LARGE-SCALE MANAGEMENT IN EDUCATION

Jovem de Futuro – From a pilot program in schools to educational public policy

Ricardo Henriques
Mirela de Carvalho
Mariana Bittar

INSTITUTO UNIBANCO

LARGE-SCALE MANAGEMENT IN EDUCATION

Jovem de Futuro – From a pilot program in schools to educational public policy

Ricardo Henriques
Mirela de Carvalho
Mariana Bittar

INSTITUTO UNIBANCO

PRODUCTION
Instituto Unibanco

ADMINISTRATIVE COUNCIL
Chairperson
Pedro Moreira Salles

Vice-Chairperson
Pedro Sampaio Malan

Board Members
Antonio Jacinto Matias
Claudia Costin
Cláudio de Moura Castro
Cláudio Luiz da Silva Haddad
Marcelo Luis Orticelli
Marcos de Barros Lisboa
Ricardo Paes de Barros
Rodolfo Villela Marino

Board of Directors
Cláudio José Coutinho Arromatte
Jânio Francisco Ferrugem Gomes
Leila Cristiane Barboza Braga de Melo
Marcelo Luis Orticelli
Moises João do Nascimento
Paulo Sergio Miron
Valéria Aparecida Marretto

TECHNICAL STAFF
Executive Superintendent
Ricardo Henriques

Managers
César Nunes
Maria Julia Azevedo
Mirela de Carvalho
Tiago Borba

DEVELOPMENT OF TEXTS
Authors
Ricardo Henriques
Mirela de Carvalho
Mariana Bittar

Production of content
Alexandra Forestieri
Claudio Acacio Souza Dias
Deusiane das Graças Paiva de Souza
Hyago Souza Nascimento
Samuel Franco
Vanize Zambom Niederauer

Content editing
Antonio Gois

EDITORIAL PRODUCTION
Coordination
José Jacinto Amaral

Revision
Érico Melo

Graphic Design and Layout
Fernanda Aoki

Illustrations
Mario Kanno

Dados Internacionais de Catalogação na Publicação (CIP)
(eDOC BRASIL, Belo Horizonte/MG)

H518g

Henriques, Ricardo.
Gestão na educação em larga escala: Jovem de Futuro: de projeto piloto em escolas para uma política de rede pública / Ricardo Henriques, Mirela de Carvalho, Mariana Bittar. – São Paulo, SP: Instituto Unibanco, 2020.
70 p. : 16 x 24 cm

Bibliografia: 65-70
ISBN 978-65-86069-97-6

1. Gestão educacional. 2. Educação – Políticas públicas. 3.Professores – Formação. I. Carvalho, Mirela de. II. Bittar, Mariana. III. Título.
CDD 370.71

TABLE OF CONTENTS

INTRODUCTION

The program Jovem de Futuro started in 2007 with the goal of contributing to increasing learning in youths, with more kids finishing high school, and decreasing educational inequalities in Brazil, by way of strengthening public management. The stringent impact evaluations conducted throughout the process, which is the key topic in this first book of the collection, indicate that these goals were achieved[1], even after a significant increase in scale. We went from a pilot project, which was implemented in 197 state schools, to a network policy, which up until 2020 has reached 11 Brazilian states[2], distributed across all five regions in the country. A total of 4,718 public high schools have been impacted, with 4.1 million students reaping benefits. This book tells the story of how a partnership with the managers of state-level public education networks changed the mindset of the people involved, generated knowledge and allowed the Jovem de Futuro program to be continuously honed, generating results throughout the entire period.

In this process of continual improvement, we can identify three moments in which the most significant changes were made to the program's design. These are the so-called three generations of Jovem de Futuro, which will be introduced in the following chapters. Figure 1 indicates the timeline of the project and the states that participated in each generation.

The first generation began in 2008 and was called the "Pilot". At that time, the partnership had been designed to last six years, with half of the schools planned to enter the program already in the first year (stage 1) and the other half joining only in or after the fourth year (stage 2).

1 Henriques, Carvalho e Barros, 2020.

2 Minas Gerais, Rio Grande do Sul, Rio de Janeiro, São Paulo, Ceará, Goiás, Mato Grosso do Sul, Pará, Piauí, Espírito Santo and Rio Grande do Norte.

This gradual entry is what made the impact evaluation possible, which in turn was very helpful in convincing others that the program was worth implementing, explaining, at least in part, its longevity.

