<sup>2</sup> Valuable experiences are to be found in the United States, including The Small Schools Project (New York), High Tech High (San Diego), Brooklyn Free School (New York), the Khan Academy (the IDB project in support of the Latin American Network of Education Portals has translated 630 math videos into Spanish and Portuguese), TED-EDU, Connections Academy and the School of One (New York). Publishing houses such as Pearson and McGraw Hill have also developed interesting approaches. At the same time, Korea has implemented a number of interesting programs that will be examined. Keris, the cooperation arm of the Ministry of Education, has worked together with the Bank in recent years.

<sup>3</sup> For example, the Sistema Educativo Relacional Fontán (Colombia), the Miguel Angel Asturias School (El Salvador), Escuela La Cecilia (Argentina), Fundación eDucate (Ecuador), and Grupo Educativo (Chile).

- a. Analysis and proposal for the education networks that are capable of participating in the project, in terms of availability of physical infrastructure (laboratories, computers), connectivity, availability of teachers, and attitude of managers towards this pilot.
- b. Diagnostic and analysis of the supply of platforms in Brazil or other countries, solutions, and technological services necessary for development of the project. Proposal regarding which are the most suitable.
- c. Choose/adapt/develop a technological platform solution that integrates services and content selected according to project objectives. Develop terms of reference for the contracting of the platform.

## V. OUTPUTS

- 5.1 The outputs of the consultancy will be as follows:
  - a. **Output 1:** Work plan, review of proposals and national curriculum.
  - b. **Output 2:** Assessment of project requirements: platform, systems, and content. Proposal for networks capable of participating in the project.
  - c. **Output 3:** Conceptual project for technological solutions Proposal for the terms of reference for contracting.

## VI. CONFIDENTIALITY

- 6.1 The consultant will maintain confidentiality in relation to all information to which he/she has access. The confidential information to which the consultant has access may not be used in other assignments or presentations without the agreement of the TPE or the Bank.

## VII. CONTRACT VALUE AND DISBURSEMENT SCHEDULE

- 7.1 TPE will pay the consultant based on a lump sum modality. This lump sum includes all necessary expenses for the execution of these terms of reference. Payments will be made only after the deliverables of the consultancy are approved by TPE and receive the Bank's no objection.

Event	% of Contract Total	Estimated Period
Output 1:	10%	10 days after signing of the contract
Output 2:	40%	30 days after signing of the contract
Output 3:	50%	45 days after signing of the contract

## VIII. SUPERVISION AND COORDINATION

- 8.1 The consultant's work will be directly supervised by the TPE project coordinator.

**TERMS OF REFERENCE**  
**MOVIMENTO TODOS PELA EDUCAÇÃO (TPE): NEW EDUCATIONAL PRACTICES AND**  
**POLICY AGENDA**  
**(BR-T1246)**

**CONSULTANCY: DEVELOPMENT OF CONTENT**

**I. BACKGROUND**

- 1.1 Brazil has made significant progress in recent years in terms of expanding school access, to the extent that 97% of children aged 6 to 14 are currently in school. However, this has not been accompanied by an improvement in quality, which is now the main educational challenge in the country. Only 28% of young people completing secondary school have an adequate level of Portuguese, falling to 11% in the case of mathematics.
- 1.2 As is the case in other countries in the region, Brazil's performance in international tests is weak. According to targets under the Brazil Educational Development Index (IDEB), the country's levels of educational attainment will only reach the current level for developed countries in 2022. An innovative means of improving educational results can be found in the introduction of information and communication technology (ICT) in the classroom. Evidence shows that the use of ICT in education has a positive impact on learning outcomes where the latter is the key objective (rather than access or a narrowing of the digital divide), and where ICT is used in a complementary fashion to enrich the learning experiences of pupils.<sup>1</sup> Recent work in this field in developed countries has pointed to a number of alternatives for the modification of teaching methods using ICT, with a view to better meeting the needs and characteristics of pupils.
- 1.3 One approach, known as “Flipping the Classroom”, reverses traditional teaching methods by providing computer-based classes and transferring exercises to the classroom. Pupils follow the classes at home, making faster progress in those subject areas that they have mastered. In the classroom, the teacher reinforces concepts that were not well understood and pupils do their exercises with the assistance of teachers and peers. Other, similar efforts have been made to support a more tailored approach to education, allowing each pupil to develop individual learning strategies based on their characteristics, strengths and interests, and offering tools for the teacher to monitor and support each student. The use of technology has facilitated project-based learning strategies, in which teachers consider differentiated assignments for their pupils based on group or individual actions, experiences and school work, and on questioning, creation, and building of knowledge, collaboration, and communication. These initiatives require a high level of commitment on the part of teachers, as well as levels of infrastructure,

