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BRAZIL

BEST PRACTICES IN EFFECTIVE SECONDARY SCHOOLS

(BR-T1102)

PLAN OF OPERATIONS

<p>This document was prepared by the project team consisting of: Carlos Herrán (SCL/EDU), Team Leader; Aimee Verdisco and Claudia Cox (SCL/EDU); Remi Castioni (CSC/CBR); Teresa Faria (LEG/SGO); and Cristobal Silva (VPC/PDP).</p>
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N/A

BASIC SOCIOECONOMIC DATA

For basic socioeconomic data, including public debt information, please refer to the following address:

http://www.iadb.org/res/externallink_list.cfm?language=en&parid=1&item1id=1&detail=Box1#b1

INFORMATION AVAILABLE IN THE FILES OF SCL/SCL

PREPARATION:

N/A

EXECUTION:

[Terms of Reference](#)

ABBREVIATIONS

ENEM	<i>Examen Nacional do Ensino Medio</i>
IDEB	<i>Índice de Desenvolvimento da Educação Básica</i>
INEP	<i>Instituto Nacional de Estudos e Pesquisas Educacionais</i>
IPEA	<i>Instituto de Pesquisa Econômica Aplicada</i>
MEC	Ministry of Education
ORC-SOF	Special Program for Employment, Poverty Reduction and Social Development in Support of the Millennium Development Goals
PDE	<i>Plano de Desenvolvimento da Educação</i>
PME	<i>Plano de Metas de Melhoría da Qualidade da Educação Básica</i>
SAEB	<i>Sistema de Avaliação da Educação Básica</i>
SCL/EDU	Education Division
SEED	State Secretaries of Education

PLAN OF OPERATIONS For Nonreimbursable Technical Cooperation Programs

(BR-T1102)

EXECUTIVE SUMMARY

Beneficiary:	Ministry of Education (MEC)
Project team:	Carlos Herran (SCL/EDU), Team Leader; Aimee Verdisco and Claudia Cox (SCL/EDU); Remi Castioni (CSC/CBR), Teresa Faria (LEG/SGO).
Executing agency:	The Bank, through SCL/EDU
Target beneficiaries:	Education authorities at the federal (MEC) and state levels (SEEDs) and ultimately students in public secondary schools throughout Brazil
Financing:	IDB Social Fund (ORC-SOF): US\$ 750,000 Local: US\$ 250,000 Total: US\$1,000,000
Objectives:	Identify secondary schools which contribute the most to achieve good educational results of their students. To conduct an in depth qualitative evaluation of school processes and state level monitoring and accountability instruments in order to identify best practices. The results will be instrumental to inform State and Federal educational policies geared towards improving the quality and relevance of Secondary Education in Brazil.
Execution timetable:	Execution period: 12 months Disbursement period: 18 months
Special contractual conditions:	The MEC will provide the Bank with a model of written agreement, satisfactory to the Bank, on the terms of participation in the project between MEC and participating SEEDs. The signing and entry into effect of these agreements (<i>Termo de Adesão</i>) shall be a condition precedent to the commencement of project execution
Exceptions to Bank policies and procedures:	None
Environmental and social review:	The project was reviewed by the Environmental and Social Impact Review (ESR) Committee on May 5, 2008. No negative environmental or social effects were identified and the Technical Cooperation (TC) has been classified as a “C” according to the Safeguard Classification Tool.

I. BACKGROUND AND JUSTIFICATION

- 1.1 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 schools¹. 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 Metas de Melhoría da Qualidade da Educação Básica* (PME) 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.
- 1.2 The *Plano de Desenvolvimento da Educação* (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 PME 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 in primary education (*Ensino Fundamental*) but is not available, at the school level, for secondary schools (*Ensino Medio*).
- 1.3 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. This operation will support efforts by Federal and State education authorities to extend the IDEB calculation to the school level, as permitted by available data and joining efforts at both the state and the national levels.
- 1.4 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.

¹ The request from the Ministry of Education, was supported by a letter from the Ministry of Planning/SEAIN, (Ofício # 061 from 26/06/2008)

- 1.5 Four states, representing different regional realities, have been chosen to participate in the study, based on their institutional capacity and availability of data. In the case of states which have developed their own standardized tests applied to all schools and to all students (Ceará and São Paulo), these data will be used and calibrated to be comparable with national *Sistema de Avaliação da Educação Básica* (SAEB) results. This will allow for the calculation of IDEB for all schools. In cases where states do not have their own standardized tests, achievement data from ENEM (for those schools reporting high participation in ENEM) will be used, in combination with National Education Census data to calculate a proxy of IDEB. These two indices will then be used to identify effective schools, applying a common methodology developed by INEP to identify school effects, controlling for socioeconomic characteristics of students.
- 1.6 An in depth qualitative analysis will be done of a sample of secondary schools of various modalities identified as those having the highest contribution to the education results of their students, as measured through the IDEB proxies described above. The detailed qualitative analysis of school variables and practices related to achieving good education results will allow school principals, and state education authorities to identify and understand best practices at the school level. The simultaneous application of qualitative instruments to gather information on quality monitoring and accountability instruments and practices by participating State Secretaries of Education (SEED) will provide a very valuable perspective, complementing efforts from the MEC to improve quality and accountability for results through the PME.
- 1.7 **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 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 and help identify new opportunities for Bank collaboration towards improving the quality and relevance of secondary education.