The second generation began in 2012 and became known as ProEMI/Jovem de Futuro, with the official merger of Instituto Unibanco's original program to the Programa Ensino Médio Inovador (Innovative High School Program), an initiative of the Ministry of Education. Challenges to the implementation process in the states of Ceará and Goiás prolonged the duration of stage 1 to four years, instead of three. In these states, there was a direct migration to the third generation in the fifth year of implementation. In other states, such as Pará and Piauí, the transition to the third generation involved a negotiation to begin the partnership anew.

The third generation began formally in 2015 and, from that point on, the design of the partnership was adjusted to eight years, a reasonable time window in which to accommodate the impact evaluation and observe sustainable change processes, which transform conventional behaviors and the institutional culture itself. The first three years continued to be dedicated to the dissemination and testing of the new management method. From years four to six, activities involved the transfer of knowledge and technology were intensified. In the following two years, Instituto Unibanco's main function was to monitor cultural change and support the management innovation processes presented by the partners[3].

In over a decade, partnerships were made with governments of different political and ideological affiliations[4], which identified with six values of the program: (1) creating a culture of high expectations for staff and students; (2) valuing the participation of the school community in the management of the school; (3) welcoming diversity in terms of cultures, identities and thoughts; (4) seeking innovation; (5) valuing professionals; and (6) reclaiming trust in the public system.

In hindsight, one can see that, over the last two decades, the issue of educational management has become increasingly relevant in public policies. Every year, new support alternatives are developed by the federal government, by state governments and by third sector institutions. One such initiative was released in 2001 by the National Board of departments of education (Consed), an organ that represents departments of education in all states, as well as the

3 Because some states migrated from the second to the third generation, some partnerships will conclude the eight years in 2020; however, the necessary adaptations ended up extending the time line to accommodate the new Stage 3.

4 The partnership was established with state governments and state departments of education led by seven different political parties: PT, MDB, PSDB, PSB, PSD, DEM and Novo.

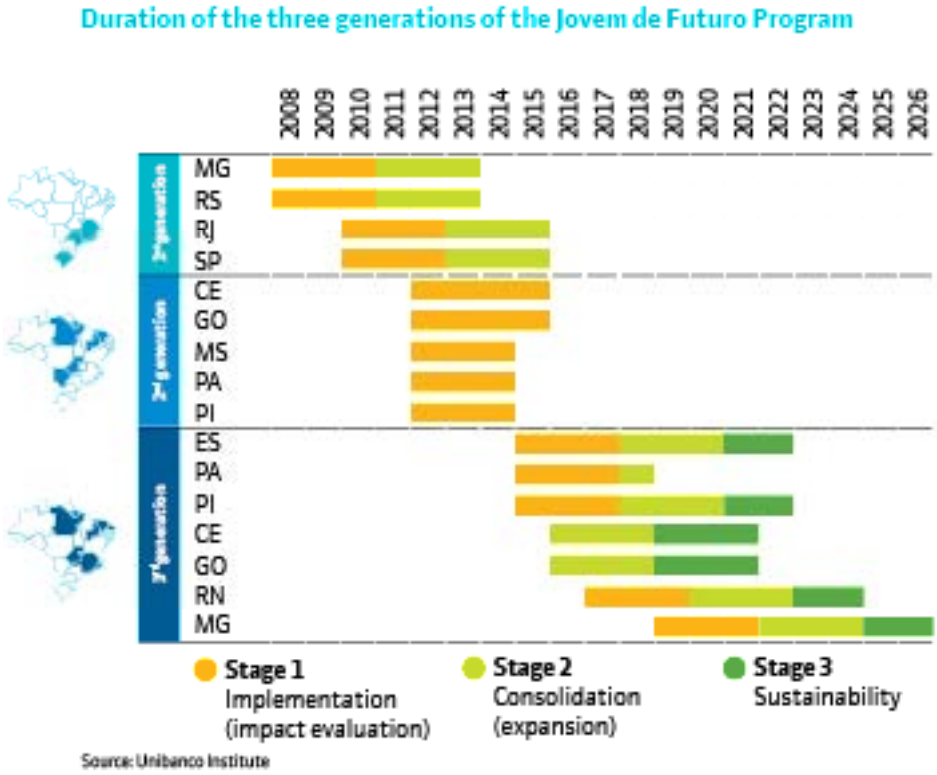


Figura 1

Federal District. It was called Progestão[5], and was an important distance learning program for managers in education. Its goal was to increase school effectiveness, articulating professional and institutional development.

