



Ministério da Educação
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Ofício Nº 2371/2024/ASPAR/GM/GM-MEC

A Sua Excelência o Senhor
Deputado LUCIANO BIVAR
Primeiro-Secretário da Câmara dos Deputados
Palácio do Congresso Nacional, Edifício Sede, Sala 27
70160-900 Brasília/DF

Assunto: Requerimento de Informação nº 1.205/2024 – Comissão de Educação da Câmara dos Deputados.

Senhor Primeiro-Secretário,

Cumprimentando-o cordialmente, em atenção ao Ofício 1ªSec/RI/E/nº 73/2024, de 13 de maio de 2024, que versa sobre o Requerimento de Informação em epígrafe, encaminho a documentação anexa contendo as informações prestadas pela Secretaria de Educação Básica – SEB acerca do "andamento do acordo firmado com o Banco Mundial para investimento no Novo Ensino Médio".

Atenciosamente,

CAMILO SOBREIRA DE SANTANA
Ministro de Estado da Educação

Anexos: I - Nota Técnica nº 166/2024/DPDI/SEB/SEB (4891420); e
II - Segundo Termo Aditivo do Acordo de Empréstimo nº 8812-BR - Programa e nº 8813-BR - Projeto (4879312).



Documento assinado eletronicamente por **Camilo Sobreira de Santana, Ministro de Estado da Educação**, em 11/06/2024, às 18:42, conforme horário oficial de Brasília, com fundamento da Portaria nº 1.042/2015 do Ministério da Educação.



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Ministério da Educação

Nota Técnica nº 166/2024/DPDI/SEB/SEB

PROCESSO Nº 23123.003056/2024-19

INTERESSADO: COMISSÃO DE EDUCAÇÃO DA CÂMARA DOS DEPUTADOS

ASSUNTO

Requerimento de Informação nº 1.205, de 2024, da Comissão de Educação da Câmara dos Deputados.

1. REFERÊNCIAS

- 1.1. Lei nº 9.394, de 20 de dezembro de 1996.
- 1.2. Lei nº 13.415, de 16 de fevereiro de 2017.
- 1.3. Acordo de Empréstimo nº 8812-BR e nº 8813-BR, firmado entre a União e o Banco Internacional para a Reconstrução e Desenvolvimento (BIRD), assinado em 24 de maio de 2018.

2. SUMÁRIO EXECUTIVO

2.1. A presente Nota Técnica tem por finalidade responder ao Requerimento de Informação nº 1.205, de 2024 (SEI 4864658), de autoria da Comissão de Educação da Câmara dos Deputados, que solicita informações acerca do "andamento do acordo firmado com o Banco Mundial para investimento no Novo Ensino Médio".

3. PROJETO DE APOIO À IMPLEMENTAÇÃO DO NOVO ENSINO MÉDIO

3.1. A Coordenação-Geral de Ensino Médio (COGEM/DPDI/SEB/MEC) informa que, no âmbito da Política Nacional para a etapa do ensino médio nas escolas públicas, o Ministério da Educação (MEC) fomenta Programas e ações em apoio à implementação do Ensino Médio, atendendo ao preconizado pela Lei nº 9.394, de 20 de dezembro de 1996 (LDB), pela Lei nº 13.415, de 16 de fevereiro de 2017, e, também, pela Lei nº 13.005, de 25 de junho de 2014 (PNE).

3.2. A Reforma do Ensino Médio, estabelecida pela Lei nº 13.415/2017, conta também com o apoio do Banco Internacional para Reconstrução e Desenvolvimento – BIRD, por meio do Acordo de Empréstimo nº 8812-BR e 8813-BR, firmado em 24 de maio de 2018, entre a República Federativa do Brasil e BIRD, no valor de US\$ 250 milhões, por meio do Projeto de Apoio à Implementação do Novo Ensino Médio, que estão distribuídos em dois componentes:

a) Componente 1 - nº 8812-BR: PforR no Valor de US\$ 221 milhões - Composto por Programas Orçamentários e Ações do Plano Plurianual (PPA) previamente selecionados e acordados, vinculados a uma parte do orçamento do MEC à resultados educacionais, o que induz a continuidade do Programa nas transições de gestão, e por Indicadores Vinculados a Desembolsos relacionados com os objetivos do Programa que condicionam os desembolsos em função do cumprimento de metas.

b) Componente 2 - nº 8813-BR no valor de US\$ 29 milhões - Consiste em apoiar a implementação da Reforma do Ensino Médio, por meio de um conjunto de assistências técnicas, fortalecendo a capacidade institucional do MEC e SEE's para assegurar a correta implementação da Reforma do Ensino Médio.

3.3. Os Objetivos de Desenvolvimento do Projeto (ODP) são: (I) fortalecer a capacidade das secretarias estaduais de educação de implementar a reforma do ensino médio, priorizando as escolas vulneráveis; (II) apoiar a expansão do Programa de Escolas de Tempo Integral no território brasileiro e (III) apoiar a resposta à pandemia de COVID-19 no setor da educação.

4. REQUERIMENTO DE INFORMAÇÃO Nº 1.205, DE 2024, DA COMISSÃO DE EDUCAÇÃO DA CÂMARA DOS DEPUTADOS.

4.1. Em atenção ao Despacho nº 2110/2024/CHEFIA/GAB/SEB/SEB-MEC (SEI 4866795), que encaminhou o Ofício nº 1677/2024/ASPAR/GM/GM-MEC (SEI 4864667), da ASPAR, que envia o Requerimento de Informação nº 1.205, de 2024 (SEI 4864658), de autoria da Comissão de Educação da Câmara dos Deputados, que solicita informações acerca do "andamento do acordo firmado com o Banco Mundial para investimento no Novo Ensino Médio".

4.2. Visando cumprir o que determina a Constituição Federal e a [Portaria MEC nº 255, de 27 de março de 2024](#), esta Coordenação-Geral de Ensino Médio apresenta a manifestação quanto aos itens do Requerimento de

competência da Secretaria de Educação Básica.

4.3. Cada pergunta do Requerimento de Informação está respondida de **forma individual e organizada item a item.**

1- Considerando que o contrato foi celebrado em 2018, quais foram as metas firmadas no acordo com o Banco Mundial e quais delas já foram alcançadas? Solicito que sejam fornecidas informações detalhadas sobre todas as metas já alcançadas e o panorama de resultado de todas as metas a serem cumpridas.

4.4. No âmbito do Componente 1 do Projeto, os fundos são desembolsados em Dólares dos Estados Unidos em conta designada pelo Mutuário, sob gestão da Secretaria do Tesouro Nacional, com base nos Indicadores Vinculados a Desembolso (IVD) alcançados. O valor total do componente 1 é desembolsado em função dos IVDs atingidos e comprovados pelo MEC.

Quadro 1 - Sumário dos Indicadores de Desembolso (IVD) alcançados e Desembolsados (até maio de 2024).

IVD	Período	Metas	Realizado	Período realizado	Valor Desembolsado US\$
IVD 1 Portaria do NEM que regula o apoio à Reforma do Ensino Médio.	2018	META ÚNICA - Documento publicado e divulgado que estabelece diretrizes, parâmetros para participação.	Portaria nº 649, de 10 de julho de 2018, publicada em 11 de julho de 2018 no Diário Oficial da União.	2018	15 milhões
IVD 2 Número de estados que assinaram, formalmente, os Termos de Compromisso da Portaria do NEM.	2018	META 1 - 20 unidades federativas que assinaram formalmente o Termo de Compromisso do Programa NEM.	20 unidades federativas que assinaram, formalmente, o Termo de Compromisso do Programa NEM: Acre, Alagoas, Amazonas, Amapá, Bahia, Espírito Santo, Goiás, Maranhão, Minas Gerais, Mato Grosso do Sul, Mato Grosso, Pará, Pernambuco, Piauí, Rio Grande do Norte, Rio Grande do Sul, Roraima, Santa Catarina, Sergipe e Tocantins.	2018	10 milhões
	2019	META 2 - 5 unidades federativas que assinaram, formalmente, o Termo de Compromisso do Programa NEM.	7 unidades federativas que assinaram, formalmente, o Termo de Compromisso do Programa NEM: Ceará, Distrito Federal, Paraíba, Paraná, Rio de Janeiro, Rondônia e São Paulo.	2020	2,5 milhões
IVD 4 Número de estados que têm os seus currículos adaptados para o NEM, validados e publicados por cada estado.	2019	META 1 - 10 estados com currículos adaptados ao Novo Ensino Médio.	10 estados com currículos adaptados para o NEM, validados e publicados: Amapá, Distrito Federal, Espírito Santo, Minas Gerais, Mato Grosso do Sul, Mato Grosso, Paraíba, Pernambuco, Santa Catarina e São Paulo.	2021	10 milhões
	2020	META 2 - 15 estados com currículos adaptados ao Novo Ensino Médio.	05 estados com currículos adaptados para o NEM, validados e publicados: Amazonas, Paraná, Piauí, Roraima e Sergipe.	2021	5 milhões
	2021	META 3 - 25 estados com currículos adaptados ao Novo Ensino Médio.	10 estados com currículos adaptados para o NEM, validados e publicados: Acre, Bahia, Ceará, Goiás, Maranhão, Pará, Rio de Janeiro, Rio Grande do Norte, Rio Grande do Sul e Rondônia.	2022	10 milhões

IVD 6 Número de Estados com escolas em Pilotos de Implementação do NEM.	2019	META 1 – 10 estados com escolas em Pilotos de Implementação do NEM.	22 estados com escolas em Pilotos de Implementação do NEM: AC, AL, AM, BA, CE, DF, ES, GO, MA, MG, MS, MT, PA, PB, PI, RJ, RN, RO, RS, SE, SP e TO.	2022	10 milhões
	2020	META 2 – 20 estados com escolas em Pilotos de Implementação do NEM.			10 milhões
IVD 7 Número de estados cujos Planos de Implementação do EMTI revisados foram aprovados pelo MEC.	2018	META ÚNICA - 25 UF com planos de implementação do EMTI aprovados.	27 UF com os Planos de Implementação do EMTI analisados e aprovados pelo MEC.	2018	15 milhões
IVD 8 Avaliação e ajustes do Programa EMTI foram realizados.	2018	META 1 - Pré-avaliação concluída do Programa EMTI.	Pré-avaliação do Programa EMTI realizada e relatório com resultados concluídos.	2020	10 milhões
IVD 9 Porcentagem de metas chave acordadas do processo EMTI alcançada por estados tais como incluídas em seus Planos de Implementação de EMTI.	2018	META 1 - 45% das metas chaves do EMTI alcançadas.	25 estados alcançaram a meta de 60% ou mais do total de metas acordadas do Programa EMTI. Resultando em 93% do total dos estados conseguiram comprovar as metas operacionais.	2021	5 milhões
	2019	META 2 - 60% das metas chaves do EMTI alcançadas.			15 milhões
	2020	META 3 - 75% das metas chaves do EMTI alcançadas.			10 milhões
IVD 11 Número de estados que receberam livros e materiais didáticos em conformidade com o Marco Legal do NEM.	2021	META 1: 25 Estados receberam obras didáticas de "Projeto de Vida" e "Projetos Integradores, em conformidade com o Marco Legal NEM.	25 Estados receberam obras didáticas de "Projeto de Vida" e "Projetos Integradores: AC, AL, AM, AP, BA, CE, DF, ES, MA, MG, MS, MT, PA, PB, PE, PI, PR, RJ, RN, RO, RR, RS, SC, SE e SP.	2022	12,5 milhões
	2022	META 2: 25 Estados receberam obras didáticas por área do conhecimento e Obras didáticas específicas destinadas aos estudantes e professores, em conformidade ao Marco Legal do NEM.	25 Estados receberam obras didáticas por área do conhecimento e Obras didáticas específicas: AC, AL, AM, AP, BA, CE, DF, ES, MA, MG, MS, MT, PA, PB, PE, PI, PR, RJ, RO, RR, RS, SC, SE, SP e TO.	2023	12,5 milhões
IVD 12 Publicação de matrizes de avaliação do novo ENEM de acordo com o Marco Legal do NEM.	2021	META 1: Um grupo de trabalho para a elaboração das matrizes de avaliação do novo ENEM é criado e seu trabalho publicado.	Grupo de trabalho (GT) criado e Portaria publicada (Portaria MEC nº 411, de 17 de junho 2021, com atualização dada pela Portaria nº 557, de 22 de julho de 2021). Foram realizadas 10 reuniões do Grupo de Trabalho (GT) em 2021 e 2022, e seu trabalho publicado.	2022	12,5 milhões
IVD 13 Medidas implementadas pelo MEC para responder à crise da COVID.	2021	META 1: Implementação de: (I) protocolos de saúde para a reabertura segura das escolas, (II) painel para monitorar o contexto da pandemia nas escolas e a evolução de cada estado.	(I) Protocolos elaborados, disseminados e disponibilizados e (II) painel de monitoramento disponibilizado (https://painelcovid-seb.mec.gov.br).	2022	10 milhões
	2022	META 2: Fornecer aos Estados (I) apoio técnico e	(I) Programa de Inovação Educação Conectada (PIEC) com 27 UF apoiadas.	2022	5 milhões

	financeiro para melhorar a conectividade escolar.		
Total US\$			180.000.000,00

Quadro 2: Novos Indicadores Vinculados a Desembolso (IVD) e previsão de desembolso para 2024.

IVD	Metas	Valor milhões	Previsão de Desembolso
13	Medidas implementadas pelo MEC para responder à crise da COVID. Meta 1 (III) divulgação de estratégias para recuperar a aprendizagem perdida e trazer os alunos de volta à escola.	US\$ 5.000.000	Novembro de 2024
14	Divulgação dos resultados da Pesquisa Novo Ensino Médio, realizada com alunos, professores e gestores escolares sobre a experiência de implementação da reforma do Ensino Médio no país. Este novo DLI monitora a percepção e avalia os desafios enfrentados pelas escolas públicas sobre a implementação da reforma. Esta pesquisa contribuirá para o aprimoramento da gestão da política nacional de ensino médio.	US\$ 7.500.000	Alcançado. Previsão de desembolso maio/2024
15	Legislação do MEC que institucionaliza a reestruturação da política nacional de ensino médio. O MEC altera os normativos e redefine orientações curriculares com base na reestruturação da política. Este novo DLI monitorará os novos normativos sobre: I) carga horária; II) organização curricular – parte flexível; III) educação profissional e tecnológica (EPT) e IV) educação híbrida. Fornece apoio técnico aos estados para o processo de elaboração dos planos de ação em consonância com a reestruturação da política.	US\$ 10.000.000	agosto de 2024
16	Fortalecimento da conectividade nas unidades escolares através do fornecimento de equipamentos necessários que viabilizem uma educação híbrida para promover estratégias de recuperação de aprendizagem - centros de mídia e kits escolares; Meta 1) 20 estados com núcleos de inovação instalados com equipamentos necessários para ofertar ensino híbrido (US\$ 7.9475 milhões) Meta 2) 1.486 escolas vulneráveis (INSE I, II e III) com kits escolares fornecidos necessários para ofertar ensino híbrido (US\$ 10 milhões).	US\$ 7.947.500	Meta 1 setembro de 2024
		US\$ 10.000.000	Meta 2 novembro de 2024
Total - US\$		40.447.500	

2- A atual gestão do Ministério da Educação, no Governo de transição, recebeu um plano de ação para o cumprimento das metas restantes? Caso positivo, solicitamos o envio deste documento.