II. PROGRAM DESCRIPTION

A. Program goal and purpose

- 2.1 This operation seeks to provide a detailed analysis of the factors underlying good results in public secondary schools across Brazil. This analysis will combine quantitative and qualitative methodologies and instruments, including the construction of an IDEB-like index for secondary schools and the application of qualitative research instruments in a sample of schools to identify school level practices and in four State Secretaries of Education to learn about monitoring instruments and education management variables associated with outstanding contributions to student results.

- 2.2 Thus, the proposed study includes three specific objectives: (i) to develop a common quantitative methodology for identifying effective secondary schools, built upon the construction of IDEB-like education result indexes at the school level; (ii) to develop qualitative research instruments and use them to study school level and state level processes and best practices, by applying those instruments to a select sample of secondary schools, in participating Brazilian States; and (iii) to identify best practices associated with outstanding contributions to student educational results and to derive lessons learned and implications for policies aimed at improving the quality and relevance of Brazilian secondary education. Consequently, the operation encompasses three sequential components.

B. Components

- 2.3 **Component 1. Identification of effective schools** (US\$50,000). This component will use existing data at both the State and the National level to construct an IDEB-like index for secondary schools in the participating states. 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 other cases, ENEM data will be used. Data on progression/approval rates will come from the Education Census, administered by INEP.
- 2.4 From this analysis, a list of “effective schools” at the state-level will be constructed. These “effective schools” will be those schools with outstanding contributions to the educational results of their students (as measured by their IDEB-like scores). INEP will be an important partner in developing the quantitative methodology and calculating the IDB-like scores for schools. 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 SEED, ensuring quality control and a common methodology.
- 2.5 The identification of states to be included in the study has been done in collaboration with the MEC, taking into consideration three main criteria: leadership and institutional capacity of the State secretaries of education, data availability –with priority given to those states that have developed their own standardized achievement tests and applied to all secondary schools– and the existence of nationally recognized best practices in the development of alternative modalities of secondary schools. Based on these criteria, four states were selected to participate in the study (Paraná, Ceará, São Paulo and Acre) and conversations were held with the corresponding secretaries of education to ensure their support and ownership of the study. 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.
- 2.6 Using these typologies and the list of schools resulting from the quantitative methodology developed by INEP, each state in coordination with MEC, will determine the sample of schools to participate in the qualitative study. It is envisioned that between 30 and 50 schools encompassing a broad variety of modalities will be studied. This may include state and federal schools, general secondary and secondary education integrated with technical education, urban and rural schools day-shift and night-shift schools and schools of different sizes, provided that all of them meet the same criteria of excellence, namely to be among those with the highest contribution to the education results of their students, as measured by the IDEB-like indices for schools in participating states.
 - 2.7 **Component 2. Qualitative analysis of best practices in a sample of “effective schools”** (US\$450,000). This component will support the design and application of a common set of qualitative instruments to be applied at two levels: at the school-level to identify factors and practices characterizing “effective schools” and at the State Secretaries level, to identify best practices and instruments used to monitor and support quality and accountability for results. Specifically, two different instruments will be developed and applied: one for schools and one for participating SEEDs.
 - 2.8 The school level instrument will be designed to capture information on all relevant aspects of the school, ranging from its infrastructure, facilities, equipment and materials, to the curriculum effectively implemented, the teacher’s pedagogic practices, the characteristics and practices of school principals, the instruments used by school administrators to monitor quality and students results, and the participation of the local community and of students in the schools pedagogic plan. These and other key dimensions commonly identified in the literature on effective schools will be researched and the views of all the main actors in the school community (principals, teacher, parents and students) will be solicited. The instrument to be developed and applied at the SEEDs level focus on instruments and practices used to monitor quality and school progress and to support the school based processes of quality improvement and accountability for results.
 - 2.9 Given the breadth and scope of the variables to be analyzed, the instruments will be applied in a limited number of schools. It is initially envisioned that the sample of schools for the qualitative phase will include between 30 and 50 schools. The final sample will depend on two sets of factors: the identification and selection of outstanding schools in each participating state, trying to be representative of a variety of modalities in the typologies, and also on the time and costs and involved to include schools in remote areas (e.g. some rural schools in the state of Acre). The 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 in Brazil as well as from international experience.

- 2.10 The qualitative analysis phase will conclude with the preparation of state reports based on the analysis of schools and the SEED of each state. These preliminary set of results will be presented and discussed with the authorities and technical staff of the participating states, MEC and INEP in a seminar/workshop aimed at identifying key findings and common themes to be used in the structuring and preparation of the final report.
- 2.11 **Component 3. Publications and dissemination of results** (US\$150,000). This component will support the preparation and publication of the final report, as well as a series of activities to disseminate and favor the appropriation of the results of the study. It will support a National Seminar with authorities from MEC, SEEDs, and other relevant actors and national experts (e.g. *Instituto de Pesquisa Econômica Alicada*, Universities and research institutes). All results from components 1 and 2 will be posted on the INEP website.
- 2.12 The Technical Cooperation (TC) will also support the preparation of specific case studies and materials to disseminate the results of the study among education authorities and practitioners, at the federal, state and school levels. Finally, an international conference will be held to place the results of the study in an international context and to share results of similar studies and best practices in secondary education from other countries. This will include among other things, international best practices and trends in integrated secondary and technical education, alternative modalities of secondary education and lessons learned on successful policies and strategies for ensuring quality and accountability of secondary school systems.