The initiative became a standard for subsequent interventions, including the Jovem do Futuro program, by betting on creating measures focused on student learning, on training school leaders with a practical approach and on aligning the school with educational policies[6]. In 2005, the Ministry of Education (MEC) decided to launch its own management training initiative – the National Program for School Managers in Basic Education[7]. In 2014, the National Education Plan also

5 The Distance Learning for School Managers Program (PROGESTÃO) has been developed by Consed in partnership with departments of education at the state and municipal levels. Its target audience includes school principals, vice-principals, school supervisors, area coordinators, teachers that are leaders, candidates for management positions and other leaders. It's designed as ten modules that look at the following dimensions: pedagogical, physical and financial, people-oriented, relational (the involvement of the school community) and institutional.

6 Machado (2000).

7 MEC's National Program for School Managers in Basic Education offers three types of training:

highlighted the importance of the topic, including democratic management in goal 19.

Since then, third sector organizations have supported the public sector and developed specific tools. The Jovem do Future program was a pioneer in the support of public high schools. The four state networks at the top of the high school ranking according to the Basic Education Development Index (Ideb)[8] in 2017 had all mentioned improved management as one of the paths to reach that outcome. Three of them are partners in the Jovem de Futuro program[9].

There is still much progress to be made, but there's no doubt that, today, Brazilians have a stronger sense that management matters. In the midst of these management measures, the Jovem de Futuro program was able to sustain its impact on high school students' academic performance and reduce the percentage of students performing at the lowest level of learning. In the third generation, the program also showed an impact on student approval, leading to more students concluding basic education[10].

A program that has lasted a decade needs to evolve, keeping up with new contexts and challenges, and this was the case with the Jovem de Futuro program. In order to keep being useful for so long and generating impact, the program had to accumulate knowledge informed by the concrete implementation challenges. The diversity of institutional contexts and cultures during implementation brought new challenges and maturity. This means that the implementation process was meticulously accompanied by managers and technical personnel at the departments of education and at Instituto Unibanco, and these effects were studied by scientists in various social fields. We tested hypotheses, became surprised with our results and gained new knowledge together – managers and scientists – on education management. This volume is part of the collection Jovem de Futuro: Impact, History and Concept, along with two other volumes. In this work, we will tell the story of the Jovem de Futuro program: how it began and how it evolved.

---

specialization in school management, specialization in pedagogical coordination and improvement in school management. In regards to management, MEC also offers training to municipal directors of education (PRADIME) and for technical personnel at the department of education and representatives of civil society working together in the municipal education boards (Pro-Conselho) and school boards (Programa Nacional de Fortalecimento dos Conselhos Escolares). See: <http://portal.mec.gov.br/pet/195-secretarias-112877938/seb-educacao-basica-2007048997/18765-apoio-a-gestao-escolar>.

8 For more information, see the technical note about the Ideb from the Anísio Teixeira National Institute of Educational Studies and Research: <http://download.inep.gov.br/educacao_basica/portal_ideb/o_que_e_o_ideb/Nota_Tecnica_n1_concepcaoIDEB.pdf>. Accessed on: 11 Aug. 2020.

9 The first four positions on the ranking belong to: Goiás, Espírito Santo, Pernambuco and Ceará.

10 For more information on the impact evaluation of the Jovem de Futuro program, see Henriques, Carvalho and Barros, 2020.

THE LOGICAL FRAMEWORK APPROACH

To describe the program and the generations, we will use the project management methodology known as "logical framework[11]". This approach links in an systematic way objectives, goals to be achieved, actions and resources[12] of interventions and outcomes (translated into indicators). It's a very useful way to guide the monitoring and evaluation processes[13].

The logical framework of the Jovem de Futuro program is constructed in a sequence of nine fields organized as per Figure 2. The first three fields concern strategy. In this group, the first field involves describing the problem or challenge being faced. The other two fields refer to defining the objective and elucidating the assumptions. The fourth field presents the goals or the targeted results, they are the bases upon which the impact evaluations were designed. Fields 5 through 7 deal with the interventions made, that is, what was effectively put into practice to achieve the goals; specifically, the resources offered (described in the field 5), the actions (field 6) and the expected outputs (field 7). The intervention outputs, in turn, must generate intermediate outcomes (field 8), since it is through them that the final outcomes (field 9) are affected or the goals achieved[14].