4.5. Com relação a atual gestão, nos dias 27 a 29 de março e 03 a 04 de abril de 2023 foi realizada no Ministério da Educação a missão de supervisão do Projeto, com representantes da nova gestão e integrantes do BIRD. A agenda teve como objetivos: (I) apoiar a implementação das atividades e ações dos componentes e resultados do projeto; (II) acompanhar e apoiar os processos de aquisições; (III) acompanhar e apoiar a gestão financeira do projeto; (IV) acompanhar o desenvolvimento dos planos de gestão social e ambiental e (V) discutir a proposta de reestruturação do projeto. Na ocasião, a Unidade de Gestão de Projetos (UGP) apresentou o status financeiro, de aquisições, social e ambiental, bem como o planejamento para o cumprimento e desembolso dos IVDs faltantes. Foram, ainda, apresentados os desafios e gargalos para a execução do Projeto. Durante a missão, discutiu-se algumas propostas iniciais da reestruturação e a prorrogação do Acordo de Empréstimo, tendo como justificativa a Consulta Pública para a avaliação e reestruturação da política nacional do Ensino Médio (Portaria MEC 399/2023), com a finalidade de coletar subsídios para a tomada de decisão do MEC acerca dos atos normativos que regulamentam o Novo Ensino Médio. Nesse contexto, o MEC tem empreendido esforços em prol da superação de alguns gargalos na execução de algumas ações previstas no Acordo de Empréstimo nº 8812/BR e 8813/BR.

3- A atual gestão do Ministério da Educação formulou, adequou ou alterou o plano de ação para o cumprimento das metas restantes? Caso positivo, favor enviar o novo plano e/ou as alterações realizadas.

4.6. Em novembro de 2023, foi encaminhado à Secretaria de Assuntos Internacionais e Desenvolvimento – SEAID a segunda solicitação de alterações no Acordo de Empréstimo nº 8812-BR e nº 8813-BR. O pleito teve o propósito de permitir as alterações nos arranjos de implementação da operação e na tabela de desembolso do Projeto, com a finalidade de adaptar a matriz de resultados e as atividades de suporte à implementação no contexto do processo de consulta pública e avaliação e reestruturação da Política Nacional de Ensino Médio e prorrogar por mais um ano o Projeto, permanecendo as alocações dos recursos financeiros para o Componente 1 inalterada, e com alterações as alocações dos recursos financeiros para o Componente 2.

4.7. A reestruturação do Projeto de Suporte à Reforma do Ensino Médio foi justificada pela necessidade de estender o Projeto, adaptar a matriz de resultados e as atividades de suporte à implementação no contexto do

processo de consulta pública e avaliação e reestruturação da política nacional de ensino médio, conforme Portaria MEC nº 399/2023.

4.8. As alterações realizadas estão listadas abaixo:

Proposta de IVDs a serem retirados (Valor total: US\$27,5 milhões)

a) **DLR 4 do IVD 8 (IRI 16.1, US\$ 15,0 milhões).** O IVD 8 é relativo às avaliações e ajustes do programa de EMTI. **O IVD 8 foi parcialmente alcançado em 2019 (DLR 1)** quando a pré-avaliação foi concluída satisfatoriamente. Uma vez que a realização do DLR 4 (*uma análise rigorosa dos processos, produtos e resultados do programa EMTI é realizada e as melhores práticas para apoiar sua implementação são disseminadas*) depende da implementação do Componente 2, **este IVD será descartado, mas permanecerá como IRI observando a complexidade relacionada à sua implementação.**

b) **DLR 5 do IVD 12 (IRI 3.3, US\$ 12,5 milhões).** O IVD 12 é o Novo Modelo de Avaliação do ENEM alinhado à Reforma do Ensino Médio aprovado e implantado. O DLR 4 foi alcançado quando o grupo de trabalho para a elaboração das matrizes de avaliação do novo ENEM foi criado e seus trabalhos publicados em 2022. **O DLR 5 (São publicadas as matrizes de avaliação do novo ENEM) não está previsto para ser concluído antes de 2024, portanto este DLR será descartado.**

Proposta de IVDs a serem revisados (Valor total: US\$12.9475 milhões)

c) **DLR 4 e 5 do IVD 13 (IRI 1.16, US\$ 27,9475 milhões).** O IVD 13 (*Medidas implementadas pelo MEC para responder à crise da COVID*) foi parcialmente alcançado em 2022.

d) **O DLR 4 foi parcialmente alcançado em 2022 (US\$ 10 milhões desembolsados),** quando o MEC entregou (I) protocolos de saúde para a reabertura segura das escolas, (II) painel para monitorar o contexto e o andamento de cada estado. No entanto, (III) a disseminação de estratégias para a recuperação da aprendizagem perdida para trazer os alunos de volta à escola prevista no DLR4 ainda não foi alcançada (**US\$ 5 milhões não desembolsados**). A reestruturação mudará a meta final do DLR 4 para 2024.

e) **O DLR 5 também foi parcialmente alcançado (US\$ 5 milhões desembolsados)** quando o MEC forneceu aos Estados (I) apoio técnico e financeiro para melhorar a conectividade escolar. A segunda meta (II) do DLR 5 (*equipamentos necessários para oferecer educação a distância e híbrida - centros de mídia e kits escolares, US\$ 7,9475 milhões não desembolsados*) será atrelada ao avanço da conectividade escolar e deste modo será criado um novo IVD. **A reestruturação deletará o DLR e os recursos serão alocados em um novo IVD.**

Proposta de IVDs a serem adicionados (Valor total: US\$35.447.500,00)

f) **IVD 14 (US\$ 7.5 milhões):** divulgação dos resultados da Pesquisa Novo Ensino Médio, realizada com alunos, professores e gestores escolares sobre a experiência de implementação da reforma do Ensino Médio no país. Este novo DLI monitora a percepção e avalia os desafios enfrentados pelas escolas públicas sobre a implementação da reforma. Esta pesquisa contribuirá para o aprimoramento da gestão da política nacional de ensino médio.

g) **IVD 15 (US\$ 10 milhões):** legislação do MEC que institucionaliza a reestruturação da política nacional de ensino médio. O MEC altera os normativos e redefine orientações curriculares com base na reestruturação da política. Este novo DLI monitorará os novos normativos sobre: I) carga horária; II) organização curricular – parte flexível; III) educação profissional e tecnológica (EPT) e IV) educação a distância. Fornece apoio técnico aos estados para o processo de elaboração dos planos de ação em consonância com a reestruturação da política.

h) **IVD 16 (US\$ 17.9475 milhões):** fortalecimento da conectividade nas unidades escolares através do fornecimento de *equipamentos necessários que viabilizem uma educação híbrida* para promover estratégias de recuperação de aprendizagem – *núcleos de inovação e kits escolares*; I) 20 estados com centros de mídia instalados com equipamentos necessários para ofertar ensino híbrido (**US\$ 7.9475 milhões**) II) **1.487 escolas vulneráveis** (INSE I, II e III) com kits escolares fornecidos necessários para ofertar ensino híbrido (**US\$ 10 milhões**).

4 - De acordo com o plano de ação, qual a expectativa de cumprimento das metas e recebimento dos repasses nos próximos 3 (três) anos?

4.9. A reestruturação realizada em dezembro de 2023 prorrogou o prazo de encerramento do Projeto por 1 (um) ano, com encerramento para o dia 31 de dezembro de 2024.

4.10. O cumprimento dos IVDs e previsão dos desembolsos faltantes estão explicitados no quadro abaixo.

IVD	Metas	Valor - milhões	Previsão de Desembolso
13	Medidas implementadas pelo MEC para responder à crise da COVID. Meta 1 (III) divulgação de estratégias para recuperar a aprendizagem perdida e trazer os alunos de volta à escola.	US\$ 5.000.000	novembro de 2024
14	Divulgação dos resultados da Pesquisa Novo Ensino Médio, realizada com alunos, professores e gestores escolares sobre a experiência de implementação da reforma do Ensino Médio no país. Este novo DLI monitora a percepção e avalia os desafios enfrentados pelas escolas públicas sobre a implementação da reforma. Esta pesquisa contribuirá para o aprimoramento da gestão da política nacional de ensino médio.	US\$ 7.500.000	Alcançado. Previsão de desembolso maio/2024
15	Legislação do MEC que institucionaliza a reestruturação da política nacional de ensino médio. O MEC altera os normativos, e redefine orientações curriculares com base na reestruturação da política. Este novo DLI monitorará os novos normativos sobre: I) carga horária; II) organização curricular – parte flexível; III) educação profissional e tecnológica (EPT) e IV) educação a distância. E fornece apoio técnico aos estados para o processo de elaboração dos planos de ação em consonância com a reestruturação da política.	US\$ 10.000.000	agosto de 2024
16	Fortalecimento da conectividade nas unidades escolares através do fornecimento de equipamentos necessários que viabilizem uma educação híbrida para promover estratégias de recuperação de aprendizagem - centros de mídia e kits escolares; Meta 1) 20 estados com núcleos de inovação instalados com equipamentos necessários para ofertar ensino híbrido (US\$ 7.9475 milhões) Meta 2) 1.486 escolas vulneráveis (INSE I, II e III) com kits escolares fornecidos necessários para ofertar ensino híbrido (US\$ 10 milhões).	US\$ 7.947.500	Meta 1 setembro de 2024
		US\$ 10.000.000	Meta 2 novembro de 2024
Total - US\$		40.447.500	

5- Caso não haja um plano de ação ou caso a atual gestão não tenha interesse neste acordo firmado com o Banco Mundial, favor enviar o ato motivado para a descontinuação deste investimento ou uma justificativa circunstanciada para análise.

4.11. Como citado acima, em novembro de 2023 foi encaminhado à Secretaria de Assuntos Internacionais e Desenvolvimento – SEAD, a segunda solicitação de alterações no Acordo de Empréstimo nº 8812-BR e nº 8813-BR. O pleito teve o propósito de permitir as alterações nos arranjos de implementação da operação e na tabela de desembolso do projeto, com a finalidade de adaptar a matriz de resultados e as atividades de suporte à implementação no contexto do processo de Consulta Pública e avaliação e reestruturação da política nacional de ensino médio e prorrogar por mais um ano o projeto, permanecendo as alocações dos recursos financeiros para o Componente 1 inalterada, e com alterações as alocações dos recursos financeiros para o Componente 2.

4.12. A reestruturação do Projeto de Suporte à Reforma do Ensino Médio foi justificada pela necessidade de estender o Projeto, adaptar a matriz de resultados e as atividades de suporte à implementação no contexto do processo de Consulta Pública e avaliação e Reestruturação da Política Nacional de Ensino Médio, conforme Portaria MEC nº 399/2023.

4.13. Na solicitação citada o prazo de encerramento do Projeto foi prorrogado por 1 (ano) ano, até 31 de dezembro 2024, considerando: (I) nova gestão de governo/MEC; (II) suspensão do cronograma de implementação da reforma, conforme Portaria 627/2023; (III) a conclusão e os apontamentos da consulta pública para a avaliação e reestruturação da política nacional de Ensino Médio; (IV) a realização das principais atividades relacionadas à implementação da Reforma e (V) a reorganização das estratégias para atender e apoiar o atual cenário da política nacional do ensino médio.

4.14. Em anexo, encaminhamos o documento do segundo termo aditivo do Acordo de Empréstimo nº 8812-BR (Programa) e nº 8813-BR (Projeto) (SEI 4879312), firmado entre a República Federativa do Brasil e o Banco Internacional para Reconstrução e Desenvolvimento (BIRD), para conhecimento.

5. CONCLUSÃO

5.1. Diante do exposto, são essas as considerações da Secretaria de Educação Básica - SEB, ouvida a Diretoria de Políticas e Diretrizes da Educação Integral Básica - DPDI, a respeito do Requerimento de Informação 1.205, de 2024, da Comissão de Educação da Câmara dos Deputados.

À consideração superior.

VALDIRENE ALVES DE OLIVEIRA

ALEXSANDRO DO NASCIMENTO SANTOS
Diretor de Políticas e Diretrizes da Educação Integral Básica

De acordo. Encaminhe-se.

KÁTIA HELENA SERAFINA CRUZ SCHWEICKARDT
Secretária de Educação Básica



Documento assinado eletronicamente por **Alexsandro do Nascimento Santos, Diretor(a)**, em 14/05/2024, às 12:17, conforme horário oficial de Brasília, com fundamento da Portaria nº 1.042/2015 do Ministério da Educação.



Documento assinado eletronicamente por **Valdirene Alves de Oliveira, Coordenador(a)-Geral**, em 14/05/2024, às 17:11, conforme horário oficial de Brasília, com fundamento da Portaria nº 1.042/2015 do Ministério da Educação.



Documento assinado eletronicamente por **Katia Helena Serafina Cruz Schweickardt, Secretário(a)**, em 16/05/2024, às 16:24, conforme horário oficial de Brasília, com fundamento da Portaria nº 1.042/2015 do Ministério da Educação.



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December 21, 2023

His Excellency
Mr. Fernando Haddad, Minister
Ministry of Finance - MF
c/o Procuradoria-Geral da Fazenda Nacional - PGFN
Esplanada dos Ministérios, Bloco "P" - 8º andar
70048-900 Brasília, DF
Brazil
E-mail: apoiocof.df.pgfn@pgfn.gov.br

His Excellency
Mr. Camilo Sobreira de Santana
Ministry of Education - MEC
Secretaria da Educação Básica
Esplanada dos Ministérios - Bloco L - 5º andar
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Brazil
E-mail: gabinete-seb@mec.gov.br

*Re: Loan Number No 8812-BR and 8813-BR
Support to the Upper Secondary Education Reform Operation
(Projeto de Apoio à Implementação do Novo Ensino Médio)
Second Amendment of the Loan Agreement*

Excellency,

We refer to the Loan Agreement (the “Loan Agreement”) entered between the Federative Republic of Brazil (the “Borrower”) and the International Bank for Reconstruction and Development (the “Bank”), dated May 24, 2018, and amended and restated on March 15, 2022, for the above-captioned Project (the “Project”). Please note that capitalized terms used in this letter (the “Amendment Letter”) not defined herein have the meaning ascribed to them in the Loan Agreement.

We also refer to: (i) the Technical Group of the Committee for External Financings’ (GTEC/COFIEIX) Recommendation No. 43, dated December 6, 2023; (ii) PGFN’s approval through *Parecer* SEI Nº 5227/2023/MF, dated December 20, 2023; and (iii) letter *Ofício* No 5682/2023/ASTEC/GM/GM-MEC, dated November 14, 2023, requesting, *inter alia*: (i) an extension of the closing date for 12 (twelve) months; (ii) changes to Component 2 of the Project; (iii) changes in the disbursement table; and (iv) a partial cancellation of the amount allocated under the Project (Category 11 of the Disbursement Table), in the amount of nineteen million three hundred fourteen thousand two hundred seventy-three Dollars (US\$ 19,314,273).