III. COST AND FINANCING

A. Summary cost table

Table III-1
Summary cost table US\$

Description	IDB	MEC/INEP	Total
Component 1	0	50,000	50,000
Component 2	450,000	100,000	550,000
Component 3	150,000	75,000	225,000
Monitoring and Coordination	75,000	25,000	100,000
Total	<u>750,000</u>	<u>250,000</u>	<u>1,000,000</u>

B. Description and composition of financing

- 3.1 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 (ORC-SOF) and US\$250,000 will be local contribution in kind, largely in staff time and logistical support from MEC, INEP and participating SEED.

C. Sustainability

- 3.2 The quantitative mapping of educational results at the level of secondary schools, and the identification and understanding of key factors and practices associated with effective schools will fill important knowledge and information gaps for extending the implementation of the *Plano de Metas* at the secondary level. Furthermore, it will provide a missing link between national and state efforts geared at improving educational results in schools. The emphasis of the operation in dissemination and sharing of results among all key actors, including authorities and practitioners at the school, district, state and federal levels will favor the appropriation of results and their impact.

IV. EXECUTING AGENCY AND MECHANISM

A. Executing agency

- 4.1 The government of Brazil has requested that the Bank, through the Education Division (SCL/EDU), execute this operation. Execution will be done in close collaboration with MEC, INEP and participating SEEDs. The Bank will be responsible for all aspects of project management, including the administration of resources, the contracting of specialized consulting services in accordance with the Bank Policies for the Contracting of Consultant Services (GN-2350-7), the coordination of activities, and reports to the Bank. The MEC will provide the Bank with a model of written agreement, satisfactory to the Bank, on the terms of participation in the project between MEC and participating SEEDs. The signing and entry into effect of these agreements (*Termo de Adesão*) shall be a condition precedent to the commencement of project execution

B. Executing mechanism

- 4.2 **Coordination and oversight.** The Bank, through the SCL/EDU team leader will play an active role in the technical supervision and oversight of the study. A program coordinator will be hired to support coordination and quality control of activities in the field. This consultant will provide technical assistance to the Bank and to the national counterparts, both in MEC and SEED, and to facilitate day to day coordination and communication between the main partners in the study.
- 4.3 MEC, INEP and participating SEED are fully committed to support the study and will provide in-kind support to this operation. This support will include the designation of counterpart technical staff and the technical review of key inputs and intermediate products associated with the study (e.g., instruments, school sample, preliminary results and content of reports), as well as administrative and logistical support for both the field work and the dissemination activities (workshops and seminars).

- 4.4 **Development of the qualitative research.** A national agency will be hired to undertake all activities associated with the development and validation of instruments, their application in schools and participating SEED, data collection, interpretation of results and report preparation. This agency will have a well-established track-record in research in education, primary data collection, qualitative and quantitative methods and experience in similar studies in Brazil. Selection of this agency will be made on the basis of the following criteria: (i) submission of a technical proposal; (ii) curriculums of researchers; (iii) experience with similar projects; and (iv) cost.

C. Program implementation readiness

- 4.5 Quantitative work for the construction of IDEB for Secondary education and identification of effective schools is underway, using available data, under the technical coordination of INEP. It is estimated that the identification and selection of schools for the qualitative research could be completed by October 2008. Simultaneously, the Bank will advance in the selection and hiring of the firm to be in charge of the qualitative research, using Bank procurement procedures and policies. The actual contracting of consultants could be done in early November and the development and testing of instruments could be completed by December 2008. This would allow the field work to be completed in the first quarter of 2009 report preparation by June and the dissemination and publication of results by September 2009.

D. Execution period and disbursement schedule

- 4.6 This operation will be executed in 12 months and disbursed in 18 months.

E. Procurement

- 4.7 Procurement of goods and consulting services will be carried out in accordance with the Policies for the Procurement of Goods and Works Financed by the Inter-American Development Bank (GN-2349-7) and the Policies for the Selection and Contracting of Consultants Financed by the Inter-American Development Bank (GN-2350-7).

V. MONITORING AND EVALUATION

A. Monitoring

- 5.1 SCL/EDU will have responsibility for monitoring the progress of this operation.

B. Technical and basic responsibility

- 5.2 SCL/EDU will have the technical and operational responsibility for this operation.

C. Progress and final reports

- 5.3 Three types of reports are envisioned: An initial report including the field research instruments and the implementation plan for the qualitative phase, to be delivered by the selected firm within one month of signing the contract. Intermediate reports, one for each participating state, will focus on the analysis of the field work and preliminary results for each state. These will be accompanied by a summary of the main findings and issues across states and will be presented and discussed in a technical workshop with authorities and technical staff from participating states and MEC/INEP. Finally, the preparation of the final report for publication will be contracted.

