Updated Project Information Document (PID)

Project Name: BRAZIL-Bahia Education Project (APL) - Second Phase
Region: Latin America and Caribbean Region
Sector: Primary education (80%); Secondary education (20%)
Theme: Education for all (P); Education for the knowledge economy (P)
Project: P070827
Borrower(s): GOVERNMENT OF THE STATE OF BAHIA
Implementing Agency(ies): SECRETARY OF EDUCATION
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Environment Category: B (Partial Assessment)
Date PID Prepared: June 12, 2003
Auth Appr/Negs Date: January 15, 2003
Bank Approval Date: June 27, 2003

1. Country and Sector Background
Located in the Northeast, one of Brazil’s least developed regions, Bahia is home to an estimated four million people living below the poverty line, more than any other Brazilian state. Enrollment rates at both the primary and secondary levels in Bahia remain lower than the countrywide average, and only four percent of the adult population in Bahia has completed secondary school, creating a serious lack of human capital for the economic development of the state as a whole. The Government of Bahia is committed to raising educational quality and outcomes within the new realities of Brazilian education legislation and finance. The Government of Bahia developed an ambitious education program ("Educar para Vencer") with the objective of providing all Bahians with access to quality basic education.

2. Objectives
The project is the second phase of the Bahia Education Adjustable Program Loan (APL), which seeks to assist the Government of Bahia in its effort to improve the educational system and respond to the demands and needs of the Bahian population. The program complements numerous Government actions and focuses on improving fundamental and secondary school quality, increasing access to secondary schools, and improving system management. The first phase of the 4 5-year (APL) was US$116 million extended over 2.5 years, while the second phase is expected to disburse US$100 million over 3 years. Most activities to be financed by the second phase are a natural continuation of those to be financed in Project I. The development objectives of the Bahia Education Project are to: (a) improve fundamental and secondary school outcomes, as measured by improvements in dropout and promotion rates and student performance on standardized tests; and (b) increase access to secondary school, as measured by an increase in secondary enrollments.

3. Rationale for Bank’s Involvement
The Bank has had the opportunity of developing a well-informed and close familiarity with the key education issues in Brazil. More importantly, over the last few years it has built up a fluent dialogue with the leading education authorities and institutions of Brazil. The Bank has been able to play the role of "honest broker" and "critical friend" in policy dialogue, and provide the continuity and informed cooperation necessary to support the implementation of both development projects and policy reform.
The Bank’s information base is particularly strong with regard to educational issues in the Northeast. Bank-initiated studies and reports that have focused on the Northeast, and especially Bahia as an area of great educational need. Bank education and poverty sector work have facilitated the identification of poverty and regional imbalance issues, which have in turn contributed to the Bahia Education Program’s strategic choices. Experience working with Bahia through federal projects such as Northeast Basic Education III and FUNDESCOLA I has given the Bank a solid basis for project design.

Although World Bank-financed projects in Brazil differ from one another tremendously, all have generated innovation. Lessons learned from these innovations have contributed to the policy dialogue with Bahia, and the preparation of the proposed program. The Bank’s ability to bring experience it gathers from basic education projects in other countries in the region, particularly with regard to the school development process, would also provide a tremendous benefit to the Borrower. The analysis and inclusion of international reform experiences and best practice from such countries would further enrich the development of the Bahia Education Program. The Bank has the ability to serve as a conduit to current innovation and research results emerging from other national and state systems around the world.

4. Description
Through Project 1, the Government of Bahia: (a) provided minimum operation standards to schools in poor municipalities; (b) designed and tested establishment of School Improvement Plans (PDE) in primary schools, secondary schools, and regional offices; (c) initiated the provision of secondary school places through reorganization of the system and some initial construction of classrooms and schools; and (d) designed and implemented interventions to enhance system management (i.e. system-wide assessment of students; selection, training, and certification of school leaders).