We are pleased to inform you that the Bank agrees to the proposed changes and to amend the Loan Agreement as follows:

1. Article 3.01 of the Legal Agreement is hereby amended to read in its entirety as follows:

The Borrower declares its commitment to the objectives of the Operation. To this end, the Borrower shall carry out the Operation through MEC, with the assistance of the FNDE, the SEEs, and the Public Schools for activities under the Operation that falls under their administrative jurisdiction, as follows: (i) FNDE, within its legal mandate, to carry out selected activities under Parts 1 and 2 of the Operation; (ii) SEEs to carry out selected activities under Parts 1 and 2 of the Operation; (iii) Public Schools to carry out selected activities under Parts 1 and 2 of the Operation; all in accordance with the provisions of Article V of the respective General Conditions, and the Relevant Commitment Agreements.

2. Part 1(c)(ii) of Schedule 1 to the Legal Agreement is hereby amended to read in its entirety as follows:

“(ii) strengthen virtual education delivery and implement a hybrid education model in Upper Secondary Education, applied to the new curriculum and the FTS, including improved connectivity and the availability of media centers.”

3. Part 2(b) of Schedule 1 to the Legal Agreement is hereby amended to read in its entirety as follows:

*“(b) **Support the short and long-term response to the COVID-19 pandemic** through, inter alia: (i) supporting the design of a hybrid model that combines virtual and in-person learning; (ii) supporting digital connectivity in schools; (iii) supporting the purchase of equipment to facilitate hybrid education at the State level; and (iv) developing studies to ease the return to school and determine remedial actions post-COVID-19.”*

4. Section IV.A.1(a) of Schedule 2 to the Legal Agreement is hereby amended to read in its entirety as follows:

“(a) with respect to the Program: (i) finance the results (“Disbursement Linked Results” or “DLRs”) achieved by the Borrower, as measured against specific indicators (“Disbursement Linked Indicators” or “DLIs”) in the amounts allocated against Categories (1) through (10) and (14) through (19); (ii) pay the Front-end Fee; and (iii) pay the Interest Rate Cap or Interest Rate Collar premium, all as set forth in the table in paragraph 2 of this Part A; and (...)”

5. The chart in Section IV.A.2 of Schedule 2 to the Legal Agreement is hereby amended to read in its entirety as follows:

Category (including Disbursement Linked Indicator as applicable)	Amount of the Program Loan Allocated to DLRs (expressed in USD)	Amount of the Project Loan Allocated (expressed in USD)	Percentage of Eligible Expenditures to be financed (inclusive of Taxes)
--	--	---	--

(1) DLI #1: The MEC <i>NEM Portaria</i> regulating the support to the Upper Secondary Education Reform has been published by MEC	15,000,000	0	N/A
(2) DLI #2: Number of States that formally signed a NEM <i>Portaria</i> Commitment Agreement	12,500,000	0	N/A
(3) Intentionally left blank	0	0	N/A
(4) DLI #4: Number of States that have their curricula adapted to NEM, validated and published by each State	25,000,000	0	N/A
(5) Intentionally left blank	0	0	N/A
(6) DLI #6: Number of States with schools in NEM Implementation Pilots	20,000,000	0	N/A
(7) DLI #7: Number of States that have their revised FTS Implementation Plans approved by MEC	15,000,000	0	N/A
(8) DLI #8: Evaluations and adjustment of the FTS program have been carried out	10,000,000	0	N/A
(9) DLI #9: Percentage of agreed FTS key process targets achieved by States as included in their FTS Implementation Plans	30,000,000	0	N/A
(10) Intentionally left blank	0	0	N/A
(11) Goods, non-consulting services, consulting services, Operating Costs and Training for the Project	0	9,613,227	100%
(12) Front-end Fee to be paid pursuant to Section 2.03 of this Agreement in accordance with Section 2.05 (b) of the Program General Conditions and Section 2.07 (b) of the Project General Conditions	552,500	72,500	100%
(13) Interest Rate Cap or Interest Rate Collar premium to be paid pursuant to Section 4.05 (c) of the General Conditions	0	0	100%

(14) DLI #11: Number of States that have received books and didactic materials in compliance with NEM Legal Framework	25,000,000	0	N/A
(15) DLI #12: Publication of assessment matrixes of new ENEM in accordance with the NEM Legal Framework	12,500,000	0	N/A
(16) DLI #13: Measures implemented by MEC to respond to COVID crisis	20,000,000	0	N/A
(17) DLI #14: MEC public consultation with students, teachers and school managers about the NEM implementation process published	7,500,000	0	N/A
(18) DLI #15: Restructuring of the Upper Secondary Education Legal Framework published	10,000,000	0	N/A
(19) DLI #16: Strengthening schools connectivity through the provision of necessary equipment for hybrid education to promote learning recovery strategies.	17,947,500	0	N/A
Cancellation as of December 20, 2023.	-	19,314,273	N/A
Total Amount of the Program Loan	221,000,000	-	-
Total Amount of the Project Loan	-	29,000,000	-
Total Amount of the Operation Loan	250,000,000		

6. Section IV.D, of Schedule 2 to the Loan Agreement is hereby amended to read in its entirety as follows:

“D. Operation Withdrawal Period

“The Closing Date is December 31, 2024. The Bank may grant an extension of the Closing Date only after the Borrower’s Ministry of Finance has informed the Bank that it agrees with such extension.”

7. The Appendix to the Loan Agreement is amended by replacing the following definitions in its entirety as follows:

“22. “Learning Itineraries Program” means Programa Itinerarios Formativos, the Borrower’s program created by the Learning Itineraries Portaria.”

“31. NEM Legal Framework” means the Borrower’s Law No. 13.415, dated February 16, 2017, or any successor or successors to such legislation which shall be acceptable to the Bank for purposes of the Operation.”

8. The Appendix to the Loan Agreement is amended by excluding the following definition in its entirety:

“15. Full-Time Upper Secondary School Expansion Support Program means the Programa de Fomento às Escolas de Ensino Médio em Tempo Integral (EMTI), as established by MEC regulation No. 1.144 dated October 10, 2016.”

9. The Appendix to the Loan Agreement is amended by adding the following definitions placed in alphabetical order and renumbering existing definitions accordingly:

“Full-Time School Program” means the Programa Escola em Tempo Integral (PETI), as established by Law No 14,640, dated July 31, 2023, or any successor or successors to such legislation which shall be acceptable to the Bank for purposes of the Operation.”

“Restructuring of the Upper Secondary Education Legal Framework” means any amendments to the NEM Legal Framework, in form and substance acceptable to the Bank, or any successor or successors to such legislation which shall be acceptable to the Bank for purposes of the Operation.”

All other provisions of the Loan Agreement, except as amended through this Amendment Letter, shall remain in full force and effect.

This Amendment Letter shall be executed in three (3) counterparts, each of which shall be an original. Upon your confirmation, please return one fully executed original to us. The provisions set forth in this Amendment Letter shall become effective as of January 1st, 2023, upon the Bank's receipt of one (1) fully executed original of this Amendment Letter.

Sincerely,

**INTERNATIONAL BANK FOR RECONSTRUCTION AND
DEVELOPMENT**

By: 
Johannes Zutt

Director for Brazil
Latin America and the Caribbean Region

AGREED:

FEDERATIVE REPUBLIC OF BRAZIL

By: Fabiani Fadel Borin
Authorized Representative
Name: Fabiani Fadel Borin
Title: Attorney of the National Treasury
Date: 22-dez-2023



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Report No: RES57583

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

RESTRUCTURING PAPER

ON A

PROPOSED PROGRAM RESTRUCTURING

OF THE

SUPPORT TO UPPER SECONDARY EDUCATION REFORM OPERATION

APPROVED ON DECEMBER 14, 2017

TO THE

FEDERATIVE REPUBLIC OF BRAZIL

December 8, 2023

Education Global Practice
Latin America And Caribbean Region

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CURRENCY EQUIVALENTS

(Exchange Rate Effective December 8, 2023)

Currency Unit = Brazilian Real

R\$4.91= US\$1

US\$ = R\$ 1

FISCAL YEAR

January 1 - December 31

In Process

Regional Vice President: Carlos Felipe Jaramillo

Country Director: Johannes C.M. Zutt

Regional Director: Jaime Saavedra

Practice Manager: Emanuela Di Gropello

Task Team Leader(s): Leandro Oliveira Costa



ABBREVIATIONS AND ACRONYMS

ACG	Anticorruption Guidelines
BNCC	National Common Core Curriculum (<i>Base Nacional Comum Curricular</i>)
COGEM	General Coordination of Secondary Education (<i>Coordenação-Geral de Ensino Médio</i>)
CPAG	Coordination for Planning and Management Support (<i>Coordenação de Planejamento e Apoio à Gestão</i>)
DLI	Disbursement-linked Indicator
DLR	Disbursement-linked Result
DPD	Directorate of Policies for Basic Education
EMTI	Full-time Upper Secondary School Expansion Support Program (<i>Programa de Fomento às Escolas de Ensino Médio em Tempo Integral</i>)
ENEM	Upper Secondary Education National Exam (<i>Exame Nacional do Ensino Médio</i>)
FM	Financial Management
FNDE	National Fund for Education Development (<i>Fundo Nacional para o Desenvolvimento da Educação</i>)
FTS	Full-Time School
INEP	National Institute of Education Statistics (<i>Instituto Nacional de Estatísticas Educacionais</i>)
INSE	School Socioeconomic Level Indicator (<i>Indicador de Nível Socioeconômico</i>)
IPF	Investment Project Financing
ISR	Implementation Status and Results Report
IRI	Intermediate Results Indicators
MEC	Ministry of Education (<i>Ministério da Educação</i>)
NEM	New Upper Secondary Education (<i>Novo Ensino Médio</i>)
PETI	Full-time School Program (<i>Programa Escola em Tempo Integral</i>)
PDDE-EM	Support to Basic Education Public Schools – Upper Secondary Education (<i>Programa de Assistência Financeira às Escolas Públicas da Educação Básica das Redes Estaduais – Ensino Médio</i>)
PDO	Program Development Objective
PMU	Project Management Unit (<i>Unidad de Gestao do Projeto</i>)
SEB	Secretariat of Basic Education (<i>Secretaria de Educação Básica</i>)
SEE	State Secretariats of Education (<i>Secretarias Estaduais e Distrital de Educação</i>)
SGA	Sub-Secretary of Administrative Management (<i>Subsecretaria de Gestão Administrativa</i>)
TA	Technical Assistance

**DATA SHEET (Support to Upper Secondary Reform in Brazil Operation - P163868)**

Project ID	Financing Instrument	IPF Component
P163868	Program-for-Results Financing	Yes
Original Environmental Assessment Category (IPF Component)	Current Environmental Assessment Category (IPF Component)	
Not Required (C)	Not Required (C)	
Approval Date	Current Closing Date	
14-Dec-2017	31-Dec-2023	

Organizations

Borrower	Responsible Agency
Ministry of Economy (Ministério da Economia)	

Processing (this section will be automatically removed by the system before the paper is disclosed)

Restructuring Level	Decision Authority
Level 2	CD Decision

Explanation of Exception to Decision Authority

Given that the ISDS is only being revised to address an inconsistency in the version published at Appraisal and not changing category or policies triggered, authority remains with CD.

Program Development Objective(s)

The Program Development Objectives (PDO) are to (i) strengthen the capacity of the state secretariats of education to implement the upper secondary reform, prioritizing vulnerable schools, (ii) support the expansion of the Full-Time School Program in Brazil's territory, and (iii) support the response to the COVID-19 pandemic in the Upper Secondary Education schools.

Summary Status of Financing (US\$, Millions)

Ln/Cr/TF	Approval Date	Signing Date	Effectiveness Date	Closing Date	Net Commitment	Disbursed	Undisbursed
IBRD-88120	14-Dec-2017	24-May-2018	23-Jul-2018	31-Dec-2023	221.00	180.55	40.45



IBRD-88130	14-Dec-2017	24-May-2018	23-Jul-2018	31-Dec-2023	29.00	3.07	25.93
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Policy Waiver(s)

Does the Program require any waivers of Bank policies applicable to Program-for-Results operations?

No

In Process



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I. PROGRAM STATUS AND RATIONALE FOR RESTRUCTURING

1. This Restructuring Paper seeks approval of the Country Director for a Level II restructuring of the Support to Upper Secondary Reform in Brazil Operation. This would be the second restructuring of this Operation. The proposed restructuring is needed to update the results framework and the Disbursement Linked Indicators (DLIs), as well as to strengthen existing activities and to add new ones. The proposed changes will allow to enhance implementation of the Upper Secondary Education Reform, in line with a national public consultation that delayed and reoriented the implementation of the Reform.¹ In addition, the proposed restructuring would extend the Operation's closing date by 12 months, from December 31, 2023 to December 31, 2024, to allow time to carry out all planned activities, and partially cancel Loan proceeds under IBRD 8813 (Component 2). Changes in disbursements arrangements and estimates, safeguard policies, institutional arrangements and implementation schedule are also needed to adapt the Operation to the new design of the Upper Secondary Education Reform.

Overall Status of Implementation

2. The Operation was approved by the World Bank's Board of Executive Directors on December 14, 2017, and became effective on July 23, 2018. The Operation was restructured on February 3, 2022 to (i) revise the PDO; (ii) revise the activities under Component 1; (iii) update activities under Component 2; (iii) revise the Results Framework, including DLIs; (iv) update disbursement estimates; and (v) align the theory of change to the revised PDO.

3. Progress towards achievement of the Development Objective was rated Moderately Satisfactory in the latest Implementation Status and Results Report (ISR), dated June 11, 2023. Significant progress has been made toward achieving the PDO indicators, since the February 2022 restructuring, as follows:

- i. PDO Indicator (PDOI) 1 Number of States where at least 40% of schools have implemented the New Curricula in the 1st grade of Upper Secondary Schools Education. PDOI 1 has reached 25 out of the 27 target states and is on track to achieve its final target, which can only be measured in 2024 because of the availability of the 2023 School Census data. The remaining 2 states are in the process of approving the New Curricula in the state education councils.
- ii. PDOI 2 Number of States where at least 60% of vulnerable schools have implemented the New Curriculum in the 1st grade of Upper Secondary Schools: This indicator reached 24 states in 2023, exceeding the end target of 22.
- iii. PDOI 3 was dropped in the previous restructuring.
- iv. PDOI 4 Number of enrolled students in upper-secondary schools participating in the Full-Time School (FTS) program: This indicator has been achieved, reaching 361,329 students compared to the end target of 350,000.
- v. PDOI 5 Implementation of a safe and effective reopening of upper-secondary schools: This indicator will not be achieved by the current closing date. Key measures to support the safe reopening of New Upper Secondary Education (*Novo Ensino Médio*, NEM) schools were implemented, but the Operation will only be able to offer distance education as part of a hybrid model in at least 15 States if the operations closing date is extended by 12 months.