VI. PROGRAM BENEFITS AND RISKS

A. Program benefits and developmental impact

- 6.1 The proposed TC will provide first hand knowledge and understanding of the factors and practices associated with achieving outstanding education results in a broad variety of public secondary schools in Brazil. The study will provide important building blocks towards the implementation of the *Plano de Metas de Melhoria da Qualidade da Educação Básica* (PME) at the secondary school level. It will extend the use of IDEB at the school level and its adoption and application by State secretaries of Education. It will provide valuable information and implications for the design and implementation of State and federal policies geared at improving the quality and relevance of Secondary education. Last but not least, it will strengthen the collaboration between the MEC and State education authorities by providing a much needed bottom up perspective to complement Federal and state efforts towards reaching the quality targets laid out by the PME.

B. Target beneficiaries

- 6.2 The ultimate beneficiaries of the proposed study are students of secondary public schools throughout Brazil, which account for almost 90% of all enrollments. The findings and dissemination of best practices resulting from the study will feed the definition and implementation of state and federal programs and policies aimed at improving the quality of the education delivered in schools. By informing and favoring the articulation of policies and programs geared at improving results from the bottom up, the program will contribute to the effectiveness of public policies and investments in the quality of public secondary education in Brazil.

C. Risks

- 6.3 The main risks for the development of this operation relate to coordination and collaboration between different levels of government and to the logistics involved in an ambitious qualitative field work. On the first front, the proposed execution

strategy is based on early incorporation and participation of SEED together with MEC/INEP to ensure support of the study and relevance to the main actors involved. On the second front, the contracting of the all components of the qualitative work with a single specialized firm with broad experience in the design, planning and execution of similar research projects and knowledge of the institutional and political landscape of the sector will ensure consistency between design and implementation, facilitate coordination with the Bank and minimize logistical and implementation risks.

VII. ENVIRONMENTAL AND SOCIAL REVIEW

A. Date of ESR review

- 7.1 The project was reviewed by the Environmental and Social Impact Review (ESR) Committee on May 5, 2008. No negative environmental or social effects were identified and the TC has been classified as a “C” according to the Safeguard Classification Tool.

B. Measures taken to avoid negative social and environmental impacts

- 7.2 The proposed TC will finance a study and does not involve any investments in infrastructure that could have an impact on the environment. Therefore, no specific measures to avoid negative impacts are envisioned.

VIII. APPROVAL

(ORIGINAL FIRMADO)

Marcelo Cabrol
Chief SCL/EDU

10/15/2008

Date

Vo.Bo.:

(ORIGINAL FIRMADO)

José Luis Lupo
Country Representative, CSC/CBR

10/10/2008

Date

BEST PRACTICES IN EFFECTIVE SECONDARY SCHOOLS

(BR-T1102)

CERTIFICATION

I hereby certify that this operation was approved for financing under the Special Program for Employment, Poverty Reduction and Social Development in Support of the Millennium Development Goals Trust Fund (ORC-SOF) through an email dated on September 24, 2008 and signed by Goro Mutsuura (VPC/GMC). Also, I certify that resources from the Special Program for Employment, Poverty Reduction and Social Development in Support of the Millennium Development Goals Trust Fund (ORC-SOF) are available for up to US\$750,000 in order to finance the activities described and budgeted in this document. This certification reserves resources for the referenced project for a period of twelve (12) calendar months counted from the date of signature below. 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 Plan of Operations. 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 FIRMADO)

10/08/08

Marguerite S. Berger
Chief
Grants and Cofinancing Management Unit
VPC/GCM

Date

BEST PRACTICES IN EFFECTIVE SECONDARY SCHOOLS (BR-T1102)

RESULTS FRAMEWORK MATRIX OF INDICATORS

Project Objective	The overall objective of this operation is to identify effective secondary schools of different modalities in Brazil, defined as those with outstanding contribution to the education results of their pupils (in terms of promotion and learning) and to conduct an in-depth qualitative analysis of organizational, pedagogical and evaluation practices in those schools, as well as of the instruments and practices of participating State Secretaries of Education in support of the quality and accountability of secondary education. The study will fill important knowledge gaps to inform the design of secondary education policies at both the State and federal levels and contribute to the implementation of the <i>Plano de Metas da Educação Básica</i> at the Secondary Level.		
	Base Situation	Outputs	Expected Results
Component 1. Identification of effective schools			
	<p>Education results Index (IDEB) not available for secondary schools.</p> <p>Implementation of PME is focused on primary schools but only incipiently on secondary schools.</p>	<ul style="list-style-type: none"> • IDEB calculated for all schools in states with their own standardized tests and IDEB proxies for schools calculated in other states using ENEM results. • Common quantitative methodology (yardstick) to estimate the school contribution to student's educational outcomes. 	<ul style="list-style-type: none"> • Use of IDEB and of a common quantitative methodology to measure the school contribution to student educational results allow the identification of effective schools for in-depth qualitative analysis of factors and practices related to good results.
Component 2. Qualitative analysis of best practices in a sample of effective schools			
	<ul style="list-style-type: none"> • Various types of secondary schools exist in Brazil but there is no common yardstick to measure their effectiveness. Only anecdotal evidence on best practices. • Little empirical knowledge on the school factors associated with good results in secondary schools in Brazil. 	<ul style="list-style-type: none"> • Instruments for qualitative analysis of best practices both at the school level and at the State Secretaries of Education developed and validated. • Qualitative instruments applied to an intentional sample of effective schools of different types in four participating states. 	<ul style="list-style-type: none"> • Use of common qualitative instruments and validated categories for analyzing school effectiveness across different types of schools will contribute towards converging views of what matters for school effectiveness in secondary schools.