The description of each generation in the following chapters will go over each of these details, explaining how the intervention was applied, and will include a syntheses of results achieved and knowledge amassed.

11 Methodology developed in the late 1960s by consultants Rosenberg, Lawrence and Posner, at the request of the United States Agency for International Development (USAID), with the purpose of supporting project monitoring. Thereafter, the United Nation (UN), the European Union (EU), the World Bank, the International Monetary Fund (IMF), the Inter-American Development Bank (IADB) and the Economic Commission for Latin America and the Caribbean (ECLAC) also adopted the method. In Brazil, it was first introduced as a requirement of international funding organs, and the Brazilian Research Institute for Applied Economics (IPEA) was a major supporter of its diffusion among federal programs for housing, economic development, welfare etc. For more information, see Pereira, 2015.

12 See Ortegón, Pacheco and Prieto, 2015.

13 After 2016, Instituto Unibanco complemented the description of the Jovem de Futuro program with a theory of change. This new approach allows for more detailed descriptions of the internal processes, the microchains of transformation, the different change levels, the involvement of various stakeholders and the influence of contextual factors. See Brandão and Ribeiro, 2017; Rogers, 2014; Taplin, 2013. The third volume of this collection will explore in detail the Program's Theory of Change.

14 As the first volume of this collection shows, there are many ways to measure a program's performance. In the case of the Jovem de Futuro program, we adopted an experimental impact evaluation, a method that could assess whether the variation observed between the beneficiaries of a social program was effectively caused by this program. This method is capable of detecting impact even in the event that the treatment group became worse off than before the intervention, as long as the control group has worsened even more. For this reason, in addition to measuring the impact of the Program, it's important to assess whether the beneficiaries' initial situation improved. Thus, for each generation, we measured the percentage of schools that had achieved the goals initially. These results will be presented in the following chapters.