4. There was also progress on the verification of eligible expenditures that increased from 39 percent to 62 percent of the total allocated to Component 1, but the verification of all remaining eligible expenditures is unlikely to be completed by the current closing date of the Operation. Most of the delay in the verification of eligible expenditures was caused by

¹ The public consultation was held after the Ministry of Education (*Ministério da Educação*, MEC) issued a legal ordinance (*Portaria*) that suspended the timeline for implementation of the Reform (No. 627, April 4, 2023) due to national pressure from unions, universities, and student associations to restructure or even cancel the Reform.



the limited capacity of the Project Management Unit (PMU) at the beginning of implementation and the lack of collaboration with the financial unit of the Ministry of Education (*Ministério da Educação*, MEC) and the National Fund for the Development of Education (*Fundo Nacional para o Desenvolvimento da Educação*, FNDE). Since the last ISR, US\$138 million have been verified and US\$83 million are under analysis. The Operation's current eligible expenditure program remains adequate as it is expected to generate sufficient eligible expenditures by 2024.

5. The Operation has disbursed US\$183.63 million to date (73.45 percent of the total loan amount). A total of US\$40.5 million, corresponding to four Disbursement-Linked Results (DLR) under Component 1 will not be disbursed by the current closing date of December 31, 2023, as they correspond to activities that were affected by the suspension of the implementation schedule of the reform. Their achievement also depends on the consolidation of the institutional arrangement with FNDE and Sub-Secretary of Administrative Management (*Subsecretaria de Gestão Administrativa*, SGA) regarding the roles and responsibilities for procurement processes, as well as on the availability of the discretionary budget for SEB. In addition, most Component 2 activities can no longer be finalized by the current closing date due to the same severe impacts of the pandemic on the education sector, the suspension of the implementation schedule of the reform, and the non-consolidation of the institutional arrangement.

Component 1. Supporting the New Upper Secondary Education (Program for Results)

Results Area 1. Support the Implementation of the New Curriculum

6. **MEC has played a significant role in supporting the implementation of NEM, including the technical and operational support to the states to carry out the NEM at the school level.** Since the enactment of Law 13415, 2017, and the publication of the National Common Core Curriculum (*Base Nacional Comum Curricular*, BNCC) in 2018, MEC support is evident through several measures, including: (i) the issuance of a regulatory decree (*Portaria*) to govern the NEM and establish national guidelines for its implementation; (ii) the enhancement of the capacity of State Secretariats of Education (*Secretarias Estaduais e Distrital de Educação*, SEEs) in planning, implementing, and monitoring the educational reform; (iii) the adaptation of the existing National Textbook Program (*Programa Nacional do Livro Didático*, PNLD) to align with the NEM framework, encompassing digital books; and (iv) the overhaul of assessments for upper secondary education and entry into higher education. This overhaul includes the Upper Secondary Education National Exam (*Exame Nacional do Ensino Médio*, ENEM) and the diagnostic National Assessment of Basic Education (*Sistema de Avaliação da Educação Básica*, SAEB). At the state level, key activities have encompassed: (i) the development of new state curricula, featuring formative itineraries aligned with the NEM; (ii) the training of school principals, pedagogical coordinators, and teachers to effectively implement the NEM; and (iii) the reorganization of school networks to meet the demands of the NEM. Despite these efforts, notable delays in the accountability of state expenditures (*prestação de contas*) by the National Fund for Educational Development (*Fundo Nacional de Desenvolvimento da Educação*, FNDE) have been observed and are attributed to the limited capacity to conduct additional accounting activities, posed by the additional responsibilities of the Operation.

7. The status of Intermediate Results Indicators (IRI) and Disbursement Linked Indicators (DLIs) for Results Area 1 is as follows:

- i. IRI 1.1 (DLI 1) "The MEC NEM *Portaria* regulating the support to the Upper Secondary Education Reform has been published:" the end target was achieved in 2018.
- ii. IRI 1.2 "Analytical Reference Tools for the implementation of NEM are developed and disseminated to SEE:" the end target was achieved in 2020, with relevant guidelines and directives developed and distributed to all SEEs.
- iii. IRI 1.3 (DLI 2) "Number of States that formally signed the NEM *Portaria* Commitment Agreement:" the end target was achieved in 2020, with all 27 states having signed the Commitment Agreement.
- iv. IRI 1.5 (DLI 4) "Number of States that have their curricula adapted to NEM, validated and published by each



State:" all 27 states had their curricula adapted and adopted by the State Council of Education, achieving the end target.

- v. IRI 1.8 (DLI 6) "Number of States with schools in NEM Implementation Pilots:" the end target was achieved, with 20 states carrying out the NEM implementation pilots in 2021.
- vi. IRI 1.10 "Number of States that included an itinerary of technical and/or professional education in their NEM curricular proposal:" all 27 states have included these itineraries.
- vii. IRI 1.12 "Number of States that have trained key SEE staff in the new state curriculum:" the end target of 25 states has been achieved.
- viii. IRI 1.14 (DLI 11) "Number of States that have received the books and didactic materials aligned with NEM": the development of digital didactic materials has been completed (BNCC and *Projeto de Vida*) and distribution to states was completed in 2022:" object 1 (27 states) and object 2 have been fully achieved.
- ix. IRI 1.15 (DLI 12) "Publication of assessment matrixes of new ENEM in accordance with the NEM Legal Framework:" the working group was created, but it is currently unclear if DLR 5 "Assessment matrixes of new ENEM are published" can be achieved by the current closing date given the suspension of the implementation schedule of the reform.
- x. IRI 1.16 (DLI 13) "MEC implements measures to respond to COVID crisis:" the target for 2022 has been achieved, specifically: (a) establishing and disseminating health protocols for schools that guide and protect teachers and students; and (b) developing a Web portal to monitor and publicly share the status and evolution of states and schools in relation to the pandemic. DLR 5 "Provide States with (i) technical and financial support to improve school connectivity, and (ii) equipment needed to offer distance and hybrid education (media centers and school kits" will only be reached by December 2024, as these activities depend on the consolidation of the institutional arrangement with FNDE and SGA.

Results Area 2. Promoting the Expansion of Full-Time Schools

8. The Full-time Upper Secondary School Expansion Support Program (*Programa de Fomento às Escolas de Ensino Médio em Tempo Integral*, EMTI) has been under implementation since 2016 and was originally established for a period of 10 years. In 2022, it covered a total of 1,412 schools in all 26 states and the Federal District and benefited more than 360,000 students. To date, MEC has published four *Portarias*, each establishing the number of schools and students under the scope of the EMTI program for that edition: *Portaria* 1145 of 2016 for 490 schools, *Portaria* 727 of 2017 for 358 schools, *Portaria* 1023 of 2018 for 179 schools, and *Portaria* 2116 of 2019 for 429 schools. The selection of which schools will join the EMTI follows proposals by each state through their SEEs, which follow the priority criteria set by each *Portaria*. Once selected, the SEEs receive about R\$2,000 per enrolled student. These funds support the SEEs with the cost of expansion and maintenance of the EMTI Program and are sometimes complemented by additional state funds. These resources have been allocated for eligible maintenance expenses and capital expenses, on average allocating 53 percent and 47 percent, respectively. Since 2022, capital expenditures increased slightly to 56 percent. The execution of these funds has been a key implementation hurdle ; about R\$1.17 billion (approximately US\$260 million) were executed between 2018 and 2020, but a significant part of transferred resources has not been fully executed and has been left in SEE accounts (approximately R\$1 billion), mainly due to weak execution capacity in many states. This highlights the need to strengthen the fiduciary capacity of SEEs to execute the remaining funds.

9. The Operation originally included an optional mid-term evaluation of the EMTI program, but the technical design of the program led to methodological difficulties in its execution (e.g., non-random school selection, non-representative school samples). In this context, the MEC and the Bank agreed to instead undertake an impact evaluation with a non-experimental design that would allow a better assessment of the effectiveness of the EMTI. However, an extension of the Operation's current closing date is needed to allow MEC to conduct the proposed non-experimental evaluation and carry out a rigorous analysis of the processes, outputs, and outcomes by hiring a consulting firm to conduct the analysis and



disseminate best practices of the EMTI program that were planned.

10. The new administration recently launched the national Full-time School Program (*Programa Escola em Tempo Integral*, PETI), established by Law No. 14,640 of July 31, 2023. Its main objective is to foster the creation of full-time enrollment in all stages and modalities of basic education. Coordinated by SEB, the program aims to meet goal 6 of the National Education Plan 2014-2024 (Law No. 13,005/2014), which seeks to provide full-time schooling in at least 50 percent of public schools, in order to benefit at least 25 percent of students in basic education. The specific objectives of the PETI are to: (i) foster the provision of full-time schooling; (ii) elaborate, implement, monitor, and evaluate the PETI; (iii) promote the equalization of opportunities for access and permanence based on provision of full-time schools; (iv) improve the quality of public education to improve the learning outcomes and integral development of infants, children, and adolescents; and (v) strengthen the collaboration between federal and state governments, municipalities, and the Federal District for the fulfillment of Goal 6 of the National Education Plan. The Program will provide technical and financial assistance to foster 1 million enrollments in schooling that provides at least seven hours per day or 35 hours per week, considering pedagogical proposals aligned with the BNCC to promote integral education and prioritize schools that benefit students in situations of greater socioeconomic vulnerability.

11. The status of IRIs and DLIs for Results Area 2 is as follows:

- i. IRI 3.2 (DLI 7) "Number of States that have their revised FTS Implementation Plans approved by MEC:" this indicator was achieved in 2018, and all states have had their FTS Implementation Plans approved by MEC.
- ii. IRI 3.3 (DLI 8) "Evaluations and adjustment of the FTS program have been carried out:" this indicator has been partially achieved, meeting its 2019 target, which corresponds to DLR 1 "A Pre-evaluation is Satisfactorily completed." DLR 4 "A rigorous analysis of the processes, outputs and outcomes of the EMTI program is conducted and best practices to support its implementation are disseminated" is not expected to be achieved until after December 2023, as these activities depend on the consolidation of the institutional arrangement with FNDE and SGA.
- iii. IRI 3.4 (DLI 9) "Percentage of agreed FTS key process targets achieved by States as included in their FTS Implementations Plans:" this indicator reached 82 percent in 2021, surpassing the end target of 75 percent.

Component 2. Technical Assistance to Implement the New Upper Secondary Education

12. While Terms of Reference for several key activities have been completed, only the contracts for PMU staff and consultants to support SEEs have been procured thus far, delaying the implementation of the activities planned under this Component. The reason for the delay in the implementation of this component is twofold. First, MEC suffered from recurrent changes in authorities (thus far, there have been six Ministers of Education and nine Secretaries of Basic Education since the beginning of the Operation), which led to subsequent turnaround in implementation staff and thus a difficulty in finalizing activities. Second, there was difficulty in aligning the Government's financial management procedures with the Bank's procurement guidelines. In particular, adapting the existing Information Technology (IT) payment system to the Operation's needs was much more complex than expected and took almost two years to be completed. Moreover, the lack of consolidation of the institutional arrangement with FNDE and SGA hampered the procurement processes of goods and consulting firms.

13. The status of this component's IRIs is as follows:

- i. IRI 4.1 "Number of states that have promoted the participation of local communities in the design of pedagogical proposals in all FTSs:" 24 states have achieved 50 percent of planned activities promoting the participation of local communities on all FTSs, out of the target of 25 states.
- ii. IRI 4.2 "Number of SEE with Implementation Plans to promote gender equality:" 15 SEEs currently have school-



based interventions to promote gender equality in at least 40 percent of their schools, partially achieving the end target of 20.

- iii. IRI 4.3 “Percentage of female students enrolled in natural sciences and math itineraries:” no information has been systematized thus far to measure this indicator. This indicator was planned to be measured in the School Census 2022, but technical problems with the data collection hampered its dissemination. This indicator is expected to be measured in the School Census 2023, for which results will be available in 2024.
- iv. IRI 4.4 “States where the average absolute gender gap of enrollment in formative itineraries is less than 5%, subject to available offerings.” No information has been systematized thus far to measure this indicator, in line with the issue related to the data collection of School Census 2022. This indicator is also expected to be measured in the School Census 2023, with results available in 2024.
- v. IRI 4.5 “Students benefiting from direct interventions to enhance learning:” This indicator has been partially achieved. MEC estimates that 800,000 students have benefited from the Operation thus far, compared to the end target of 2,400,000.

14. **Financial Management (FM).** The Operation’s Fiduciary Systems are currently rated Moderately Unsatisfactory, given that FM staffing/personnel and reporting arrangements are not adequately in place, jeopardizing the Bank’s access to timely information. The analysis of eligible expenditures is still slow and the PMU’s ability to document expenditures is considered critical, in view of the upcoming closing date. There were also uncertainties regarding the Program’s prioritization by the current administration, which impacted FM. Regarding the 2024 budget, an amount of \$6.62 million has been allocated to the activities of Component 2, which is aligned with the proposed partial cancellation of this restructuring.

15. **Audits.** The audit report for the period ending on December 31, 2022, was received 63 days after the established deadline, but it was reviewed and accepted by the Bank.

16. **Procurement.** Procurement remains Moderately Unsatisfactory, per the Fiduciary rating in the latest ISR, given that only a few individual consultants have been hired. Operational aspects have also been slow, mainly due to the technical undefinitions, high turnover among authorities, and uncertainty on the implementation arrangements. This delay in the procurement processes was mainly due to the lack of an institutional arrangement with FNDE and SGA. Given the delay in the implementation of procurement processes of goods and consulting firms until now, the restructuring is proposing to cancel some activities. Thus, only one process of acquisition of goods and one of consulting of firm will be conducted before the closing of the Operation. Capacity building will be provided to the FNDE and SGA to improve their capacity to carry out and streamline procurement processes.

17. **Safeguards.** After an initial delay due to the deferral in the hiring of the Social and Environmental Management Specialist in the PMU, the pace of implementation of the Action Plan for Environmental and Social management has sped up and the Borrower has completed the recommended actions related to (a) elaboration of an Environmental and Social Management Guide, (b) the implementation of Environmental Screening Procedures with the application of the Screening Form, (c) the implementation of the Monitoring System for Socio-Environmental issues, (d) operationalization of the dedicated grievance redress mechanism, (e) carrying out a land inventory of the schools participating in the EMTI Program, (f) targeting investments in socially vulnerable school communities, (g) carrying out a diagnostic of the determining factors of gender inequalities in education, and (h) carrying out appropriate consultation to all interested parties on the New Curriculum for upper secondary. Considering the Technical Assistance nature of Component 2, the Environmental Assessment Category was rated C. However, two operational policies were triggered on a precautionary basis during Negotiations: OP 4.01 Environmental Assessment and OP 4.10 Indigenous Peoples. Compliance with operational policies has been continuously rated Moderately Satisfactory.



Rationale for Restructuring

18. This proposed Level 2 restructuring responds to the Borrower's letter dated August 31, 2023, requesting a restructuring of the Operation. This request arose out of the mission carried out in March 2023, and is based on ongoing dialogue throughout implementation and overall progress to date. Overall, this restructuring seeks to extend the Operation's closing date, update the results framework, adjust Component 2 and cancel a portion of its funds, update implementation arrangements and adapt the DLIs and activities to the priorities and needs generated by the suspension of the implementation schedule and public consultation to restructure the Upper Secondary Reform, as well as leverage the renewed commitment and political will to improve Brazilian education.