		<ul style="list-style-type: none"> • Best practices identified and described. • State level and overall summary report of preliminary findings discussed with all relevant stakeholders at the State and Federal levels. 	<ul style="list-style-type: none"> • Discussion of empirical findings at the school and State levels contribute to the identification and understanding of key factors in achieving good results. • Study findings provide crucial feedback to both school administrators and State Secretaries of Education regarding the actual implementation of education plans and contribute to understanding how policies for improving quality and accountability are appropriated or not at the school level.
Component 3. Publications and dissemination of results			
	<ul style="list-style-type: none"> • Scarcity of school based studies on the determinants of quality and accountability for results in Secondary Education. • Insufficient coordination between States and Federal levels on secondary education policies. 	<ul style="list-style-type: none"> • Final report published. • National Seminar to socialize the study findings among State and Federal education authorities, researchers and practitioners realized. • International seminar to put the study in the context of international best practices in secondary education realized. 	<ul style="list-style-type: none"> • The products and dissemination activities made possible by this operation play an important role in contributing primary data and school based knowledge on the effectiveness of Secondary Education in Brazil. • Discussion of main findings and conclusions in the context of national and international best practices on secondary education contributes to improved coordination and alignment of efforts between schools, States and MEC, resulting in more effective policies and programs.

**BEST PRACTICES IN EFFECTIVE SECONDARY SCHOOLS
(BR-T1002)**

DETAILED BUDGET - US\$

Description	IDB	MEC/INEP	Total
Component 1	-	50,000	50,000
Quantitative mapping and identification of effective schools	-	20,000	20,000
Technical assistance to states	-	30,000	30,000
Component 2	450,000	100,000	550,000
Design and validation of survey instruments	70,000	40,000	110,000
Training of enumerators	30,000	10,000	40,000
Data collection and systematization	250,000	50,000	300,000
Analysis and report preparation	100,000	-	100,000
Component 3	150,000	75,000	275,000
National seminars	25,000	25,000	50,000
International Seminar	75,000	25,000	100,000
Background papers and publications	50,000	25,000	75,000
Monitoring and Coordination	75,000	25,000	100,000
Contingencies	75,000	-	75,000
TOTAL	<u>750,000</u>	<u>250,000</u>	<u>1,000,000</u>

PROJECT PROCUREMENT PLAN

Model A - for specific projects

General information

Country: Brazil

Borrower: Government of Brazil

Executing agency: The Bank

Project name: Best Practices in Effective Secondary Schools

Project and loan contract numbers: BR-T1102

Brief description of the project's objectives and components: To identify secondary schools which contribute the most to achieve good educational results of their students. To conduct an in depth qualitative evaluation of school processes and state level monitoring and accountability instruments in order to identify best practices. The results will be instrumental to inform State and Federal educational policies geared towards improving the quality and relevance of Secondary Education in Brazil

Thus, the proposed study includes three specific objectives: (i) to develop a common quantitative methodology for identifying effective secondary schools, built upon the construction of IDEB-like education result indexes at the school level; (ii) to develop qualitative research instruments and use them to study school level and state level processes and best practices, by applying those instruments to a select sample of secondary schools, in participating Brazilian States; and (iii) to identify best practices associated with outstanding contributions to student educational results and to derive lessons learned and implications for policies aimed at improving the quality and relevance of Brazilian secondary education.

Consequently, the operation encompasses three sequential components: (i) Identification of "effective schools"; (ii) Qualitative analysis of best practices in a sample of 3 effective schools; and (iii) Publication and dissemination of results.

Estimated date of project approval: 1 October 2008

Estimated date of signature of the technical assistance: 15 October 2008

Estimated date of the final disbursement: 15 December 2009

A. Introduction

Procurements for the proposed project will be carried out in accordance with the *Policies for the Procurement of Works and Goods Financed by the Inter-American Development Bank* (GN-2349-7), of January 2005; and the *Policies for the Selection and Contracting of Consultants Financed by the Inter-American Development Bank* (GN-2350-7), of January 2005, and with the provisions established in the loan contract and this procurement plan.

B. Procurement plan

The procurement plan for this program covering 12 months of project execution¹ has been agreed between the Bank and Ministry of Education. The plan, which is summarized in Appendix 1, indicates the procedure to be used for the procurement of goods, the contracting of works or services, and the method of selecting consultants, for each contract or group of contracts. It also indicates cases requiring prequalification; the estimated cost of each contract or group of contracts; the requirement for prior or post review by the Bank; and estimated dates for the publication of specific procurement notices and completion of the contracts included in this project. The procurement plan will be updated annually or whenever necessary or as required by the Bank. The detailed procurement plan is available from the Ministry of Education and on the Bank's website. The following documents can also be found on the Bank's website: [Project Procurement Information](#)

C. Project procurement

The following is a general description of the procurement planned for the proposed project.