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equipment, and connectivity that are seldom found in Brazil's public education networks. These experiences must therefore be adjusted based upon the effective likelihood of implementation. Portuguese, mathematics, and possibly science could be targeted under this kind of project. The two latter subject areas are the weakest among students in Brazil and the rest of Latin America. It is estimated that it will take 21 years to reach the current average level of OECD students in mathematics, and 40 years in science. Many initiatives around the world have developed video tutorials in mathematics and other subjects.<sup>2</sup> In Brazil and Latin America, other initiatives involving personalized and project-based learning have developed both educational content and technological platforms.<sup>3</sup>

## II. OBJECTIVE

- 2.1 The objective of this consultancy is to propose a selection of digital educational content for incorporation into the student technological platform, in accordance with the curriculum and the objectives and strategies of the project.

## III. CHARACTERISTICS OF THE CONSULTANCY

- 3.1 **Type of Consultancy:** Individual
- 3.2 **Start date and duration:** 15 October 2012. 30 non-consecutive days over a 2-month period (15 October 2012 to 15 December 2012).
- 3.3 **Place of work:** Place of residence of the consultant.
- 3.4 **Consultant profile:** Technical background and experience in the development of e-learning educational content for technological platforms. Regional application.

## IV. ACTIVITIES

- 4.1 To achieve the stated objective, the consultancy will involve the following activities, reporting to the TPE staff member responsible for the project:
  - a. Review of the national curriculum and project requirements.
  - b. Selection of materials and suggestions for the development of those that are unavailable.

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<sup>2</sup> Valuable experiences are to be found in the United States, including The Small Schools Project (New York), High Tech High (San Diego), Brooklyn Free School (New York), the Khan Academy (the IDB project in support of the Latin American Network of Education Portals has translated 630 math videos into Spanish and Portuguese), TED-EDU, Connections Academy and the School of One (New York). Publishing houses such as Pearson and McGraw Hill have also developed interesting approaches. At the same time, Korea has implemented a number of interesting programs that will be examined. Keris, the cooperation arm of the Ministry of Education, has worked together with the Bank in recent years.

<sup>3</sup> For example, the Sistema Educativo Relacional Fontán (Colombia), the Miguel Angel Asturias School (El Salvador), Escuela La Cecilia (Argentina), Fundación eDucate (Ecuador), and Grupo Educativo (Chile).

- c. Design of the repository and the strategy for use of the e-learning educational content.
- d. Testing and review of the educational content with the target audience and teachers.

## V. OUTPUTS

- 5.1 The outputs of the consultancy will be as follows:
- a. **Output 1:** Work plan.
  - b. **Output 2:** Use of the strategy and the initial content proposal.
  - c. **Output 3:** Educational content finalized and use of the strategy approved.

## VI. CONFIDENTIALITY

- 6.1 The consultant will maintain confidentiality in relation to all information to which he/she has access. The confidential information to which the consultant has access may not be used in other assignments or presentations without the agreement of the TPE or the Bank.

## VII. CONTRACT VALUE AND DISBURSEMENT SCHEDULE

- 7.1 TPE will pay the consultant based on a lump sum modality. This lump sum includes all necessary expenses for the execution of these terms of reference. Payments will be made only after the deliverables of the consultancy are approved by TPE and receive the Bank's no objection.

Event	% of Contract Total	Estimated Period
Output 1:	30%	30 days after signing of the contract
Output 2:	30%	60 days after signing of the contract
Output 3:	40%	90 days after signing of the contract

## VIII. SUPERVISION AND COORDINATION

- 8.1 The consultant's work will be directly supervised by the TPE project coordinator.

