

## TECHNICAL COOPERATION PROFILE

MAY 23, 2008

### I. BASIC PROJECT DATA

**Country/Region:** Brazil  
**Program name:** Evaluation of Effective Secondary Schools  
**Program number:** BR-T1102  
**Team members:** Carlos Herrán (SCL/EDU), Team Leader; Aimee Verdisco, Ana Santiago, and Amelia Cabrera (SCL/EDU); Rita Sorio and Remi Castioni (CSC/BRA), and Teresa Faria (LEG/SGO)  
**Date of request:**  
**Beneficiary:** Ministry of Education; State Secretaries of Education  
**Executing agency:** IDB (SCL/EDU)  
**Financing plan:** IDB(ORC-SOF): US\$ 750,000  
Local: US\$ 250,000  
Total: US\$1,000,000  
**Technical responsibility:** SCL/EDU  
**Tentative dates:** Approval: June 2008

### II. BACKGROUND AND PROBLEM STATEMENT

- 2.1 The Minister of Education has requested the Bank's support in developing a school-based study on the determinants of good results in Brazilian secondary schools. This study would be an important input to the ongoing policy dialogue with Brazil, both at the federal and state levels, and would be instrumental in implementing the *Plano de Desenvolvimento da Educação* (PDE) in the country's secondary schools and in providing valuable information to the Ministry of Education (MEC) and to participating States in orienting and implementing their policies to increase relevance and quality of Secondary Education in Brazil.
- 2.2 The PDE is revolutionary in the context of education plans adopted throughout the Region. It takes a results-based approach to education sector policies and programs and stipulates a number of quantitative goals. Among the major innovations included in the PDE is the creation of a synthetic indicator of education quality, the Basic Education Development Indicator (*Índice de Desenvolvimento da Educação Básica*, IDEB), based on two key indicators of education: achievement and progression. To date, an IDEB exists for all public schools leveling Primary education (*Ensino Fundamental*) but is not available, at the school level, for secondary schools (*Ensino Médio*).
- 2.3 Discussions are ongoing as to how an IDEB can be created for the nation's secondary schools. In contrast to the primary education level, where national standardized tests exist and are routinely applied to all schools and to all students, the same standardized tests are only applied to a sample of schools and a sample of students at the secondary level. Students completing secondary education

voluntarily take the *Examen Nacional do Ensino Medio* (ENEM) and some states have created their own standardized tests applied to all state schools, which represent the lion's share of secondary education enrollment.

- 2.4 The National Institute for Educational Research (*Instituto Nacional de Estudos e Pesquisa Educacionais*, INEP), a dependency of MEC, undertakes studies and applied research on issues related to the state of Brazilian education and the implementation of education policies. It also retains primary responsibilities for the collection of national achievement tests and school census data on all levels of education. Following the Minister's request, this operation will support an in depth study of secondary education schools in Brazil, combining quantitative methods (i.e. calculation of IDEB scores for the secondary level) with qualitative approaches to identify factors underlying good results at the secondary level.
- 2.5 **Justification for use of resources from the Social Fund.** The proposed Project lays out an innovative design to evaluate effective secondary schools in Brazil. The findings will be an important input for the MEC and the State Secretaries of Education (SEED) as they implement the PDE; they should also provide insights to other countries adopting similar results-based strategies. This proposal is in line with the Social Fund's objectives (GN-2426-3) insofar as it will enhance upstream sector work in Brazil to improve the quality and relevance of secondary education.

### III. PROGRAM OBJECTIVE AND DESCRIPTION

- 3.1 **Objectives.** This operation seeks to provide a detailed analysis of the factors underlying good results in secondary schools across Brazil. This analysis will be both quantitative and qualitative in nature and include the construction of an IDEB-like index for secondary schools and the application of qualitative research instruments in a select sample of schools to identify school level practices and school management variables associated with achieving better student results.
- 3.2 **Description.** Three main components are envisioned: (i) the construction of an IDEB-like index for secondary schools; (ii) the application of a common survey instrument in a sample of schools; and (iii) dissemination of results.
- 3.3 **Component 1. Construction of an IDEB for secondary schools** (US\$100,000). This component will use existing data to construct an IDEB-like index for secondary schools across Brazil. In some cases where states have developed their own standardized tests and applied them to all secondary schools (e.g. the states of Sao Paulo and Ceará), achievement data will come from those state-level tests, adequately calibrated to be fully compatible with the national tests (SAEB). In most other cases, ENEM data will be used. Data on progression will come from the School Census, administered by INEP. Averages for each state will be calculated and, to the extent possible, a national average will be constructed. From this analysis, a list of "outlier" schools at the state-level will be constructed. These "outliers" will be those schools with either exceptionally high or low IDEB scores. INEP will be an important partner in creating the IDEB. Insofar as it administers both the school census and the ENEM, it is well positioned to

calculate the IDEB-proxy for those states that do not administer state-level achievement tests at the secondary level. For those states with achievement data, INEP will provide technical assistance to the respective SEEDs, ensuring quality control in the method used and any manipulation of data required.