Works procurement: N/A

Goods procurement: N/A

Procurement of non-consulting services: N/A

Procurement of consulting services: Consulting services for the project include:

1. Project Coordinator
2. The design and validation of instruments, their application, collection and interpretation of results

The consulting firms to be hired for the project will be selected using the standard request for proposals (RFP) issued by the Bank, or an RFP satisfactory to the Bank in cases where the standard RFP is not applicable. Individual consultants will be selected bearing in mind the provisions established in chapter V of the policy in document GN-2350-7.

Short lists of consultants for consulting services estimated to cost less than US\$ [*indicate the threshold amount for the country*] equivalent per contract, may consist entirely of national firms.

Operating expenses: N/A

Others: N/A

¹ The first 18 months of project execution are counted from the date of publication of the general procurement notice, or the first specific procurement notice published following approval of the loan, whichever is earlier.

Advance contracting and retroactive financing: N/A

D. Bank review of procurement decisions

All contracts will be subject to prior review by the Bank in accordance with Appendix 1 of the policies for the procurement of works and goods and the selection of consultants, respectively.

E. Domestic preference: N/A

Appendix 1

Procurement plan²

Country: Brazil

Borrower: Government of Brazil

Executing agency: The Bank

Project name: Best practices in Effective Secondary Schools

Project and loan contract numbers: BR-T1102

Brief description of the project's objectives and components: the proposed study includes three specific objectives: (i) to develop a common quantitative methodology for identifying effective secondary schools, built upon the construction of IDEB-like education result indexes at the school level; (ii) to develop qualitative research instruments and use them to study school level and state level processes and best practices, by applying those instruments to a select sample of secondary schools, in participating Brazilian States; and (iii) to identify best practices associated with outstanding contributions to student educational results and to derive lessons learned and implications for policies aimed at improving the quality and relevance of Brazilian secondary education.

Consequently, the operation encompasses three sequential components: (i) Identification of "effective schools"; (ii) Qualitative analysis of best practices in a sample of 3 effective schools; and (iii) Publication and dissemination of results.

Estimated date of project approval: 1 October 2008

Estimated date of signature of the technical assistance: 15 October 2008

Estimated date of the final disbursement: 15 December 2009

² All project contracts should be included, even if not financed by the Bank, indicating the source of funding in each case.

Project: Infant Education in Brazil
Project number: BR-T1104 and Loan Contract number: _____
Period included in this Procurement Plan:
 November 2008 until May 2010

Ref. No. ³	Description and type Of the procurement contract	Estimated Contract Cost (US\$000)	Procurement method ⁴	Review (ex-ante or ex-post)	Source of financing and percentage		Pre-qualification ⁵ (Yes/No)	Estimated dates		Status ⁶ (pending, in process, awarded, cancelled)	Comments
					IDB %	Local/ Other %		Publication of specific procurement notice	Completion of contract		
	1. <u>Consulting services</u> ○ Consulting services 1 Project Coordinator	US\$60,000	NICQ	Ex-Ante	100%			No	December 09		

³ If a number of similar individual contracts were to be executed in different places or at different times, these can be grouped together under a single heading, with an explanation in the comments column indicating the average individual contract amount and the period during which they would be executed. For example, an education project that includes school construction might include an item “school construction” for a total of US\$20 million, and an explanation in the comments column such as: “This encompasses some 200 contracts for school construction averaging US\$100,000 each, to be awarded individually by participating municipal governments over a three-year period between January 2006 and December 2008.”

⁴ **Goods and Works**; **ICB**: International competitive bidding; **LIB**: limited international bidding; **NCB**: national competitive bidding; **PC**: price comparison; **DC**: direct contracting; **FA**: force account; **PSA**: Procurement through Specialized Agencies; **PA**: Procurement Agents; **IA**: Inspection Agents; **PLFI**: Procurement in Loans to Financial Intermediaries; **BOO/BOT/BOOT**: Build, Own, Operate/Build, Operate, Transfer/Build, Own, Operate, Transfer; **PBP**: Performance-Based Procurement; **PLGB**: Procurement under Loans Guaranteed by the Bank; **PCP**: Community participation procurement. **Consulting Firms**; **QCBS**: Quality- and Cost-Based Selection **QBS**: Quality-Based Selection **FBS**: Selection under a Fixed Budget; **LCS**: Least-Cost Selection; **CQS**: Selection based on the Consultants’ Qualifications; **SSS**: Single-Source Selection. **Individual Consultants**; **NICQ**: National Individual Consultant selection based on Qualifications; **IICC**: International Individual Consultant selection based on Qualifications

⁵ In the case of new Policies it applies only for Goods and Works. In the case Old Procurement Policies it applies for Goods, Works and Consulting Services.

⁶ This column “Status” should be used for retroactive procurement and for procurement plan updates.