19. First, this restructuring responds to the education community's request to extend the implementation schedule of the Upper Secondary Reform and reorient it following the 2022 Presidential election and the corresponding changes in administration of MEC. Proposed changes to adapt the Operation to this context include: (i) extension of the implementation schedule to give states more time to adapt their pedagogical strategies, school infrastructure, and governance to implement the revised reform, such as change the time allocation for the core subjects and the flexible part of the New Curriculum,² the revision of the curriculum of the flexible part, the provision of technical and vocational education (TVET), and the expansion of hybrid education; and (ii) strengthening of MEC financial and technical support to the states to tackle the bottlenecks in implementation, such as hybrid education to promote learning recovery strategies.

20. Second, the restructuring also seeks to address and overcome the implementation delays under Component 2, which were caused by the non-consolidation of the institutional arrangement to carry out procurement processes in coordination with FNDE and SGA, as well as the lack of budget allocation for the activities of the Operation. As such, this restructuring will cancel a portion of the funds allocated to Component 2 and update the action plan to define the roles and responsibilities of FNDE in conducting procurement of goods and the SGA in procurement of consulting firms.

21. Third, the restructuring will address the delay in the verification of eligible expenditures by strengthening the capacity of the PMU to conduct the verification of programs that depend on the information available at the state level, and with the revision of the action plan to add the roles and responsibilities of FNDE in the verification processes of eligible expenditures.

22. Fourth, it will adjust Component 2 and the Results Framework, including DLIs, to account for the delays experienced to date and help accelerate implementation, while providing needed clarifications and adjustments to definitions and protocols.

23. The proposed restructuring was approved by the Federal Government (the Guarantor) through recommendation (*Recomendação*) No. 43 dated December 6, 2023, and ratified by the General Attorney of the National Treasury (*Procuradoria Geral da Fazenda Nacional – PGFN*) on December 20, 2023. The amendment to the Loan Agreement will be effective retroactively as of January 2023, when the new administration of MEC took office.

II. DESCRIPTION OF PROPOSED CHANGES

24. The proposed restructuring would incorporate the following changes:

² The flexible part are the set of subjects that students will be able to choose from the NEM. The training itineraries can deepen the knowledge of an area of knowledge (Mathematics and its Technologies, Languages and its Technologies, Natural Sciences and its Technologies and Applied Human and Social Sciences) and technical and professional training.



- i. Extension of the closing date by 12 (twelve) months to account for the suspension of the implementation of the upper secondary reform until public consultations were completed in August 2023, and ensure completion of the key strategic activities related to the upper secondary reform.
- ii. Changes to the Project's Results Framework, including: (a) change in the targets and timelines of PDOIs, DLIs, and IRIs; (b) addition of three DLIs and seven IRIs; (c) adjustments to the definition and protocol of one DLI; and (c) elimination of three DLRs for Components 1 and 2.
- iii. Partial Cancellation of funds under Loan IBRD No. 8813-BR in the amount of US\$19,314,273 million.
- iv. Changes to Component 2, including a reallocation of financing to strengthen existing activities critical for the implementation of the reform, mainly the expansion of hybrid education.
- v. A reallocation across Disbursement Categories to reflect the changes in DLIs.
- vi. Update of the disbursement estimates to reflect the changes to DLIs and the revised implementation timeline.
- vii. Correction of the Integrated Safeguards Datasheets (ISDS) to address an inconsistency in the version published for Appraisal vis-a-vis what was agreed during Negotiations.

Extension of the closing date

25. The proposed 12-month extension would respond to the delays caused by the recent change in MEC administration and the suspension of the reform implementation schedule while national public consultations were conducted, and would allow sufficient time to disburse the remaining loan funds. The additional implementation period would also allow MEC to finalize key activities needed to achieve the PDO in collaboration with the subnational governments. These include the implementation of the new curriculum in 40 percent of the 1st grade of upper secondary schools in 25 states; implementation of the new curriculum in 60 percent of the 1st grade of vulnerable upper secondary schools in 27 states; and implementation of a safe and effective reopening of upper-secondary schools, including the delivery of distance education as part of a hybrid model in at least 15 States. Furthermore, the extension of the closing date will allow the Operation to include the dissemination of the national public consultation, institutionalization of the revision of the Upper Secondary Education Reform, and elaboration and dissemination of guidelines for the redevelopment of curricula based on the restructuring of the Upper Secondary Education Reform.

Changes to the Results Framework

26. The end target dates for PDO Indicators 1, 2, and 5 will be changed to December 31, 2024, in line with the revised closing date. PDO Indicator 4 will remain unchanged given that it has already been achieved.

27. The restructuring will include changes in the names, targets, definitions and/or descriptions, and verification protocols of DLI and IRI indicators, and a change in the end target date for all indicators to reflect the closing date extension and changes proposed. The proposed changes and rationale are detailed in Annex 1, Results Framework and Monitoring.

28. Changes to DLI. Changes to DLIs will include revisions to the targets, definitions, and protocols of existing DLIs; addition of new DLIs; and dropping of others, in accordance with the latest strategies to address the public consultation of the reform and to simplify and accelerate disbursements. DLIs and DLRs are eliminated in cases where the original indicators no longer suit the Operation or are unattainable to support the accomplishment of the PDO. DLI names, descriptions, or verification protocols are revised in cases where changes in conditions require technical adjustments, but the overall technical core and role of these DLIs in support of the PDO remain critical. New DLIs are added in cases where new conditions or capacity needs have led to substantive new activities that new DLIs can help finance and motivate. Moreover, and given the existence of retained amounts from previous disbursement cycles (US\$40.5 million), new targets for DLR 6 will be added to specific DLIs to facilitate disbursement. Annex 3 presents the targets and results achieved under each DLI to date, including the new DLIs that will be added to the Operation through this restructuring.



- i. DLRs to be dropped (Total Value: US\$27.5 million):
 - a. DLR 4 of DLI 8 “A rigorous analysis of the processes, outputs and outcomes of the EMTI program is conducted and best practices to support its implementation are disseminated” (IRI 3.3, US\$15.0 million). Since achievement of DLR 4 depends on the implementation of Component 2, this DLR will be dropped given the challenges related to its implementation. It will, however, continue to be monitored under the new IRI 3.5.
 - b. DLR 5 of DLI 12 “Assessment matrixes of new ENEM are published” (IRI 1.15, US\$12.5 million). This DLR will be dropped given that it is not expected to be completed during the Operation’s implementation period.
- ii. DLIs to be revised (Total Value: US\$12.9475 million):
 - a. DLI 13 “MEC implements measures to respond to COVID crisis”: DLR 4 was partially achieved in 2022 (disbursed US\$10 million), when MEC delivered (i) health protocols for the safe reopening of schools and (ii) a panel to monitor the context and progress of each state, but the (iii) dissemination of strategies for the recovery of lost learning and for bringing students back to school has not been achieved yet, leaving a remaining balance of US\$5 million. The end target for (iii) will be changed to 2024 by converting it into the new DLR 6. DLR 5 was also partially achieved (disbursed US\$5 million) when MEC provided States with (i) technical and financial support to improve school connectivity. The second target of DLR 5 (ii) (equipment needed to offer distance and hybrid education (media centers and school kits) for US\$7.9475 million depends on the implementation of Component 2, putting the full achievement of the DLI at risk. Therefore, the second target of DLR 5 will be dropped and the remaining resources reallocated to a new DLI.
- iii. DLIs to be added (Total Value: US\$34.9975 million):
 - a. DLI 14 “MEC public consultation with students, teachers, and school managers on the NEM implementation process published” (US\$7.5 million): this new DLI will monitor citizen engagement in the revision of the reform based on the findings of the public consultation that engaged students, teachers, and school managers. This consultation will contribute to the revision of the reform by addressing the implementation challenges across the country.
 - b. DLI 15 “Restructuring of the Upper Secondary Education Legal Framework published” (US\$10 million): According to Brazilian legislation, MEC is required to change Law 13415 to revise the reform. This new DLI will monitor the institutionalization of the new regulation on the time allocation to the main subjects and the flexible part, the revision of the curriculum of the flexible part, the provision of TVET, and the expansion of hybrid education.
 - c. DLI 16 “Strengthening schools’ connectivity through the provision of necessary equipment for hybrid education to promote learning recovery strategies” (US\$17.9475 million): DLR 6 would be scalable: (i) 20 states with media centers installed with equipment needed to deliver hybrid education (US\$7.4975 million); (ii) 1,000 vulnerable schools with school kits needed to deliver hybrid education (US\$10 million). In addition to the objective of revamping hybrid education to promote learning recovery strategies at the school level, the strengthening of school connectivity aims to help address key challenges raised during the public consultation. For example, the equipment for hybrid education will support activities to tackle the lack of guidance to implement the curriculum, the lack of teacher professional development, the inequality of school digital infrastructure, and the high demand to increase the coverage of technical and vocational education and full-time schools.



29. The following IRIs/DLIs will be added to the Results Framework. The proposed new DLIs will be fully consistent with the new programs, new Eligible Expenditure Programs, and updated TA activities.

- i. IRI 1.17 (DLI 14): MEC public consultation with students, teachers, and school managers on the NEM implementation process published.
- ii. IRI 1.18 (DLI 15): Restructuring of the Upper Secondary Education Legal Framework published.
- iii. IRI 1.19 (DLI 16): Strengthening schools' connectivity through the provision of necessary equipment for hybrid education to promote learning recovery strategies.
- iv. IRI 3.5: A rigorous analysis of the processes, outputs, and outcomes of the EMTI is conducted and best practices to support its implementation are disseminated.
- v. IRI 4.6: Number of states with interventions to promote gender equality in at least 40 percent of their schools. This IRI aims to measure the capacity of MEC to provide technical assistance to the states on the implementation of gender equality interventions because of the gender gap related to the higher dropout of boys in upper secondary education.
- vi. IRI 4.7: Number of states with interventions to promote racial equality in at least 40 percent of their schools. Similar to IRI 4.6, this IRI aims to measure the capacity of MEC to provide technical assistance to the states on the implementation of racial equality interventions because of the racial gap related to the lower performance and higher dropout of brown and black students.
- vii. IRI 4.8: Publication and dissemination of guidelines for the tailored implementation of the Upper Secondary Education Reform in rural, afro-descendants (*Quilombolas*), indigenous, night shift, and youth and adult education schools. The new administration of MEC acknowledged that schools from specific and minorities groups needs a tailored support to reduce inequalities in the implementation of the upper secondary education reform. This IRI will monitor the publication and dissemination of tailored guidelines for each different type of school.

Partial Cancellation of funds under Loan IBRD No. 8813-BR

29. Based on a realistic assessment of the implementation capacity for activities under Component 2 and the lack of budget allocation for these activities, the Federal Government has requested a partial cancellation of US\$19,314,273 million, reducing the Component 2 amount from US\$29 million to US\$9,685,727 million (reduction of 33.3 percent). Given the already disbursed amount of US\$3.07 million, this would leave an amount of US\$6.62 million to be disbursed by December 31, 2024.

Changes in Activities under Component 2: Technical Assistance to Implement the New Upper Secondary Education.

30. Due to the partial cancelation of the funds of Component 2, the restructuring will update existing activities focused on supporting the redesign of the reform to reflect the public consultation and streamline implementation at the school level. These activities will include the expansion of hybrid education with the acquisition of more school kits, as well as rigorous analysis of the processes, outputs, and outcomes of the Reform.

Reallocation of Loan Proceeds

31. Loan resources will be reallocated across Categories to reflect the proposed changes in DLIs. The following table specifies: (a) each category of withdrawal of the proceeds of the Program Loan (including the DLIs, as applicable) ("Category") and the allocation of the amounts of the Program Loan to each Category; and (b) the categories of Eligible Expenditures that may be financed out of the proceeds of the Project Loan ("Category"), the allocations of the amounts of the Project Loan to each Category, and the percentage of expenditures to be financed for Eligible Expenditures in each



said Category:

Category (including Disbursement Linked Indicator as applicable)	Amount of the Program Loan Allocated to DLRs (expressed in USD)	Amount of the Project Loan Allocated (expressed in USD)	Percentage of Eligible Expenditures to be financed (inclusive of Taxes)
(1) DLI #1: The MEC <i>NEM Portaria</i> regulating the support to the Upper Secondary Education Reform has been published by MEC	15,000,000	0	N/A
(2) DLI #2: Number of States that formally signed a <i>NEM Portaria</i> Commitment Agreement	12,500,000	0	N/A
(3) Intentionally left blank	0	0	N/A
(4) DLI #4: Number of States that have their curricula adapted to NEM, validated and published by each State	25,000,000	0	N/A
(5) Intentionally left blank	0	0	N/A
(6) DLI #6: Number of States with schools in NEM Implementation Pilots	20,000,000	0	N/A
(7) DLI #7: Number of States that have their revised FTS Implementation Plans approved by MEC	15,000,000	0	N/A
(8) DLI #8: Evaluations and adjustment of the FTS program have been carried out.	10,000,000	0	N/A
(9) DLI #9: Percentage of agreed FTS key process targets achieved by States as included in their FTS Implementation Plans	30,000,000	0	N/A
(10) Intentionally left blank	0	0	N/A
(11) Goods, non-consulting services, consulting services, Operating Costs and Training for the Project	0	9,613,227	100%
(12) Front-end Fee to be paid pursuant to Section 2.03 of this Agreement in accordance with Section 2.05 (b) of the Program General Conditions and Section 2.07 (b) of the Project General Conditions	552,500	72,500	100%
(13) Interest Rate Cap or Interest Rate Collar premium to be paid pursuant to Section 4.05 (c) of the General Conditions	0	0	100%
(14) DLI #11: Number of States that have received books and didactic materials in compliance with NEM Legal Framework	25,000,000	0	N/A
(15) DLI #12: Publication of assessment matrixes of new ENEM in accordance with the NEM Legal Framework	12,500,000	0	N/A
(16) DLI #13: Measures implemented by MEC to respond to COVID crisis	20,000,000	0	N/A



(17) DLI #14: MEC public consultation with students, teachers and school managers about the NEM implementation process published	7,500,000	0	N/A
(18) DLI #15: Restructuring of the Upper Secondary Education Legal Framework published	10,000,000	0	N/A
(19) DLI #16: Strengthening schools' connectivity through the provision of necessary equipment for hybrid education to promote learning recovery strategies	17,947,500	0	N/A
Cancellation (as of the [Date of PGFN's Legal Opinion])	0	19,314,273	N/A
Total Amount of the Program Loan	221,000,000	-	-
Total Amount of the Project Loan	-	29,000,000	-
Total Amount of the Operation Loan	250,000,000		

32. **Disbursement Estimates.** Estimates will be revised to reflect the changes in disbursement categories, actual disbursements, and the new implementation schedule.