- 3.4 **Component 2. Qualitative analysis of “outlier” schools** (US\$400,000). This component will support the design and application of a common instrument to be applied at the school-level to qualitatively examine the factors characterizing “outlier” schools. This instrument will be applied to a sample of federal and state schools. The identification of states to be included in the study has been done in collaboration with the MEC. Initially, four states – one from each region – were identified: Paraná, Ceará, Sao Paulo and Acre. Based on this assessment, preliminary conversations were held with the SEEDs in Paraná, Ceará, and Sao Paulo to better understand the supply of secondary education in each state and existing sources of data. Consultations with Acre are also envisioned. Each SEED participating in the study will construct a typology of secondary schools that incorporates the various modalities of service delivery with other variables deemed relevant by the state authorities. Each state-level typology will be used to draw the sample of schools to be included in the qualitative analysis.
- 3.5 The instrument will be designed to capture information on all aspects of the school, from its infrastructure, to its curriculum, teachers, administrators and students, as well as on relevant characteristics of school management by the SEEDs. Given its breadth and scope of questions, the instrument will be applied in a limited number of schools, tentatively distributed in the following manner: 10 per state; eight federal schools, two selective schools. This sample will not be statistically representative, but rather illustrative of the most relevant modalities of secondary education and defined in alignment with the specific objectives of the qualitative research. Instrument design will incorporate best practices and lessons learned from other studies and from international experience.
- 3.6 **Component 3. Publications and dissemination** (US\$200,000). This component will support a series of activities to disseminate the results of components 1 and 2. It will support a national seminar with authorities from MEC, SEEDs, and other relevant actors and experts (e.g. IPEA). All results from components 1 and 2 will be posted on the INEP website. An international conference will also be held to place the results of the study in an international context; it will emphasize, among other things, policies for and lessons learned on integrated secondary education.

#### IV. COST AND FINANCING

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

**Table IV-1 Detailed budget US\$**

	<b>IDB</b>	<b>MEC/INEP</b>	<b>Total</b>
<b>Component 1</b>	<b><u>100,000</u></b>	<b><u>100,000</u></b>	<b><u>200,000</u></b>
Construction of IDEB for secondary education	25,000	25,000	50,000
Technical assistance to selected states	75,000	75,000	150,000
<b>Component 2</b>	<b><u>400,000</u></b>	<b><u>100,000</u></b>	<b><u>500,000</u></b>
Design and validation of survey instrument	30,000	20,000	50,000
State-level typology and school selection	20,000	-	20,000
Training of enumerators	-	30,000	30,000
Application of instrument	300,000	50,000	350,000
Analysis and report preparation	50,000	-	50,000
<b>Component 3</b>	<b><u>200,000</u></b>	<b><u>50,000</u></b>	<b><u>250,000</u></b>
National seminar	25,000	25,000	50,000
International seminar	50,000	25,000	75,000
Background papers and publications	125,000	-	125,000
<b>Contingencies</b>	<b><u>50,000</u></b>	<b><u>-</u></b>	<b><u>50,000</u></b>
<b>Total</b>	<b><u>750,000</u></b>	<b><u>250,000</u></b>	<b><u>1,000,000</u></b>

## **V. EXECUTING AGENCY AND EXECUTION STRUCTURE**

- 5.1 This operation will be executed by the Bank, at the request of and in close coordination with the Ministry of Education, MEC. The contracting of specialized consulting services will be done in accordance with IDB Policies for the Contracting of Consultant Services (GN-2350). The day to day coordination of activities, and reports to the Bank, will be the responsibility of MEC, through the Executive Secretary's office, in coordination with INEP. The execution period will be up to 12 months and disbursement period up to 16 months.

## **VI. MAJOR ISSUES AND ACTION PLAN**

- 6.1 There are no major issues associated with this project. Preliminary work on the construction of the IDEB indicator will take place prior to the approval of this operation. INEP will work with existing data sources (e.g., ENEM) and the participating SEEDs to create a mechanism for collaboration on this activity. In addition, the SEEDs of Paraná, Ceará, and Sao Paulo have agreed to start working on their respective typologies of secondary schools.
- 6.2 SCL/EDU will have the technical responsibility for this operation. It will collaborate with MEC/INEP and the participating SEEDs to prepare a Plan of Operations and all corresponding Terms of Reference.

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

- 7.1 The project was reviewed by the Environmental and Social Impact Review (ESR) Committee on May 9, 2008. No negative environmental or social effects were identified and the TC has been classified as a "C" operation.

**(ORIGINAL SIGNED)**

Approved: \_\_\_\_\_  
 Marcelo Cabrol, Chief  
 SCL/EDU

**(ORIGINAL SIGNED)**

Concur: \_\_\_\_\_  
 José Luis Lupo, Representative  
 CSC/CBR