Ref. No. ³	Description and type Of the procurement contract	Estimated Contract Cost (US\$000)	Procurement method ⁴	Review (ex-ante or ex- post)	Source of financing and percentage		Pre- qualifi- cation ⁵ (Yes/No)	Estimated dates		Status ⁶ (pending, in process, awarded, cancelled)	Comments
					IDB %	Local/ Other %		Publication of specific procurement notice	Completion of contract		
	○ Consulting services 2 Design and validation of instruments, their application, collection and interpretation of results	US\$450,000	QCBS	Ex-Ante	100%			Yes	July 09		

TERMS OF REFERENCE

CONSULTING FIRM FOR DEVELOPING QUALITATIVE EVALUATION

I. BACKGROUND

- 1.1 The Inter-American Development Bank (IADB), at the request of the Ministry of Education of Brazil (MEC), is developing a school-based study on the determinants of good educational results in Brazilian secondary schools. The objective of the study is to identify effective secondary schools, defined as those with outstanding contribution to the education results of their students and to conduct an in-depth qualitative analysis of organizational, pedagogical, monitoring and evaluation practices in those schools as well as in participating State Secretaries of Education (SEED). The study hopes to contribute knowledge of best practices and lessons learned towards the design and implementation of Federal and State education policies aimed at improving the quality and accountability of secondary schools.

II. CONSULTANCY OBJECTIVES

- 2.1 The purpose of the consultancy is to develop a detailed qualitative analysis of school factors related to outstanding contribution to student's progress and learning outcomes and of best practices by SEED aimed at monitoring and ensuring education quality and improving school accountability for results in Brazilian secondary education.
- 2.2 The specific objectives are three: (i) to develop and validate a set of qualitative research instruments, one to be applied in schools and –one to be applied at State Secretaries of Education– to gather primary data on school variables and organizational and pedagogical practices as well as on monitoring and accountability instruments and practices by state education authorities; (ii) to apply those instruments in a sample of effective secondary schools of various modalities, in 4 participating Brazilian states; and (iii) to analyze the data, identify and document best practices and draw conclusions and implications for education policies and programs aimed at improving quality and education results in secondary schools.

III. CHARACTERISTICS OF THE CONSULTANCY

- 3.1 **Type of consultancy:** The consulting firm will be hired to carry out all the services required to develop the qualitative evaluation, from the design and validation of instruments, the planning and execution of the field research to the analysis and preparation of reports.
- 3.2 **Duration:** The work should be carried out over a period of six months from the signing of the contract.

- 3.3 **Place of work:** The work will be carried out in Brazil, involving field work and collaboration with four State Secretaries of Education (Acre, Ceará, São Paulo and Paraná) and coordination and technical meetings in São Paulo and Brasília.
- 3.4 **Qualifications:** The prospective consulting firms will need to demonstrate solid academic credentials of the team of researchers to be in charge of the study and a track record of relevant experience in the design and execution of qualitative and quantitative research on education in Brazil. Particular consideration will be given to prior experience with large scale research projects involving school level data gathering and interaction with state and federal education authorities.

IV. ACTIVITIES

- 4.1 The main activities to be carried out as part of the consultancy include:
- a. Design, validation and production of qualitative research instruments, including testing them in public secondary schools prior to launching the field work. In particular, two types of instruments will be developed:
 - i. One focused on gathering information on school variables and pedagogical and organizational practices associated with achieving good educational results (including information about infrastructure, equipment, use of didactic materials, as well as documenting school organization, management and pedagogical practices combining observation and interviews to school principals, teachers, parents and students).
 - ii. Separate instruments will be developed to gather information from State Education Secretaries on organizational management and supervision practices and instruments used to support and monitor schools in improving quality and achieving good results.
 - b. Developing a detailed action plan for the evaluation, including coordination of all field work and school visits with State Education Secretaries and their administrative instances, as required.
 - c. Selection and training of enumerators and their deployment to carry out the field research.
 - d. Conducting the field work simultaneously in 4 states, over a period of 4-6 weeks.
 - e. Coding, systematizing and analyzing all primary data.
 - f. Presentation of main findings and conclusions at a technical workshop with education authorities and practitioners from participating states as well as technical staff from the Bank and counterparts from MEC.

- g. Preparation of preliminary and final reports as described in 5.1 below.

V. REPORTS

- 5.1 The consultancy includes the preparation of three reports:
 - a. A first report, containing the qualitative instruments as well as the detailed action plan and timeframe for carrying out the research project (items 1 and 2 above). This report should be delivered to the Bank within four weeks of signing the contract.
 - b. A preliminary set of reports including a report for each of the four participating states, a common framework for systematizing results across states and a preliminary summary report highlighting the key findings and conclusions as well as areas for further work. These preliminary reports should be sent to the Bank and to the counterpart team from participating SEED and MEC within six weeks of concluding the field research and no later than four months after signing the contract.
 - c. A final report, incorporating comments and suggestions from participants at the technical workshop as well as guidelines and suggestions from the Bank team responsible for coordinating the study. A first draft of the final report will be due within two weeks of the technical workshop. The Bank team will coordinate final comments and suggestions, including those from MEC and participating SEED, and will send them to the lead specialist within 15 days of receiving the draft for incorporation in the final version of the report which will be due within 15 days of receiving the Banks final comments, or no later than six months from signing the contract.