The Logical Framework of Jovem de Futuro

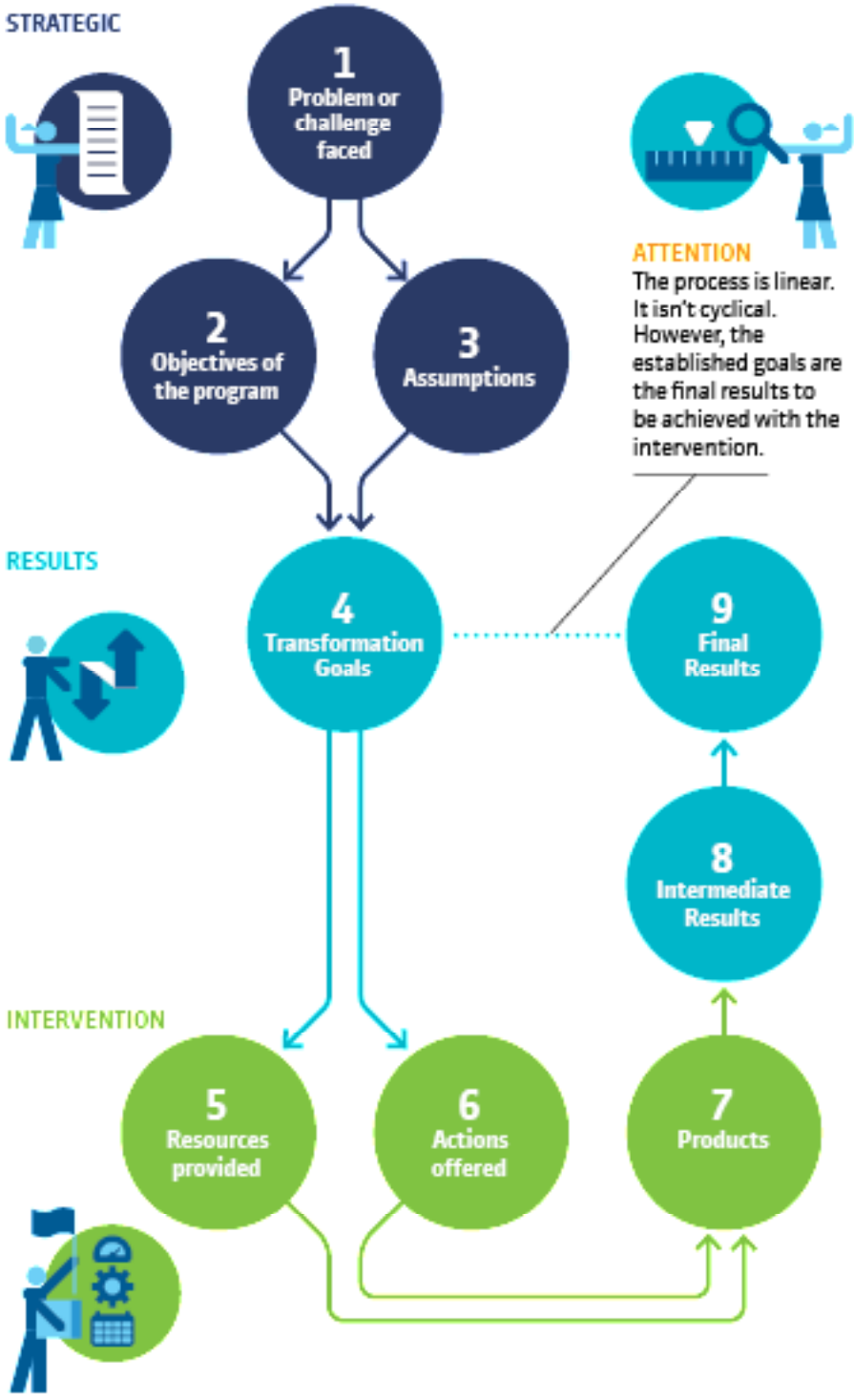


Figura 2

THE FIRST GENERATION

According to Instituto Unibanco's historical records, the first proposal to work with school management was presented in 2006; it was called "Total Quality in High School Education". In 2007, it was renamed Jovem de Futuro (Youth of the Future), valuing and placing the focus on students and making it clear that they are the purpose of the program. That same year, a "pre-pilot" program was conducted in four schools in São Paulo, which allowed us to make adjustments to materials and processes used later on. Concurrently, terms of cooperation were signed with the departments of education in the states of Rio Grande do Sul and Minas Gerais so that, in 2008, we could begin implementing the first generation of the Jovem de Futuro program, also known as the "pilot stage."

The next step was to present the initiative to all school principals that were part of the program's target audience and wait for each one to manifest his or her interest in participating in the program. At a public event, all the interested candidates gathered for a draw to see which schools would be selected to enter the pilot in 2008. The schools that were not selected were attended after 2011; in other words, none of the interested parties were denied participation. The reason for the graduated, piecemeal entry was the commitment to conducting an experimental impact evaluation, which will be thoroughly described in the first volume of this collection[15].

This type of evaluation has been used since the second half of the 20th century. Many clinical studies, for example, produced relevant scientific knowledge by separating groups into treatment and control groups. Recently, this method gained even more ground with the 2019 Nobel prize in Economics, granted to economists Esther Duflo, Abhijit Baner-

15 Henriques, Carvalho and Barros, 2020.

The Logical Framework of the First Generation of the Jovem de Futuro Program

STRATEGIC

1 PROBLEM FACED

- The low quality management and poor school functioning negatively affect students' academic performance and permanence in school.

2 OBJECTIVES OF THE PROGRAM

- To contribute to improvements in management and school functioning and thereby increase students' academic performance and decrease dropout rates.

3 ASSUMPTIONS

- Respect for school autonomy and knowledge built on dialogue are starting points for building innovative pedagogical practices.
- Valuing youth and strengthening youth protagonism brings educators and students closer to the project of school change.
- Everyone involved in the program should be engaged in the transformation process.
- It takes motivation to attract the engagement and commitment of the school community.
- Financial incentives are relevant when it comes to mobilizing the school team.
- Technical investments along with financial support improve work conditions and positively affect students.
- Pedagogical and mobilization methodologies, as well as incentive systems for teachers and students, help towards expanding the repertoire and uniting around the Change Project.

RESULTS

4 GOALS

For the schools, in 3 years:

- To increase by 25 points the average scores in Portuguese language and mathematics as per the Saeb scale, in the 3rd year of high school.
- Decrease by half the percentage of students performing at the lowest level in Portuguese and mathematics in the 3rd year of high school.
- Decrease by 40% the high school dropout rate.