29. **Safeguards.** The Operation's ISDS will be updated. Although the Program Document mentioned that OP 4.01 Environmental Assessment and OP 4.10 Indigenous Peoples were triggered on a precautionary basis, the disclosed Appraisal Stage ISDS did not reflect the decision agreed during Negotiation Stages to trigger OP 4.10 Indigenous Peoples, as it was disclosed prior to Negotiations. The ISDS will be updated to correct this inconsistency and reflect the new IRIs proposed under this restructuring. This restructuring adds three IRIs to the Results Framework that are expected to enhance the Operation's contribution to the social inclusion agenda: (i) IRI 1.17 "MEC public consultation with students, teachers, and school managers on the NEM implementation process published" is expected to enhance citizen engagement. (ii) IRI 4.6 "Number of states with interventions to promote gender equality in at least 40 percent of their schools" is expected to contribute to gender equity. (iii) IRI 4.7 "Number of states with interventions to promote racial equality in at least 40 percent of their schools" and IRI 4.8 "Publication and dissemination of guidelines for the tailored implementation of the Upper Secondary Education Reform in rural, afro-descendants (*Quilombolas*), indigenous, night shift, and youth and adult education schools" are expected to ensure that disadvantaged and vulnerable students get access to culturally adequate school education and a fair share of Operation benefits. Given that Component 2 only supports Type 1 Technical Assistance activities, this will not require the preparation of an Indigenous Peoples Planning Framework or an Indigenous Peoples Plan.

III. SUMMARY OF CHANGES

	Changed	Not Changed
Change in Results Framework	✓	
Change in Loan Closing Date(s)	✓	
Change in Cancellations Proposed	✓	



Reallocation between and/or Change in DLI	✓	
Change in IPF Component	✓	
Change in Disbursements Arrangements	✓	
Change in Disbursement Estimates	✓	
Change in Safeguard Policies Triggered	✓	
Change in Institutional Arrangements	✓	
Change in Environmental and Social Aspects	✓	
Change in Implementation Schedule	✓	
Change in Implementing Agency		✓
Change in Program's Development Objectives		✓
Change in Program Scope		✓
Change in Systematic Operations Risk-Rating Tool (SORT)		✓
Change in EA category (IPF Component)		✓
Change in Legal Covenants		✓
Change in Technical Method		✓
Change in Fiduciary		✓
Other Change(s)		✓

IV. DETAILED CHANGE(S)

LOAN CLOSING DATE(S)

Ln/Cr/TF	Status	Original Closing Date	Revised Closing(s) Date	Proposed Closing Date	Proposed Deadline for Withdrawal Applications
IBRD-88120	Effective	31-Dec-2023		31-Dec-2024	30-Jun-2025
IBRD-88130	Effective	31-Dec-2023		31-Dec-2024	30-Apr-2025

**CANCELLATIONS PROPOSED**

Ln/Cr/TF	Status	Currency	Current Amount	Cancellation Amount	Value Date of Cancellation	New Amount	Reason for Cancellation
IBRD-88120-001	Disbursing	USD	221,000,000.00	0.00		221,000,000.00	
IBRD-88130-001	Disbursing	USD	29,000,000.00	19,314,273.00	20-Dec-2023	9,685,727.00	BORROWER'S REQUEST FOR COUNTRY REASONS

DISBURSEMENT ESTIMATES

Year	Current	Proposed
2018	0.00	0.00
2019	43,625,000.00	43,650,000.00
2020	0.00	0.00
2021	22,500,000.00	22,500,000.00
2022	95,000,000.00	65,000,000.00
2023	88,875,000.00	40,000,000.00
2024	0.00	27,947,500.00
2025	0.00	31,588,227.00

COMPLIANCE**Safeguard Policies Triggered**

Safeguard Policies Triggered	Current	Proposed
Projects on International Waterways OP/BP 7.50	No	No
Projects in Disputed Areas OP/BP 7.60	No	No



ANNEX 1: RESULTS FRAMEWORK

Results framework

Program Development Objectives(s)

The Program Development Objectives (PDO) are to (i) strengthen the capacity of the state secretariats of education to implement the upper secondary reform, prioritizing vulnerable schools, (ii) support the expansion of the Full-Time School Program in Brazil's territory, and (iii) support the response to the COVID-19 pandemic in the Upper Secondary Education schools.

Program Development Objective Indicators by Objectives/ Outcomes

Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Strengthen the capacity of the state secretariats of education to implement the NEM							
PDO 1: Number of States where at least 40% of schools have implemented the New Curricula in the 1st grade of Upper Secondary Schools" Education". (Number) (Number)		0.00	0.00	0.00	0.00	10.00	27.00
PDO 2: Number of States where at least 60% of vulnerable schools have implemented the New		0.00	0.00	0.00	0.00	10.00	22.00



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Curriculum in the 1st grade of Upper Secondary Schools (Number) (Number)							
Support the expansion of the Full-Time School Program in Brazil's territory							
PDO 4: Number of enrolled students in upper-secondary schools participating in the FTS program. (Number) (Number)		93,727.00	223,608.00	312,535.00	280,000.00	310,000.00	350,000.00
Support the response to the COVID-19 pandemic in the Upper Secondary Education schools.							
PDO 5: Implementation of a safe and effective reopening of upper-secondary schools (Text) (Text)		n/a	n/a	n/a	Key measures to support safe reopening of NEM schools are implemented.	n/a	Offer of distance education as part of an hybrid model in, at least, 15 States.

Intermediate Results Indicators by Result Areas

Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Area 1: Support the implementation of the new curriculum							
IRI 1.1. (DLI 1): The MEC NEM Portaria regulating the support to the Upper Secondary Education Reform has been publish (Text)		Not Published	Published	Active	Active	Active	Active



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
IRI 1.2 : Analytical Reference Tools for the implementation of NEM are developed and disseminated to SEE (Text)		No Developed	No Developed	No Developed	Developed and Disseminated	Developed and Disseminated	Developed and Disseminated
IRI 1.3 (DLI 2) : Number of States that formally signed a NEM Portaria Commitment Agreement (Number)	0.00		20.00	25.00	25.00	25.00	25.00
IRI 1.5 (DLI 4) : Number of States that have their curricula adapted to NEM, validated and published by each State (Number)	0.00		10.00	15.00	25.00	25.00	25.00
IRI 1.8 (DLI 6) : Number of States with schools in NEM Implementation Pilots (Number)	0.00		0.00	10.00	20.00	20.00	20.00
IRI 1.10 : Number of States that included an itinerary of technical and/or professional education in their NEM curricular proposal (Number)	0.00		0.00	0.00	0.00	25.00	25.00
IRI 1.12 : Number of States that have trained key SEE staff in the new state curriculum (Number)	0.00		0.00	0.00	0.00	0.00	25.00



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
IRI 1.14 (DLI 11): Number of States that have received the books and didactic materials aligned with NEM (Text) (Text)		n/a	n/a	n/a	25.00	25.00	25.00
IRI 1.15 (DLI 12): Publication of assessment matrixes of new ENEM in accordance with the NEM Legal Framework (Text)		n/a	n/a	n/a	n/a	A working group for the elaboration of the assessment matrixes of new ENEM is created and its work published	A working group for the elaboration of the assessment matrixes of new ENEM is created and its work published
Action: This indicator has been Revised							
IRI 1.16 (DLI 13) : MEC implements measures to respond to COVID crisis (Text) (Text)		n/a	n/a	n/a	Implementation of: (i) health protocols for the safe reopening of schools, (ii) panel to monitor the context and progress of each state.	MEC provide States with technical and financial support to improve school connectivity.	Dissemination of strategies for the recovery of lost learning and for bringing students back to school
Action: This indicator has been Revised							
IRI 1.17 (DLI 14): MEC public consultation with students, teachers and school managers about the NEM implementation process published. (Text)		Public consultation not disseminated	n/a	n/a	n/a	n/a	Delivery of the final report of the national public consultation to 27 states.
Action: This indicator is New							



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
IRI 1.18 (DLI 15): Restructuring of the Upper Secondary Education Legal Framework published. (Text)		Legislation not published	n/a	n/a	n/a	n/a	Legislation that institutionalize the restructuring of the revision of the Upper Secondary Education Reform published
Action: This indicator is New							
IRI 1.19 (DLI 16): Strengthening schools' connectivity through the provision of necessary equipment for hybrid education to promote learning recovery strategies. (Text)		n/a	n/a	n/a	n/a	n/a	(i) 20 states with media centers installed with equipment needed to deliver hybrid education (ii) 1,000 vulnerable schools with school kits needed to deliver hybrid education
Action: This indicator is New							
Area 2: Promoting the expansion of full-time schools							
IRI 3.2 (DLI 7) : Number of States that have their revised FTS Implementation Plans approved by MEC (Number)		0.00	27.00	27.00	27.00	27.00	27.00
IRI 3.3 (DLI 8) : Evaluations and adjustment of the FTS program have been carried out. (Text)		No review is in place	A Pre-evaluation is Satisfactorily completed	n/a	n/a	n/a	A Pre-evaluation is Satisfactorily completed



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Action: This indicator has been Revised							
IR Indicator 3.4 (DLI 9) : Percentage of agreed FTS key process targets achieved by States as included in their FTS Implementations Plans (Percentage)	0.00	45.00	60.00	75.00	75.00	75.00	
IRI 3.5: A rigorous analysis of the processes, outputs, and outcomes of the EMTI is conducted and best practices to support its implementation are disseminated (Text)	Rigorous analysis not conducted and best practice disseminated	n/a	n/a	n/a	n/a	Rigorous analysis conducted and best practice disseminated	
Action: This indicator is New							
Area 3 : Beneficiaries, social and gender indicators							
IRI 4.1 : Number of states that have promoted the participation of local communities in the design of pedagogical proposals in all FTSs (Number)	0.00	15.00	20.00	22.00	25.00	25.00	
IRI 4.2 : Number of SEE with Implementation Plans to promote gender equality. (Number)	0.00	5.00	10.00	15.00	20.00	20.00	



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
IRI 4.3 : Percentage of female students enrolled in natural sciences and math itineraries (Percentage)		0.00	0.00	0.00	40.00	45.00	45.00
IRI 4.4 : States where the average absolute gender gap of enrollment in formative itineraries is less than 5%, subject to available offerings (Number) (Number)		0.00	0.00	0.00	0.00	0.00	20.00
IRI 4.5 : Students benefiting from direct interventions to enhance learning (Number)		0.00	525,000.00	800,000.00	1,600,000.00	2,400,000.00	2,400,000.00
IRI 4.6: Number of states with interventions to promote gender equality in at least 40 percent of their schools (Number)		0.00	0.00	0.00	0.00	0.00	20.00
Action: This indicator is New							
IRI 4.7: Publication and dissemination of guidelines for the tailored implementation of the Upper Secondary Reform in rural, afro-descendants, indigenous, night shift, and adult education schools (Text)		Guidelines not published and disseminated.	n/a	n/a	n/a	n/a	Guidelines published and disseminated.
Action: This indicator is New							



Disbursement Linked Indicators Matrix

DLI 1	DLI 1: The MEC NEM Portaria regulating the support to the Upper Secondary Education Reform has been published by MEC			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	No	Text	15,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	Not Published			
DLR 1	Published		15,000,000.00	
DLR 2	n/a		0.00	
DLR 3	n/a		0.00	
DLR 4	n/a		0.00	
DLR 5	Published		0.00	
DLR 6			0.00	
DLI 2	DLI 2: Number of States that formally signed a NEM Portaria Commitment Agreement			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	Yes	Number	12,500,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula



Baseline	0.00		
DLR 1	20.00	10,000,000.00	
DLR 2	25.00	2,500,000.00	
DLR 3		0.00	
DLR 4		0.00	
DLR 5	25.00	0.00	
DLR 6		0.00	
DLI 3	DLI 4: Number of States that have their curricula adapted to NEM, validated and published by each state		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)
Output	Yes	Number	25,000,000.00
Period	Value	Allocated Amount (USD)	As % of Total Financing Amount
Baseline	0.00		
DLR 1	0.00	0.00	
DLR 2	10.00	10,000,000.00	
DLR 3	15.00	5,000,000.00	
DLR 4	25.00	10,000,000.00	
DLR 5	25.00	0.00	



DLR 6			0.00	
DLI 4	DLI 6: Number of States with schools in NEM Implementation Pilots			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	20,000,000.00	0.00
Period	Value	Allocated Amount (USD)		Formula
Baseline	0.00			
DLR 1			0.00	
DLR 2	10.00		10,000,000.00	
DLR 3	20.00		10,000,000.00	
DLR 4			0.00	
DLR 5	20.00		0.00	
DLR 6			0.00	
DLI 5	DLI 7: Number of States that have their revised FTS Implementation Plans approved by MEC			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	15,000,000.00	0.00
Period	Value	Allocated Amount (USD)		Formula
Baseline	0.00			



DLR 1			15,000,000.00	
DLR 2			0.00	
DLR 3			0.00	
DLR 4			0.00	
DLR 5	25.00		0.00	
DLR 6			0.00	
DLI 6	DLI 8: Evaluations and adjustment of the FTS program have been carried out			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Text	25,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No review is in place			
DLR 1	A Pre-evaluation is Satisfactorily completed		10,000,000.00	
DLR 2			0.00	
DLR 3			0.00	
DLR 4	A rigorous analysis of the processes, outputs and outcomes of the EMTI program is conducted and best practices to support its implementation are disseminated		15,000,000.00	



DLR 5	A rigorous analysis of the processes, outputs and outcomes of the EMTI program is conducted and best practices to support its implementation are disseminated		0.00	
DLR 6			0.00	
Action: This DLI has been Revised. See below.				
DLI 6	DLI 8: Evaluations and adjustment of the FTS program have been carried out			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Text	10,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No review is in place			
DLR 1	A Pre-evaluation is Satisfactorily completed		10,000,000.00	
DLR 2			0.00	
DLR 3			0.00	
DLR 4			0.00	
DLR 5			0.00	
DLR 6			0.00	



DLI 7	DLI 9: Percentage of agreed FTS key process targets achieved by States as included in their FTS Implementation Plans			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Percentage	30,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
DLR 1	45.00		5,000,000.00	
DLR 2	60.00		15,000,000.00	
DLR 3	75.00		10,000,000.00	
DLR 4			0.00	
DLR 5	75.00		0.00	
DLR 6			0.00	
DLI 8	DLI 11: Number of States that have received books and didactic materials in compliance with NEM Legal Framework.			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	25,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	n/a			
DLR 1			0.00	



DLR 2			0.00	
DLR 3			0.00	
DLR 4	25 States received textbooks for the “project of my life” (Projeto de Vida) and “Integration Projects (Projetos Integradores) in compliance with NEM Legal Framework		12,500,000.00	
DLR 5	25 States received books and didactic materials by area of knowledge for students and teachers in compliance with NEM Legal Framework.		12,500,000.00	
DLR 6			0.00	
DLI 9	DLI 12: Publication of assessment matrixes of new ENEM in accordance with the NEM Legal Framework			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Text	25,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	n/a			
DLR 1			0.00	
DLR 2			0.00	
DLR 3			0.00	
DLR 4	A working group for the elaboration of the assessment matrixes of new ENEM is created and its work published		12,500,000.00	



DLR 5	Assessment matrixes of new ENEM are published	12,500,000.00	
DLR 6		0.00	

Action: This DLI has been Revised. See below.