PROCUREMENT PLAN FOR NONREIMBURSIBLE TECHNICAL COOPERATION OPERATIONS										
Country: Brazil					Executing agency: Movimento Todos Pela Educação					
Project Number: BR-T1246					Project Name: Movimento Todos Pela Educação: New Educational Practices and Policy Agenda					
Threshold for ex post procurement review: Goods and services (US\$): _____ 43,750 Consultancies (US\$): _____ 2,098,300										
Item No.	Ref. AWP	Description of contract <sup>(1)</sup>	Estimated cost (US\$)	Procurement method <sup>(2)</sup>	Procurement review (ex ante/ ex post) <sup>(3)</sup>	Source of financing and %		Estimated date of procurement announcement or contracting start date	PTL technical review <sup>(4)</sup>	Comments
						IDB/MIF %	Local/ Other %			
1		Component 1								
		Goods								
		Methodological guidelines and other materials	12,250	Shopping	Ex ante	40%	60%	Q2 2013	Y	
		Nonconsulting services								
		Workshops	31,500	Shopping	Ex post	100%		Q3 2013	N	
		Consultancies								
		Business plan and supervision (4 consultancies)	110,250	NICQ	Ex ante	100%		Q4 2012	Y	
		Development/adaptation of content and platforms	279,000	NICQ	Ex ante	100%		Q4 2012	Y	
		Pilot project	678,850	QCBS	Ex ante	100%		Q4 2012	Y	
		Evaluation (2 consultancies)	431,900	QCBS	Ex ante	100%		Q4 2012	Y	
2		Component 2								
		Database of good practices (2 consultancies)	81,500	NICQ	Ex ante	100%		Q3 2013	Y	
		Capacity building (2 consultancies)	63,800	NICQ	Ex ante	100%		Q4 2013	Y	
3		Component 3								
		Priority Agenda studies and observatory (5 consultancies)	193,000	NICQ	Ex ante	100%		Q2 2013	Y	
4		Component 4								
		Regional studies and systematization of good practices (4 consultancies)	116,000	NICQ	Ex ante	100%		Q2 2013	Y	
5		Project Execution Unit								
		Coordination and support to execution	72,000	NICQ	Ex ante	100%		Q4 2012	Y	
		Audit	72,000	NICQ	Ex ante	100%		Q4 2012	Y	
Total			2,142,050	Prepared by: Marcelo Pérez Alfaro			Date: 16 July 2012			

<sup>(1)</sup> The grouping together of procurement transactions of a similar nature (such as IT equipment, furniture, publications, tickets, etc.) is recommended. If groups of similar individual contracts are to be executed in different periods, these may be grouped together with an explanation in the comments column indicating the average individual value and the period in which they will be executed. For example: In an export promotion project that includes travel to participate in fairs, an "Air travel, Fairs" item would be included, with a total estimated value of US\$5,000, and an explanation in the comments column: "This is an aggregation of approximately 4 tickets to participate in regional fairs in years X and X1."

Item No.	Ref. AWP	Description of contract <sup>(1)</sup>	Estimated cost (US\$)	Procurement method <sup>(2)</sup>	Procurement review (ex ante/ ex post) <sup>(3)</sup>	Source of financing and %		Estimated date of procurement announcement or contracting start date	PTL technical review <sup>(4)</sup>	Comments
						IDB/MIF %	Local/ Other %			
<sup>(2)</sup> <b>Goods and Works:</b> CB: Competitive Bidding; Shopping: price comparison; DC: Direct Contracting.										
<sup>(2)</sup> <b>Consulting Firms:</b> CQS: Selection Based on the Consultants' Qualifications; QCBS: Quality- and Cost-Based Selection; LCS: Least-Cost Selection; FBS: Selection Under a Fixed Budget; SSS: Single-Source Selection; QBS: Quality-Based Selection.										
<sup>(2)</sup> <b>Individual Consultants:</b> NICQ: National Individual Consultant Selection Based on Qualifications; SSS: Single-Source Selection.										
<sup>(3)</sup> <b>Ex ante/ex post review.</b> In general, depending on institutional capacity and the level of risk associated with the procurement process, the standard modality is ex post review. For critical or complex processes, ex ante review may be used.										
<sup>(4)</sup> <b>Technical review:</b> This column will be used by the Project Team Leader to define those procurement transactions considered "critical" or "complex", that require ex ante review of terms of reference, technical specifications, reports, outputs, etc.										