Through Project 2, the Government of Bahia will: (a) expand the implementation of PDEs in schools; (b) expand the provision of secondary school places; and (c) consolidate the student assessment and leadership certification systems initiated in Project 1. The following table summarizes the activities completed under Project 1 and those to be implemented under Project 2

**Component 1: Improving School Quality.** It seeks to improve school quality by providing inputs to bring state and municipal primary schools closer to meeting minimum operational standards, and increase school autonomy for state and municipal primary and secondary schools by means of the school development process. Subcomponents: 1.1 Assuring minimum operational standards for schools; 1.2 Supporting the implementation of School Development Plans (PDE); 1.3 Financing School Improvement Projects (PME); 1.4 Implementing Accelerated Classes; 1.5 Expanding Gestar; and, 1.6 Improving Indigenous Education.

**Component 2: Expanding Access.** Its objective is to assist Bahia in meeting the growing demand for secondary education. As overall demand for enrollments within Bahia begins to shift from primary to secondary, an ever increasing number of poor students will gain access to secondary education. As the wealthy in Brazil have always had access to secondary education, the increase in enrollment rates and improvement in completion rates is increasing equity of opportunity. Subcomponent: 2.1 Planning and providing additional school places.

**Component 3: Strengthening Educational Management.** Its objective is to provide increasingly autonomous schools with the institutional environment they need to make timely, relevant and informed decisions to improve student outcomes. This framework includes a more transparent qualification system for school managers, a strengthening of regionally-based school support services, and centrally administered evaluation system which informs political leaders, managers, teachers and parents throughout the public system whether academic standards are being achieved. Institutional strengthening
for project coordination and implementation are also included. Subcomponents: 3.1 Strengthening Educational Assessment, 3.2 Institutional strengthening of Educational Management; 3.3 Financing project management; and, 3.4 Project monitoring and impact evaluation

5. Financing
Source (Total ($US$m))
BORROWER ($40.00)
IBRD ($60.00)
Total Project Cost: $100.00

6. Implementation
The implementation arrangements that are in place for Phase 1 will continue into Phase 2. The Bahia Education Program is expected to be implemented over a 5 year period, from April 2001 (Project 1 effectiveness) through July 2006 (Project 2 closing). Project 1 is expected to close in June 2003, while Project 2 will likely become effective in July 2003.

The SEC Bahia is the principal executing agency for the program. SEC’s main responsibilities include: (a) financial oversight of the program; (b) coordination with line departments, regional offices and external agencies responsible for program activities; (c) coordination with municipal governments participating in the program; and (d) overall monitoring and evaluation activities to ensure program quality and effectiveness. Overall responsibility for program implementation will continue to rest with COPE.

7. Sustainability
The Bahia Education Program is an integral part of a larger education investment plan designed by the state government. Program objectives support government policies and are the product of the consultation process. Political commitment to the Program at the state level, therefore, is high.

8. Lessons learned from past operations in the country/sector
Following the lessons learned from the design and implementation process of the Northeast Basic Education Projects, prior Bank experience in Brazil, sector work, and other international experience, the Bahia Education Program incorporates those aspects that were successful in achieving their intended objectives, avoiding those aspects that, upon evaluation, were deemed incomplete or unattainable. More specifically, the project reflects the following lessons: (i) School Autonomy; (ii) Minimum Operational Standards; (iii) Accelerated Classes for grades 5-8; (iv) Night Schools; and, (v) Student assessment.

9. Environment Aspects (including any public consultation)
Issues: The second phase of the Program will include the construction of 104 classrooms, which is not expected to cause significant negative environmental impacts. The methodology for screening of small infrastructure projects to ensure proper siting and design, followed by proper construction practices, operation and supervision will ensure compliance with OP 4.01. The construction manual has taken into account chance find protocols to comply with OPN 11.03 and has been posted on the website of the implementing agency. Residents near the schools will be consulted during the screening and construction phases of the schools.

The project intends to build one school (with at least 6 classrooms) in the reservation area pertaining to the Tupinambá de Olivença group. In addition the project will provide appropriate and specialized teaching and learning materials for 38 indigenous schools. The project also plans to provide equipment and furniture for 38 indigenous classrooms. A consultative process managed by the Secretary of
Education together with local representatives was held in which the indigenous group expressed their desire for official classroom and schools in their community.

10. List of factual technical documents:


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Note: This is information on an evolving project. Certain components may not be necessarily included in the final project.

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