



<b>1. Project Data:</b>		<b>Date Posted :</b> 08/14/2002	
<b>PROJ ID:</b> P006558		<b>Appraisal</b>	<b>Actual</b>
<b>Project Name:</b> Br- Parana Basic Educ	<b>Project Costs (US\$M)</b>	198.4	224.40
<b>Country:</b> Brazil	<b>Loan/Credit (US\$M)</b>	96	96
<b>Sector(s):</b> Board: ED - Primary education (74%), Tertiary education (16%), Central government administration (5%), Sub-national government administration (5%)	<b>Cofinancing (US\$M)</b>		
<b>L/C Number:</b> L3766			
	<b>Board Approval (FY)</b>		94
<b>Partners involved :</b>	<b>Closing Date</b>	12/31/1999	12/31/2001
<b>Prepared by :</b>	<b>Reviewed by :</b>	<b>Group Manager :</b>	<b>Group:</b>
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**2. Project Objectives and Components**

**a. Objectives**

The project intended to improve the educational attainment of the State of Parana, as defined by increases in student learning and graduation from primary school and would: (a) improve children's and teachers' access to adequate quantities of learning materials; (b) improve teachers' competence in the classroom; (c) provide children in low-income urban areas with physical space adequate for learning; (d) provide school, municipal, and regional level administrators, with tools, skills and incentives to improve management practices and take new responsibilities; and (e) achieve greater equity between state and municipal school systems in terms of spending per student and the availability of essential educational inputs.

**b. Components**

In support of Parana's efforts to administer the first four years of primary school in partnership with municipalities, project investments were directed to the state education system and to those municipalities in partnership agreements with the state. Thus, the project consisted of the following components: (a) instructional materials (US\$75 million); (b) teacher training (US\$27.1 million); (c) school upgrading and expansion of access (US\$75.4 million); (d) institutional development (US\$18 million); and (e) project evaluation and impact studies (US\$27.1 million).

**c. Comments on Project Cost, Financing and Dates**

The project received an extension of two years and was fully disbursed.

**3. Achievement of Relevant Objectives:**

Objectives were mostly achieved. The project has resulted in improved access to adequate physical space, educational materials, and training opportunities for teachers and managers, particularly in the state school system.

More specifically:

**Instructional materials**. Every child in grades 1-8 received a set of textbooks of acceptable quality at the beginning of the school year, providing about 24 million textbooks in 1995-2001. (SAR target was 20.2 million.) Around 2,056 state-supported schools received a standardized package of educational materials, and 522 state schools received project funds to improve their library. Teachers were trained in materials use. Libraries were enriched in 90% of schools with grades 1-8, partly through book fairs, where school staff chose books; About 4000 schools, including 2000 municipal schools, participated in these events; 118 low-income municipalities became eligible to receive state transfers for maintenance costs and basic education development.

**Teacher training**. Around 295,000 participants were trained (vs. 93,500 estimated at appraisal; most professionals involved in more than one event). A monitoring unit was established for teacher training.

**School upgrading and expansion of access**. A total of 804 classrooms were built in 94 schools, representing 70% of appraisal estimates. Cost per classroom averaged 30% lower than appraisal estimates, and school facilities directly benefited 31,330 students, mainly in periurban areas where space was inadequate.

**Institutional development**. A project coordination unit was created, a financial and physical management system was developed and established by a specialized firm, and monitoring system was developed. The management information system led to an institutionalization of evaluation and quantitative assessment, as well as considerable

capacity for sophisticated analyses .

**Development of assessment capacity** . A student assessment system was developed, and assessment tests were applied in 1995, 1996, 1997, and 2000 in grades 4 and 8, in Portuguese, math, and science . The test evolved to enable multi-year comparisons. However, development took longer than planned, and test use for policy purposes has been slow.

**Development of an integrated and decentralized information system** . The project supported structuring and developing an integrated management information system to support school information as well as assessment . About 3,056 computers were delivered to 1445 state schools, educationally appropriate software was installed, and staff were trained. Despite delays, information can now be obtained from schools by computer . Fundamental quality indicators were defined for transferring state schools to municipalities, and technical assistance given to all those involved.

**Evaluation studies** . Several studies were carried out, and their results were utilized in policy formulation .

#### 4. Significant Outcomes/Impacts:

Four-year cycles with automatic promotion within a cycle were instituted throughout Brazil to help students graduate, and the strategy was implemented in Parana as well. In grades 1-4, promotion rates in Parana were increased from 74-76% in 1990 to 87% in 1999 in municipal schools and to 94% in state schools. In grades 5-8, promotion rates increased from 64% in 1990 to 83% in 1999. Age-grade distortion decreased from 45% of total enrolled students in 1996 to 31% in 1999. The percentage of students reaching 5th grade with a maximum of one repetition rose from 45% in 1990 to 60% in 1999. The percentage of students promoted from grade 4 (end of an automatic promotion cycle) to grade 5 reached 89%. About 274,000 teachers were trained, and efforts were made to provide effective training. About 24 million textbooks were distributed, and every child in grades 1-8 received a set of textbooks in the beginning of the school year. Schools chose the textbooks. The quality of books and adequacy of the purchasing process were recognized and appreciated by many staff. . The government showed high commitment, followed the project closely, and made available the necessary funds for its completion. The first four grades were largely turned over to municipal control, though the less developed municipalities were not always ready to receive the schools. Per-student expenditures in municipalities rose with civil works and federal support.

#### 5. Significant Shortcomings (including non-compliance with safeguard policies):

In the state of Parana, scores were stable between 1997 and 1999 but deteriorated between 1999 and 2001. However, based on assessment results, the project emphasized instruction in areas of deficiency. It is unclear to what extent the reduced repetition rates were due automatic promotion vs. improved quality of instruction. According to one study, students in the four-year automatic promotion cycle involving grades 1-4 had difficulties keeping up with the work of grade 5.

6. Ratings:	ICR	OED Review	Reason for Disagreement /Comments
<b>Outcome:</b>	Satisfactory	Satisfactory	
<b>Institutional Dev.:</b>	Substantial	Substantial	
<b>Sustainability:</b>	Likely	Likely	
<b>Bank Performance:</b>	Satisfactory	Satisfactory	
<b>Borrower Perf.:</b>	Satisfactory	Satisfactory	
<b>Quality of ICR:</b>		Satisfactory	

NOTE: ICR rating values flagged with '\*' don't comply with OP/BP 13.55, but are listed for completeness.

#### 7. Lessons of Broad Applicability:

- Improving the quality of basic education requires strong and sustained commitment from top levels of the state administration and substantial financial resources on a continuous basis.
- Decentralization of primary education to municipal levels does not automatically promote better quality. The weaker municipalities may be unable to supervise the schools that they receive, and thus the poorer schools may be in increased danger of low performance.
- Regular quantitative assessment of student learning is essential for the evaluation of educational policies. Training of qualified staff makes it possible to institutionalize high-level analytic skills.

**8. Assessment Recommended?**  Yes  No

#### 9. Comments on Quality of ICR:

The ICR is clear and detailed, but does mention a crucial fact, i.e. that the impressive increase in promotion rates is due (to an unknown extent) to automatic promotion between grades 1-4, and 5-8. This all-important detail is only mentioned in annex 11.