## PROJECT SPECIFIC GRANT (PSG) CONTRIBUTIONS

Indicative budget (US\$)				
Components	IDB/KPR	PSG	Local	Total
1. Innovative teaching methods and strategies		<b>1,500,000</b>		<b>1,500,000</b>
1.1. Samsung		360,000		
1.2. Instituto Natura		380,000		
1.3. Banco Itaú BBA		380,000		
1.4. Fundación Telefónica de Brasil		380,000		
2. Capacity-building in municipal education departments	<b>11,300</b>	<b>115,000</b>	<b>4,000</b>	<b>130,300</b>
2.1. Samsung		115,000		
3. Studies and research in support of the strategic education agenda	<b>193,000</b>		<b>45,000</b>	<b>238,000</b>
4. Latin American Network of Civil Society Organizations for Education (REDUCA)	<b>157,700</b>		<b>45,000</b>	<b>202,700</b>
5. Coordination and monitoring	<b>72,000</b>		<b>45,000</b>	<b>117,000</b>
6. Audit and contingencies	<b>66,000</b>			<b>66,000</b>
7. Administrative fee (5%)		<b>85,000</b>		<b>85,000</b>
Samsung		25,000		
Instituto Natura		20,000		
Banco Itaú BBA		20,000		
Fundación Telefónica de Brasil		20,000		
<b>TOTAL</b>	<b><u>500,000</u></b>	<b><u>1,700,000</u></b>	<b><u>139,000</u></b>	<b><u>2,339,000</u></b>

**ALL FOR EDUCATION MOVEMENT: NEW EDUCATIONAL  
PRACTICES AND POLICY AGENDA**

**BR-T1246**

**CERTIFICATION**

I hereby certify that this operation was approved for financing under the Korea Poverty Reduction Fund (KPR) through a communication dated on May 15, 2012 and signed by Mr. Seong-Wook Kim, Director of the International Bureau, Ministry of Strategy and Finance of the Republic of Korea. Also, I certify that resources from the Korea Reduction Fund (KPR) are available for up to US\$500,000 in order to finance the activities described and budgeted in this document. This certification reserves resources for the referenced project for a period of four (4) calendar months counted from the date of eligibility from the funding source. If the project is not approved by the IDB within that period, the reserve of resources will be cancelled, except in the case a new certification is granted. The commitment and disbursement of these resources shall be made only by the Bank in US dollars. The same currency shall be used to stipulate the remuneration and payments to consultants, except in the case of local consultants working in their own borrowing member country who shall have their remuneration defined and paid in the currency of such country. No resources of the Fund shall be made available to cover amounts greater than the amount certified herein above for the implementation of this document. Amounts greater than the certified amount may arise from commitments on contracts denominated in a currency other than the Fund currency, resulting in currency exchange rate differences, for which the Fund is not at risk.

**(ORIGINAL SIGNED)**

**8/30/2012**

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Sonia M. Rivera  
Chief a.i.  
Grants and Co-Financing Management Unit  
ORP/GCM

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Date

DOCUMENT OF THE INTER-AMERICAN DEVELOPMENT BANK

PROPOSED RESOLUTION DE-\_\_\_/12

Brazil. ATN/\_\_\_-\_\_\_\_\_-BR and ATN/\_\_\_-\_\_\_\_\_-BR. Nonreimbursable Technical Cooperation. All for the Education Movement: New Educational Practices and Policy Agenda

The Board of Executive Directors

RESOLVES:

1. That the President of the Bank, or such representative as he shall designate, is authorized, in the name and on behalf of the Bank, as Administrator of the Korea Poverty Reduction Fund, to enter into such contract or contracts as may be necessary with *Movimento Todos pela Educação (TPE)* of the Federative Republic of Brazil, as Beneficiary, and to take such additional measures as may be pertinent for the execution of the project proposal contained in document AT-\_\_\_ with respect to a technical cooperation to the project All for the Education Movement: New Educational Practices and Policy Agenda. Such nonreimbursable financing will be for an amount of up to US\$500,000, chargeable to the resources of the Korea Poverty Reduction Fund.

2. That the President of the Bank, or such representative as he shall designate, is authorized, in the name and on behalf of the Bank, to enter into such agreements as may be necessary, and to take such additional measures as may be pertinent, to receive, administer and approve the use of nonreimbursable resources chargeable to the resources of Project Specific Grants described in document AT-\_\_\_, up to the amount of US\$1,700,000 for the co-financing of any component of this technical cooperation project.

3. That the authorization granted in paragraph 2 above will be effective only once the Bank has entered into the specific contribution agreements.

4. That the above-mentioned sums are to be provided on a nonreimbursable basis.

(Adopted on \_\_\_\_\_)