

TC ABSTRACT

I. Basic Project Data

▪ Country/Region:	BRAZIL/CSC - Southern Cone
▪ TC Name:	Development of a toolkit for assessment and digitalization of early literacy content.
▪ TC Number:	BR-T1518
▪ Team Leader/Members:	DUEÑAS HERRERA, XIMENA (SCL/EDU) Team Leader; BLASCO, IVANA (SCL/EDU); ROBERTA FELIX (CSC/CBR); DE FREITAS SEVERINO, LIGIA (CSC/CBR); MARIANA TEIXEIRA (SCL/EDU); AVILA, KRYSIA A (LEG/SGO); EMILIO LAGUILLO (SCL/EDU)
▪ Taxonomy:	Client Support
▪ Number and name of operation supported by the TC:	N/A
▪ Date of TC Abstract:	25 Feb 2022
▪ Beneficiary:	Brazil
▪ Executing Agency:	INTER-AMERICAN DEVELOPMENT BANK
▪ IDB funding requested:	US\$300,000.00
▪ Local counterpart funding:	US\$0.00
▪ Disbursement period:	24 months
▪ Types of consultants:	Individuals; Firms
▪ Prepared by Unit:	SCL/EDU - Education
▪ Unit of Disbursement Responsibility:	CSC/CBR - Country Office Brazil
▪ TC included in Country Strategy (y/n):	No
▪ TC included in CPD (y/n):	No
▪ Alignment to the Update to the Institutional Strategy 2010-2020:	Productivity and innovation

II. Objective and Justification

- 2.1 The objective of the Technical Cooperation (TC) is to strengthen the tools of the Let's all learn to read¹ program. This will include a reading fluency and accuracy assessment instrument and a hybrid course for literacy training. Background. Brazil stands out in LAC for having a national literacy policy that highlights the importance of this process in the initial years of primary education. Proof of this are the results in the Estudio Regional Comparativo y Explicativo (ERCE) 2019 tests where 57% of the students in the fourth year of primary school achieved the expected learning in the reading test. Minister Milton Ribeiro expressed the following regarding the test results: "Our results in the 4th grade are among the best and we will improve even more, since literacy is one of the priorities of this administration." Despite this achievement, the same results show that four out of ten students in 4th grade are not literate, showing that there is still a way to go. Additionally, after two years of school closures due to the COVID-19 pandemic and no national evaluations that indicate student performance, it is likely that progress has suffered a setback in learning in reading that will have lasting consequences in the academic performance of students. The early years of learning to read are critical to later academic success. To support the Brazilian government in its objective of increasing the percentage of literate students at the appropriate age (end of 3rd grade of Ensino Fundamental 1), at the request of the National Education Council (CNE), the IDB allocated resources from Improvement of Efficiency and Service Delivery of Education in Brazil in times of

COVID19, (BR- T1447) to the adaptation of the materials of the Let's All Learn to Read program in Portuguese. During the process of adapting materials, it was identified that the program did not have a teacher training component or an evaluation instrument to measure the progress of students during their school career, which are cornerstones to offer the educational system a comprehensive program. That is why, at the beginning of 2022, we received a new request from the CNE to continue developing the components of the Let's all learn to read program with a view to responding effectively to the needs of the educational system. The teaching of initial reading and writing, due to the age of the children, the availability of resources and the nature of the process, in addition to the digital gaps, the lack of teacher training to teach remotely, and the inequalities in the homes for supporting children pose additional challenges. A successful distance education requires the development of digital and printed teaching materials, as well as evaluation instruments and distance teacher training. Likewise, evaluation instruments are required to measure the learning levels of students in distance modalities. Additionally, it is necessary to adapt and prepare materials for the eventual return to classes, either in person or in hybrid modalities.

- 2.2 At the institutional level, the operation is in line with the Bank's prioritization of learning and school achievement at the primary and secondary levels, as established in the Social Policy Strategy for Equity and Productivity (document GN-2588-4). The operation is also aligned with the Second Update of the Institutional Strategy (IEU) 2020-2023 (document GN-2933-5) of the IDB Group, since it is directly related to the development challenges of social inclusion and equality when developing education models inclusive hybrid programs that are adapted to more vulnerable contexts and that reduce the learning gaps that have grown with the pandemic. This project also promotes the use of information and communication technologies (ICTs), which is a priority within the Bank's Sector Framework Document for Early Childhood Education and Development (document GN-2708-5). In addition, the TC is aligned with the Framework Document of the Skills Development Sector (GN-3012-3), which promotes hybrid learning through teacher training through a MOOC and in person, the development and use of assessment platforms for the reading and writing process. The TC is consistent with the Skills Development Sector Framework (document GN-3012-3), specifically in lines of action 1, 2, and 4, as follows, respectively: 1) ensure access to employment opportunities relevant and high-quality learning by promoting initiatives that promote learning to read and write at an early stage; 2) reinforce the quality and relevance assurance mechanisms by providing learning recovery mechanisms and; 4) Leverage the use of technology to expand equitable access to development opportunities and skills, and streamline skills development systems specifically geared toward teaching and learning, by focusing on adapting the program to have hybrid features and can be used in blended, distance and face-to-face learning. Additionally, the TC will also contribute to the following objectives of the Strategic Program for Social Development Financed with Ordinary Capital (document GN-2819-1): (i) improve the relevance, quality, and volume of Bank loans in support of the social sector; and (ii) strengthen the efforts of public institutions to be more effective and efficient in social programming, group targeting, and execution of social sector projects.

III. Description of Activities and Outputs

- 3.1 **Component I: Reading fluency and accuracy assessment instrument.** TC resources will be used to support the CNE in the following activities: i) construction and calibration of an item bank to assess fluency and accuracy and an assessment tool prototype to host the item bank; ii) develop a code based on machine learning to evaluate fluency and accuracy ; and iii) offer teachers a first version of an instrument

that allows them to design strategies to improve their students' reading and writing performance in partnership with Haskins Laboratories.

- 3.2 **Component II: Development of a hybrid course for literacy training.** TC resources will be used for technical assistance to support the CNE in the following activities: i) course material design; ii) adaptation of materials from Portuguese to Spanish; iii) adaptation of the Spanish and Portuguese versions of the course to be hosted at the IDB (INDES); iv) technical support provided by KIC; v) first cohort pilot to adjust content based on feedback and lessons learned.

IV. Budget

Indicative Budget

Activity/Component	IDB/Fund Funding	Counterpart Funding	Total Funding
Reading fluency and accuracy assessment instrument	US\$150,000.00	US\$0.00	US\$150,000.00
Development of a hybrid course for literacy training	US\$150,000.00	US\$0.00	US\$150,000.00
Total	US\$300,000.00	US\$0.00	US\$300,000.00

V. Executing Agency and Execution Structure

- 5.1 At the request of the Brazilian government, the IDB will be the executing agency for this cooperation.
- 5.2 The foregoing is justified given that this cooperation will strengthen the tools of the Let's all learn to read program, which has been adapted from Spanish, and with these two components will make the program more complete. This is in accordance with the provisions of Appendix 10 (Criteria Applied to Contracting by the Bank) of the Operational Guidelines for Technical Cooperation Products (document GN-2629-1), because the beneficiary and the Bank agree that contracting by the Bank would improve the independence of evaluations and the capacity for coordination.

VI. Project Risks and Issues

- 6.1 The risks associated with this operation are low. The Bank, through SCL/EDU, has extensive experience in developing the topics requested by the Government of Brazil, in addition to maintaining a permanent dialogue both with local counterparts and organizations, as well as with local and international experts to obtain assistance.

VII. Environmental and Social Classification

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