VI. PAYMENTS

- 6.1 Payments to the consulting firm will be made according to the following schedule: (i) an initial payment of 20% within 15 days of signing the contract; (ii) 20% upon approval by the Bank of the first report, including the qualitative research instruments and the detailed action plan; (iii) 30% upon delivery and presentation in the technical workshop of preliminary state and overall summary reports; and (iv) 30% within 15 days of approval by the Bank of the final report.

VII. COORDINATION

- 7.1 The consulting firm will designate a lead specialist who will be responsible for all consultancy activities and who will coordinate with the Bank technical team and with the authorities from MEC and SEED, as required to carry out the activities of this consultancy. In addition, the consulting firm will designate 4 state level coordinators each of whom will be responsible for coordinating the execution of

the field work in each participating state and for providing the necessary inputs for the preparation and presentation of the state preliminary reports.

- 7.2 Supervision of the consultancy will be the responsibility of the Bank, through the task manager of the Bank's Education Division (SCL/EDU).

TERMS OF REFERENCE

PROGRAM COORDINATOR

I. BACKGROUND

- 1.1 The Inter-American Development Bank (IADB), at the request of the Ministry of Education of Brazil (MEC), is developing a school-based study on the determinants of good educational results in Brazilian secondary schools. The objective of the study is to identify effective secondary schools, defined as those with outstanding contribution to the education results of their students and to conduct an in-depth qualitative analysis of organizational, pedagogical, monitoring and evaluation practices in those schools as well as in participating State Secretaries of Education (SEED). The study hopes to contribute knowledge of best practices and lessons learned towards the design and implementation of Federal and State education policies aimed at improving the quality and accountability of secondary schools.

II. CONSULTANCY OBJECTIVES

- 2.1 The purpose of the consultancy is to ensure local coordination of the programs activities in the field. This consultant will provide technical support to the Bank and to national counterparts, both in MEC and participating SEED, and to facilitate day to day coordination and communication between the main partners in the study.

III. CHARACTERISTICS OF THE CONSULTANCY

- 3.1 **Type of consultancy:** National individual consultancy based on qualifications (NICQ). The consultant will be hired to oversee the planning and execution of all study activities, to act as liason between the Bank and study counterparts as required to ensure timely execution of activities and quality of outputs.
- 3.2 **Duration:** The work should be carried out over a period of ten months from the signing of the contract.
- 3.3 **Place of work:** The work will be carried out in Brazil, involving field work and coordination with four State Secretaries of Education (Acre, Ceará, São Paulo and Paraná) as well as coordination and technical meetings in São Paulo and Brasília.
- 3.4 **Qualifications:** The consultant will need to demonstrate solid academic credentials in social sciences, preferably a PhD degree in economics or sociology with strong quantitative and qualitative evaluation skills, and a record of relevant experience in the design and execution applied research in education in Brazil. Particular consideration will be given to prior experience managing large scale research projects, involving both technical and administrative tasks. Fluency in

Portuguese is a must and proficiency in English will also be considered in the selection.

IV. ACTIVITIES

- 4.1 The main activities to be carried out by the consultant include:
- a. Manage the day to day coordination of program activities including necessary coordination with SEEDs and MEC/INEP for the execution of program components.
 - b. Supervision and coordination of the action plan for the field research with both the consulting firm and the national counterparts to ensure the timely execution of activities
 - c. Technical support to the Bank's team, including quality reviews of all intermediate products and providing feedback to the Bank on reports as required.
 - d. Provide support to the Bank's team in the planning, drafting of terms of reference coordinating with national counterparts and contracting of goods and services as required for the execution of technical workshops and seminars.

V. REPORTS

- 5.1 The consultancy includes the preparation of monitoring and progress reports as required by the Bank to ensure timely and high quality execution of the programs outputs. These include, but are not limited to:
- a. *Detailed work plan:* Develop a detailed work plan and timetable for the execution of all program activities within the framework established in the plan Operations. This first report should be sent to the Bank within 30 days of signing the contract.
 - b. *First progress report:* Review and provide specific recommendations to the Bank on the proposal and action plan for the qualitative field work to be prepared by the consulting firm hired for that purpose.
 - c. *Second progress report:* Review and provide early feedback on preliminary and reports to be presented at technical workshops and seminars as an input to the Bank's own technical quality control of study products These progress reports are to be prepared and sent to the Bank within a week of the deadlines for key intermediate products.

- d. Advise and support the Bank's team as required to ensure the timely execution of this program.

VI. PAYMENTS

- 6.1 Payments to the consultant will be made according to the following schedule: (i) an initial payment of 20% upon reception by the Bank of the detailed work plan and timetable mentioned in 5.1 (a); (ii) 20% upon acceptance by the Bank of the second progress report on the action plan for the qualitative field work and approval of the detailed action plan for the qualitative research instruments and the detailed action plan; (iii) 20% upon delivery of the second progress report on preliminary findings and the realization of the technical workshop to present preliminary findings of the qualitative research; (iv) 20% within 15 days of the realization of the National Seminar and the presentation of the final report for the study; and (v) the remaining 20% upon the realization of the International Seminars mentioned in the Plan of Operations.

VII. SUPERVISION

- 7.1 Supervision of the consultant will be the responsibility of the Bank, through the task manager of the Bank's Education Division (SCL/EDU).