DLI 9	DLI 12: Publication of assessment matrixes of new ENEM in accordance with the NEM Legal Framework			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Text	12,500,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	n/a			
DLR 1			0.00	
DLR 2			0.00	
DLR 3			0.00	
DLR 4	A working group for the elaboration of the assessment matrixes of new ENEM is created and its work published		12,500,000.00	
DLR 5			0.00	
DLR 6			0.00	



DLI 10	DLI 13: MEC implements measures to respond to COVID crisis			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	28,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	n/a			
DLR 1			0.00	
DLR 2			0.00	
DLR 3			0.00	
DLR 4	Implementation of: (i) health protocols for the safe reopening of schools, (ii) panel to monitor the context and progress of schools pandemic situation in each state, (iii) dissemination of strategies for the recovery of lost learning and for bringing students back to school		15,000,000.00	
DLR 5	MEC provide States with (i) technical and financial support to improve school connectivity, and (ii) equipment needed to offer distance and hybrid education (media centers and school kits)		13,000,000.00	
DLR 6			0.00	
Action: This DLI has been Revised. See below.				



DLI 13	DLI 13: MEC implements measures to respond to COVID crisis			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	20,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	n/a			
DLR 1			0.00	
DLR 2			0.00	
DLR 3			0.00	
DLR 4	Implementation of: (i) health protocols for the safe reopening of schools, (ii) panel to monitor the context and progress of schools pandemic situation in each state.		10,000,000.00	
DLR 5	MEC provide States with technical and financial support to improve school connectivity.		5,000,000.00	
DLR 6	Dissemination of strategies for the recovery of lost learning and for bringing students back to school.		5,000,000.00	
DLI 11	DLI 14: MEC public consultation with students, teachers, and school managers on the NEM implementation process published			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	No	Text	7,500,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula



Baseline	Public consultation not disseminated			
DLR 1		0.00		
DLR 2		0.00		
DLR 3		0.00		
DLR 4		0.00		
DLR 5		0.00		
DLR 6	Delivery of the final report of the national public consultation to 27 states.	7,500,000.00		
<i>Action: This DLI is New</i>				
DLI 12	DLI 15: Restructuring of the Upper Secondary Education Legal Framework published			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	No	Text	10,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	Legislation not published			
DLR 1			0.00	
DLR 2			0.00	
DLR 3			0.00	
DLR 4			0.00	



DLR 5			0.00	
DLR 6	Legislation that institutionalize the restructuring of the revision of the Upper Secondary Education Reform published		10,000,000.00	
Action: This DLI is New				
DLI 13	DLI 16: Strengthening schools' connectivity through the provision of necessary equipment for hybrid education to promote learning recovery strategies			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	17,947,500.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	n/a			
DLR 1			0.00	
DLR 2			0.00	
DLR 3			0.00	
DLR 4			0.00	
DLR 5			0.00	
DLR 6	(i) 20 states with media centers installed with equipment needed to deliver hybrid education (ii) 1,000 vulnerable schools with school kits needed to deliver hybrid education		17,947,500.00	



Action: This DLI is New

In Process



ANNEX 2: PROGRAM ACTION PLAN

Action Description	Source	DLI#	Responsibility	Timing		Completion Measurement	Action
Publishing of a NEM Portaria regulating the support to implement the Upper Secondary Education Reform	Technical		SEB	Due Date	30-May-2018	Portaria Published	No Change
20 states signed a NEM Portaria Commitment Agreement	Technical		SEB, states	Due Date	30-Apr-2019	Agreements Signed	No Change
Development of models of flexible curricula (BNCC and flexible itineraries)	Technical		SEB/COEM	Due Date	30-Sep-2021	Flexible Curriculums developed	No Change
Strengthening of the MEC institutional capacity for design and management of the implementation of the reform	Technical		SEB/COEM	Recurrent	Continuous	PIU fully staffed: fiduciary, safeguards, M & E and all technical staff to support Project main programs	No Change
Training of technical staff at the MEC and the SEE responsible for the design and implementation of the reform	Technical		SEB/COEM	Due Date	30-Jun-2022	Training provided	No Change
Establishment of the Special Bidding Committee	Fiduciary Systems		SEB/CPAG	Due Date	14-Nov-2017	Special Bidding Committee established	No Change
TOR for technical, fiduciary, and safeguard functions for the PMU	Fiduciary Systems		SEB/COEM/CPAG	Due Date	14-Nov-2017	TORs developed	No Change



Establishment of the PMU with key staff as defined in the Program Operational Manual (POM) appointed	Fiduciary Systems		SEB/COEM/CPA G	Due Date	15-Mar-2021	Staff Contracted	No Change
Provision of procurement, FM, and disbursement training to the SEB and the PMU staff	Fiduciary Systems		World Bank	Due Date	30-Jun-2021	MEC and SEE staff trained	No Change
Preparation of POM	Technical		SEB	Due Date	14-Nov-2017	Operational Manual completed	No Change
TOR for the studies and consultancies to be selected during the first eight months of implementation	Technical		SEB	Due Date	31-Jan-2023	TORs developed	No Change
Need to observe the World Bank ACG in a legal/binding document	Fiduciary Systems		SEB	Due Date	14-Nov-2017	ACG has been included in the Resolutions (Portarias) of the Programs supported by Project, to be fulfilled. Audit of contracts by the states has been completed. Process of contracting of 3 consultants is underway.	No Change
Definition of a communication, consultation, and negotiation strategy to mitigate risks of creating or exacerbating social conflict with key stakeholders (teachers and labor unions)	Technical		SEB/PMU	Due Date	30-Jul-2018	Consultations to approve Basic Curriculum and States curriculums were carried out	No Change



Preparation of the TOR for financial audits	Fiduciary Systems		SEB	Recurrent	Yearly	TORs completed	No Change
Development of a Gender Plan, based on in-depth diagnosis, including successful national and international experiences	Technical		SEB	Due Date	31-Jan-2023	Report	No Change
Support of activities (guidelines, awareness, technical support) to implement the Gender Plan and good practices	Environmental and Social Systems		SEB/CPAG	Recurrent	Continuous	Gender Plan implemented	No Change
Look for budgeting based on data that reflects the market and not just on official tables issued by various spheres of Government	Fiduciary Systems		SEB	Recurrent	Continuous	Market price analyses are carried out for bidding	No Change
Contract management improvement	Fiduciary Systems		SEB	Recurrent	Continuous	Contract Management Improved	No Change
Hire consultants to work at the state level to provide capacity building through the TA component, expedite implementation, and ensure the proper use and documentation of funds	Fiduciary Systems		SEB	Recurrent	Continuous	Contract management is gradually improving	No Change
Revision of complementary rules for transfer of financial resources (Resolution	Fiduciary Systems		MEC	Due Date	30-Apr-2018	Rules revised	No Change



MEC/FNDE 07/2016), including socio environmental, health, and safety aspects of the Program's conditionality							
Implementation of a unit in the Program with the specific mission of offering TA to the states and the Federal District regarding the implementation of socioenvironmental, health, and safety requirements	Environmental and Social Systems		MEC	Due Date	30-Jun-2023	TA to states carried out	No Change
Institutional Strengthening of Implementing Agencies: Training program for engineering, environmental, management, and health and safety teams of the SEE with lower institutional capacity	Environmental and Social Systems		MEC	Due Date	30-Sep-2021	Training carried out	No Change
Operationalization of the dedicated grievance redress mechanism	Environmental and Social Systems		MEC	Due Date	30-Apr-2019	Mechanisms developed	No Change
Elaboration of an Environmental and Social Management Framework and application of the verification form, including the formulation of guidelines and manuals for	Fiduciary Systems		MEC	Due Date	28-Feb-2022	ESMF developed	No Change



several themes							
Definition of the roles and responsibilities of FNDE to conduct the procurement of goods and the SAA/SE to conduct the procurement of consulting firms	Fiduciary Systems		MEC	Due Date	31-Jan-2024	Report accepted by the Task Team describing the roles and responsibilities of FNDE to conduct the procurement of goods and the SAA/SE to conduct the procurement of consulting firms	New
Definition of roles and responsibilities of FNDE in the verification processes of eligible expenditures	Fiduciary Systems		MEC	Due Date	31-Jan-2024	Report accepted by the Task Team with the definition of roles and responsibilities of FNDE in the verification processes of eligible expenditures	New



ANNEX 3: DISBURSEMENT-LINKED INDICATORS

<i>DLIs eligible for partial achievement are marked 'Scalable'</i> <i>Detailed Verification Protocol are provided in Annex 4</i>						
	DLR 1³ (2018)	DLR 2 (2019)	DLR 3 (2020)	DLR 4 (2021)	DLR 5 / DLR 6 (2022 / 2024)	Comments
RESULTS AREA 1						
DLI 1: The MEC NEM <i>Portaria</i> regulating the support to the Upper Secondary Education Reform has been published by MEC	Published Prior results ⁴ US\$15 M					Disbursed
DLI 2: Number of States ⁵ that formally signed a NEM <i>Portaria</i> Commitment Agreement	20 ⁶ Scalable US\$10 M	25 Scalable US\$2.5 M				Disbursed
DLI 3: Number of States that achieved 75% of the key objectives included in their NEM Implementation Plans			10 Scalable US\$0 M	15 Scalable US\$0 M	22 Scalable US\$0 M	Dropped
DLI 4: Number of States that have their curricula adapted to NEM, validated and published by each State		10 Scalable US\$10 M	15 Scalable US\$5 M	25 Scalable US\$10 M		Disbursed
DLI 5: Number of States that have trained at least 40% of school principals and school coordinators in the New State Curriculum			7 Scalable US\$0 M	15 Scalable US\$0 M	25 Scalable US\$0 M	Dropped

³ Disbursement-linked Result (DLR) is the yearly target of a DLI.

⁴ "Prior results" indicates DLRs that may be achieved prior to the loan signing date but after July 13, 2017.

⁵ Here and henceforth, "States" refers to the 26 states of Brazil and the Federal District.

⁶ The baseline for indicators is zero unless specified otherwise. For DLI 1, the baseline is "No" and for DLI 8, the baseline is "No FTS review is in place."



DLI 6: Number of States with schools in NEM Implementation Pilots		10 Scalable US\$10 M	20 Scalable US\$10 M			Unchanged
DLI 10: Number of States with NEM Implementation Plans with specific strategies to implement NEM in Vulnerable Schools		20 Scalable US\$0 M	25 Scalable US\$0 M			Dropped
DLI 11: Number of States that have received books and didactic materials in compliance with NEM Legal Framework.				25 States received textbooks for the “project of my life” (<i>Projeto de Vida</i>) and “Integration Projects (<i>Projetos Integradores</i>) in compliance with NEM Legal Framework US\$12.5 M	25 States received books and didactic materials by area of knowledge for students and teachers in compliance with NEM Legal Framework. US\$12.5 M	DLR 4 (2021): Disbursed
DLI 12: Publication of assessment matrixes of new ENEM in accordance with the NEM Legal Framework.				A working group for the elaboration of the assessment matrixes of new ENEM is created and its work published US\$12.5 M	Assessment matrixes of new ENEM are published US\$12.5 M	DLR 5 (2022): Dropped



DLI 13: Measures implemented by MEC to respond to COVID crisis				Implementation of: (i) health protocols for the safe reopening of schools, (ii) panel to monitor the context and progress of schools pandemic situation in each state, (iii) dissemination of strategies for the recovery of lost learning and for bringing students back to school US\$ 10 M	DLR 5: MEC provide States with technical and financial support to improve school connectivity(ii) equipment needed to offer distance and hybrid education (media centers and school kits) DLR 6: Dissemination of strategies for the recovery of lost learning and for bringing students back to school US\$10 M	DLR5 (2023): partially dropped
DLI 14: MEC public consultation with students, teachers and school managers about the NEM implementation process published					Delivery of the final report of the national public consultation to 27 states US\$7.5 M	New



DLI 15: Restructuring of the Upper Secondary Education Legal Framework published					Legislation that institutionalize the restructuring of the revision of the Upper Secondary Education Reform published US\$ 10M	New
DLI 16: Strengthening schools' connectivity through the provision of necessary equipment for hybrid education to promote learning recovery strategies					i) 20 states with media centers installed with equipment needed to deliver hybrid education US\$7.4975 M ii) 1,000 vulnerable schools with school kits needed to deliver hybrid education US\$10 M	New
Amounts Result Area 1	US\$25 M	US\$22.5 M	US\$15 M	US\$50 M	US\$38.5	US\$151 M
RESULTS AREA 2						
DLI 7: Number of States that have their revised FTS Implementation Plans approved by MEC	25 Prior results Scalable US\$15 M					Disbursed



DLI 8: Evaluations and adjustment of the FTS Program have been carried out	A Pre-evaluation is Satisfactorily completed US\$10 M	25 States publish and commit to Revised FTS Implementation Plans US\$0 M	A Midterm Evaluation is Satisfactorily completed and its results disseminated US\$0 M	A rigorous analysis of the processes, outputs and outcomes of the EMTI program is conducted and best practices to support its implementation are disseminated US\$15 M		DLR 1 (2018): Disbursed DLR 2 (2019): Dropped DLR 3 (2020): Adjusted DLR 4 (2021): Dropped
DLI 9: Percentage of agreed FTS key process targets achieved by States as included in their FTS Implementation Plans	45% Scalable US\$5 M	60% Scalable US\$15 M	75% Scalable US\$10 M			Disbursed Description and Protocols of Verification Adjusted
Amounts Result Area 2	US\$30 M	US\$15 M	US\$10 M	US\$15 M		US\$70 M
TOTAL DISBURSEMENTS	US\$55 M	US\$37.5 M	US\$25 M	US\$65 M	US\$38.5 M	US\$221 M



ANNEX 4: DLI VERIFICATION PROTOCOLS

#	DLI	Definition/ Description of achievement	Scalability of Disburse- ments	Protocol to evaluate achievement of the DLI and data/result verification		
				Data source/ agency	Verification Entity	Procedure
1	The MEC NEM <i>Portaria</i> regulating the support to the Upper Secondary Education Reform has been published by MEC	The MEC publishes the <i>Portaria</i> in the DOU, the document regulating the terms, conditions, and general guidelines for the NEM to support the SEE. A valid <i>Portaria</i> must include, at least (a) Implementation Plan guidelines, including minimum requirements; (b) Implementation Plan template; (c) Program and state targets; (d) Information on overall program incentives, requirements, and conditional funding transfers; (e) Specific incentives for the NEM Implementation Pilots (f) Equity- and gender-focused implementation strategies; (g) Anticorruption and antifraud terms; (h) The SEE authorization to allow DLIs Verification Entity to verify compliance in the field; (i) Guidelines for sending of state Curricular Proposals; (j) Guidelines for teacher training plan, ensuring minimum quality standards; (k) School principals and school coordinators training guidelines, including quality standards; (l) Governance plan;	No	DOU/COEM/DICEI	World Bank	The following items, submitted to the World Bank, will be considered as proof of the accomplishment of the DLI: (a) A Verification Report from the MEC, including • A copy of the published <i>Portaria</i> in the DOU (b) No-objection from the World Bank certifying the acceptable completion of Verification Report mentioned above



#	DLI	Definition/ Description of achievement	Scalability of Disburse- ments	Protocol to evaluate achievement of the DLI and data/result verification		
				Data source/ agency	Verification Entity	Procedure
		(m) Communication plan, and (n) Timeline				
2	Number of States that formally signed a NEM <i>Portaria</i> Commitment Agreement	The SEE send official publications of agreements signed by competent public official confirming adherence to the terms, conditions, and general guidelines defined in the NEM <i>Portaria</i> . 'Adherence': Publication of the intention to comply with the responsibilities of implementing the NEM, as described by the NEM <i>Portaria</i> , in the respective State Registers (<i>Diários Oficiais</i>). 'Terms of Commitment': Legal Agreement by which states are bound to comply with the <i>Portaria</i> . <i>The targets of this DLI are cumulative.</i>	Yes US\$0.5 million per State up to the target	SIMEC/C OEM/DIC EI	World Bank	The following items, submitted to the World Bank, will be considered as proof of the accomplishment of the DLI: (a) A Verification Report from the MEC, including Report with 5–27 copies of the signed agreements from each of the SEE, with proof of official publication in the respective State Registers (b) No-objection from the World Bank Verification Report mentioned above
4	Number of States that have their curricula adapted to NEM, validated and published by each State	Based on the NEM <i>Portaria</i> , the BNCC guidelines and the TA to the SEE, each state will develop a Curricular Proposal, validate this proposal with the competent educational entity, and publish the approved document using official channels. 'Adapted' means that the curricular proposal follows the BNCC and the NEM <i>Portaria</i> guidelines. 'Validated' means that it has received a no-objection or equivalent from the competent educational entity. 'Published' means that this new curricular proposal has been disseminated in the State's	Yes US\$1 million per State up to the target	SIMEC/C OEM/DIC EI	World Bank	The following items, submitted to the World Bank, will be considered as proof of the accomplishment of the DLI: (a) A Verification Report from the MEC, including - Copies of 5–27 state's Curricular Proposals; - A no-objection from the MEC to each state's (satisfactory) Curricular Proposal; and



#	DLI	Definition/ Description of achievement	Scalability of Disburse- ments	Protocol to evaluate achievement of the DLI and data/result verification		
				Data source/ agency	Verification Entity	Procedure
		Education Councils or made available publicly (online, for example). <i>The targets of this DLI are cumulative.</i>				- Proof of publication of the approved Curricular Proposal in the State Education Councils (b) No-objection from the World Bank Verification Report mentioned above
6	Number of States with schools in NEM Implementation Pilots	'The NEM Implementation Pilots' are pilot schools defined by the SEE that satisfactorily elaborate and execute proposals that make the existing curriculum more flexible in accordance with the directives and regulations of the NEM. 'School' refers to any public school under the responsibility of the respective SEE. <i>The targets of this DLI are cumulative.</i>	Yes US\$1 million per State up to the target for DLR 2 (2019) and DLR 3 (2020)	PDDE-EM/ COGEM/ DPD	Third-party entity	The following items, submitted to the World Bank, will be considered as proof of the accomplishment of the DLI: (a) A Verification Report from the MEC, including the two conditions for a state to be considered as achieving the target - A list of at least 2 pilot schools per state that the MEC certifies satisfactorily made their curricula more flexible in accordance to the NEM guidelines - Each state present proposals of curricular matrices and pedagogic proposals at state and district level in accordance to the NEM guidelines.



#	DLI	Definition/ Description of achievement	Scalability of Disburse- ments	Protocol to evaluate achievement of the DLI and data/result verification		
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						(b) No-objection from the World Bank Verification Report mentioned above
7	Number of States that have their revised FTS Implementation Plans approved by MEC	States revise their Original FTS Implementation Plans based on the Revised FTS <i>Portaria</i> and submit to SIMEC the information on the schools that are to be added to the program. The 'Revised FTS <i>Portaria</i> ' is any <i>Portaria</i> for the FTS program that has been published after October 2017. The MEC evaluates each state's plans and approves those that are in accordance with the most recent agreed guidelines, terms, and conditions. After approval, the MEC transfers funds to states according to the number of approved schools in each state. 'Original FTS Implementation Plans' are those agreed before October 2017. 'Revised FTS Implementation Plans' are those differing from the Original FTS Implementation Plans, published after October 2017, in accordance to the Revised FTS <i>Portaria</i> .	Yes US\$0.6 million per State up to the target	SIMEC/C OEM/DIC EI	World Bank	The following items, submitted to the World Bank, will be considered as proof of the accomplishment of the DLI: (a) A Verification Report from the MEC, including: - A copy of each state's Original FTS Implementation Plan; - A copy of each state's Revised FTS Implementation Plan with changes from the Original FTS Implementation Plan highlights or tracked; and - A letter from the MEC to the World Bank certifying which states have satisfactorily adjusted their Revised FTS Implementation Plans in alignment with the Revised FTS <i>Portaria</i>. (b) No-objection from the World Bank Verification Report mentioned above



#	DLI	Definition/ Description of achievement	Scalability of Disburse- ments	Protocol to evaluate achievement of the DLI and data/result verification		
				Data source/ agency	Verification Entity	Procedure
8	Evaluations and adjustment of the FTS program have been carried out	This DLI includes two key actions: For DLR 1 (2018): A pre-evaluation of the performance of the FTS model so far. To be considered “Satisfactory”, the pre-evaluation must fulfill the following conditions: (a) Conducted by a firm or entity with TOR validated by the World Bank through a no-objection (b) Highlights practices that are associated with especially positive or negative results (c) Summarized findings into clear and actionable recommendations (for each state)	No	SIMEC / COGEM/ DPD/ INEP	World Bank	The following items, submitted to the World Bank, will be considered as proof of the accomplishment of the DLI. For DLR 1 (2018) (a) A Verification Report from the MEC, including: • A comprehensive Pre-evaluation report including conditions a, b and c. from the key action description (b) No-objection from the World Bank Verification Report mentioned above.
9	Percentage of agreed FTS key process targets achieved by States as included in their FTS Implementation Plans	Number of SEE that show proof of successful accomplishment of 60% of the following 8 Process Targets defined in their FTS Implementation Plans for each given year: 1. Communication Plan containing at least proposals for implementing the EMTI, including program planning, school access, enrollment, pedagogical planning, monitoring, etc. 2. Legal framework for the selection of school principals;	Yes US\$1 million per each percentage from a minimum 40% accomplishment onward, up to the target	SIMEC/C OEM/DIC EI	Third-party entity	The following items, submitted to the World Bank, will be considered as proof of the accomplishment of the DLI: (a) A Verification Report from the MEC, including • A copy of each state’s FTS Implementation Plan, • A summary of the achieved and not-achieved objectives, and



#	DLI	Definition/ Description of achievement	Scalability of Disburse- ments	Protocol to evaluate achievement of the DLI and data/result verification		
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		3. Legal framework for the selection of students; 4. Schools' pedagogical plan, understood as a action plan with the clear challenges, goals and strategies to implement the FTS; 5. Legal framework that establishes an implementation team; Proof that 60% of FTS schools in a state have attained: - Financial Plan for FTS, understood as sufficient resource provision and a spending plan in the States' Annual Budget Law (Lei Orçamentária Anual, LOA); - Sufficient infrastructure milestones, i.e., at least 4 out of the 6 infrastructure items provided in MEC Ordinance 727/2017; - Enrollment framework, understood as the minimum enrollments as established in MEC Ordinance 727/2017 By "legal frameworks" it is meant e.g., a <i>portaria</i>, resolution or decree by the SEE or State Government and published in the "Diário Oficial" <i>The targets of this DLI are cumulative.</i>				Summarized proof of completion of the "achieved" objectives. (b) No-objection from the World Bank Verification Report mentioned above



#	DLI	Definition/ Description of achievement	Scalability of Disburse- ments	Protocol to evaluate achievement of the DLI and data/result verification		
				Data source/ agency	Verification Entity	Procedure
11	Number of States that have received books and didactic materials in compliance with NEM Legal Framework.	Number of States that have adopted the books and teaching materials, provided under the National Textbook Program (PNLD), suitable for NEM school. DLR 4 (2021): Number of states that have received books and teaching materials for Project of Life (<i>Projeto de Vida</i>) and Integration Projects (<i>Projetos Integradores</i>). DLR 5 (2022): Number of states that have received textbooks and teaching materials by areas of knowledge (Portuguese, Mathematics, Natural Sciences, Social Sciences) - 25 States “Books and Didactic Materials” refers to books and other learning materials produced and distributed by MEC (PNLD), which have been adapted to the new BNCC for the first year of the NEM	Yes DLR 4: number of states which have received books and teaching materials Project of Life (<i>Projeto de Vida</i>) and Integration Projects. (<i>Projetos Integradores</i>) DLR 5: number of states that have received books and teaching materials by areas of knowledge: US\$500,000 per State up to the target of 25 states	SEB/ PNLD	World Bank	The following items, submitted to the World Bank, will be considered as proof of the accomplishment of the DLI. (a) A Verification Report from the MEC, including, for each state: • A list counting the Books and Didactic Materials which have been distributed by school in each State • A formal confirmation of receipt (mail or other) and distribution of these Books and Didactic Materials by each state in a representative sample (2% of upper secondary schools) (b) No-objection from the World Bank Verification Report mentioned above.



#	DLI	Definition/ Description of achievement	Scalability of Disburse- ments	Protocol to evaluate achievement of the DLI and data/result verification		
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			(total of 12.5M)			
12	Publication of assessment matrixes of new ENEM in accordance with the NEM Legal Framework.	A revised ENEM aligned to NEM, including BNNC and the Formative Itineraries DLR 4 (2021): A working group for the elaboration of the assessment matrixes of new ENEM is created and its work published.	No	INEP/SEB	World Bank	The following items, submitted to the World Bank, will be considered as proof of the accomplishment of the DLI. DLR 4 (2021): MEC Verification Report including: (a) A copy of the Portaria published in the Official Gazette; (b) Minutes of the meetings held in 2021 by the Working Group; (c) No objection of the World Bank certifying the acceptable conclusion of the above-mentioned Verification Reports.
13	MEC implements measures to respond to COVID crisis	This DLI includes two key actions: DLR 4 (2022): Implementation of: (i) health protocols for the safe reopening of schools, (ii) panel to monitor the context and progress of each state. DLR 5 (2023): MEC provide States with: (i) dissemination of strategies for the recovery of lost learning and for bringing students back to school. DLR 6 (2024): MEC provide States with:	Yes DLR 4 (2022) (i) and (ii) US\$ 5 million each DLR 6 (2024) (i) and (ii) US\$ 5 million each	SEB/COG EM	World Bank	The following items, submitted to the World Bank, will be considered as proof of the accomplishment of the DLI. DLR 4 (2022) A Verification Report from MEC, including: (a) health protocols for the safe reopening of schools; (b) panel to monitor the context and progress of each state;



#	DLI	Definition/ Description of achievement	Scalability of Disburse- ments	Protocol to evaluate achievement of the DLI and data/result verification		
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		(i) technical and financial support to improve school connectivity.				(c) No-objections from the World Bank Verification Report mentioned above. DLR 5 (2023) A Verification Report from MEC, including: (a) MEC guides and technical tools to support the States in mitigating and recuperating COVID-19-related learning losses in upper-secondary education; (b) MEC guides and technical tools to States for the early identification of at risk students, and planning and implementing strategies to support their return to and retention in school; and (c) No-objections from the World Bank Verification Report mentioned above. DLR 6 (2024) A Verification Report from MEC, including: (a) States received technical and financial support to improve school connectivity; and (b) No-objections from the World Bank Verification Report mentioned above.

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#	DLI	Definition/ Description of achievement	Scalability of Disburse- ments	Protocol to evaluate achievement of the DLI and data/result verification		
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14	MEC public consultation with students, teachers and school managers about the NEM implementation process published	The DLI include one action: DLR 6 (2024): Delivery of the final report of the national public consultation to 27 states.	No	SEB/COG EM	World Bank	The following items, submitted to the World Bank, will be considered as proof of the accomplishment of the DLI. DLR 6 (2024) A Verification Report from MEC, including: Proof of: (a) A copy of the final report of the national public consultation; (b) Verification report of the delivery of the final report of the national public consultation to 27 states; (c) No-objection from the World Bank Verification Report mentioned above.
15	Restructuring of the Upper Secondary Education Legal Framework published	The DLI include one action: DLR 6 (2024): Legislation that institutionalize the restructuring of the revision of the Upper Secondary Education Reform published.	No	SEB/COG EM	World Bank	The following items, submitted to the World Bank, will be considered as proof of the accomplishment of the DLI. DLR 6 (2024)A Verification Report from MEC, including: Proof of: (a) A copy of the new law in the Brazilian Federal Register (Diário Oficial da União, DOU), amending or replacing Law n. 13,415, dated February 16, 2017; (b) No-objection from the World Bank Verification Report mentioned above.



#	DLI	Definition/ Description of achievement	Scalability of Disburse- ments	Protocol to evaluate achievement of the DLI and data/result verification		
				Data source/ agency	Verification Entity	Procedure
16	Strengthening schools connectivity through the provision of necessary equipment for hybrid education to promote learning recovery strategies.	The DLI 16 includes two actions: DLR 6 (2024): (i) 20 states with media centers installed with equipment needed to deliver hybrid education, (ii) 2,000 vulnerable schools with school kits needed to deliver hybrid.	Yes DLR 6 (2024) (i) US\$7.9475 million (ii) US\$ 10 million	SEB/COG EM	World Bank	The following items, submitted to the World Bank, will be considered as proof of the accomplishment of the DLI. DLR 6 (2024) A Verification Report from MEC, including: Proof of: (a) States with media centers installed with equipment needed to deliver hybrid education; (b) Vulnerable schools (schools socioeconomic index (INSE I, II, III) with school kits needed to deliver hybrid education; (c) No-objection from the World Bank Verification Report mentioned above.

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You agree and understand that your sole course of action and exclusive remedy for any losses or damages incurred or suffered by you as a result of your use of the Service shall be to terminate your Service account and cease using the Service. Under no circumstances will you have any claim against any of the relevant World Bank Group Organizations for any losses or damages whatsoever arising out of or related to your use of the Service.

5.0 Preservation of Immunities.

Nothing in this Disclosure Statement and Consent shall constitute, be construed, or considered to be, a limitation upon or a waiver, renunciation or modification of any immunities, privileges or exemptions of any of the World Bank Group Organizations accorded under its respective Articles of Agreement, international Convention or any applicable law. Such immunities, privileges or exemptions are specifically reserved.

6.0 Additional Terms:

By checking the 'I agree' box below, you agree and confirm that:

- You understand that this Disclosure Statement and Consent governs only e-signature transactions or arrangements with a relevant World Bank Group Organization which may be subject to additional Service terms;
- You can access and read this Disclosure Statement and Consent; and
- You can print on paper the Disclosure Statement and Consent or save or send the same to a place where you can print it for future reference and access.
- With respect to IBRD and IDA, you (a) will always keep your e-mail address updated with the Service and follow instructions provided by the relevant World Bank Group Organization to keep your e-mail address updated with the Service as needed; and (b) understand that the minimum system requirements for using the Service may change

over time. The current system requirements are found here: <https://support.docusign.com/guides/signer-guide-signing-system-requirements>

[1] This Electronic Disclosure Statement and Consent for E-Signature with a relevant World Bank Group Organization is to be used on a specific **transactional basis** and does not in any way or form purport to create an ongoing contractual relationship between the user of the Service, the independent vendor and any of the relevant World Bank Group Organizations.

In Process