INTERVENTION

5 RESOURCES PROVIDED

- Supervisors and interns hired by the program.
- School management method based on the program's logical framework.
- Annual stipend of RS100 per student.
- Pedagogical and mobilization methodologies.
- Monitoring panel with 23 program indicators.
- Diagnostic and cumulative learning assessments of students in the 3rd year of high school.
- Impact evaluation of the program conducted by the Unibanco Institute.

6 ACTIONS OFFERED

- Training courses to develop the Plan.
- Training courses to use the methodologies.
- Developmental meetings with teachers and pedagogical coordinators based on students' learning assessments.
- Mobilization and engagement actions.
- Developmental meetings with students to strengthen youth protagonism.
- Technical consulting for the schools to create their strategic plan for the improvement of school quality.
- Technical visits from supervisors (every two weeks).
- School routines supported by the program's intern.
- Technical support for the physical and financial monitoring.
- Opportunities for exchanges between schools.

7 PRODUCTS

- Community participation in the plan's creation and execution.
- Awards to promote student and teacher mobilization.
- Improvement to the quality of management and school functioning.
- Greater exchange of experiences between schools.

RESULTS

8 INTERMEDIATE RESULTS

- Students with more developed skills and abilities in Portuguese and mathematics.
- Students with more developed mindsets of social, economic and environmental responsibilities.
- Students with high attendance rates.
- Teachers with high attendance rates.
- Improved pedagogical practices.
- Results-oriented school management.
- Improved school infrastructure.

9 FINAL RESULTS

- The same as the goals (4).

jee and Michael Kremer for their research in health and education in impoverished populations. In the context of the Jovem de Futuro program, the method compares the academic performance of participating schools with that of control schools after three years[16].

Initially, since it was a pilot, the scope of the program was limited to 44 schools in the metropolitan area of Belo Horizonte and 46 schools in the metropolitan area of Porto Alegre, comprising 2% and 4% of the public high schools in the states of Minas Gerais and Rio Grande do Sul, respectively. The initial objective was to test the actions and, if positive effects were found, later extend them to other schools and teaching networks.

The work was developed by Instituto Unibanco in direct contact with the school teams, after they had formally joined the program. Managers from the department of education were charged with participating in the selection process of the schools, accompanying the implementation and providing a variety of data and information, in addition to articulating complementary actions.

Two years after implementation, positive impacts could already be detected and, in 2010, new partnerships were signed with the states of São Paulo and Rio de Janeiro. In São Paulo, 77 schools benefited from the program; 38 were located in underprivileged areas in the metropolitan region of the city and 39 were in Paraíba Valley. Meanwhile, in Rio de Janeiro, 30 schools in the capital's metropolitan region were contemplated. With these additions, the first generation reached 197 schools in four federal states.

The logical framework that informs the work done in these four regions is presented in Figure 3.

16 We adopted a three-year period because that is the expected duration of high school in Brazil. Hence, the evaluation would encompass the trajectory of one generation that had completed high school in institutions with improved management practices.

FROM STRATEGY TO RESULTS

In the first generation of the Jovem de Futuro program, the problem to be confronted was defined as follows: the low quality of school management and operations has a negative impact on student learning and in student's permanence in school. Hence, the program was conceived with the purpose of contributing towards increasing learning for students and decreasing school dropout by improvements in management and school operations. We took into consideration seven assumptions that highlighted the importance of the school and the engagement of stakeholders in the change process and that offered actions and tools to ensure the mobilization of stakeholders and the implementation of the action plan in pursuit of the targeted results. In a very summarized way, these can be seen as factors capable of engaging the schools in a project for change.

By acting upon the management and operations of school, the goal was to produce three final outcomes: increase student learning in Portuguese language and mathematics, decrease the percentage of students at the most critical levels of learning (paying more attention, therefore, to those with greater difficulties), and reduce high school dropout rates. After three years, the estimated gains in test scores for Portuguese language and mathematics in the participating schools had to be 25 points on the Saeb scale[17], a bold increase, but one that was defined based on the first impact estimates obtained in Rio Grande do Sul state.

A later and deeper analysis of these results from Rio Grande do Sul revealed that the program's impact has been overestimated. The state didn't have its own system for evaluating student learning and the Institute ended up providing support, with its own set of test questions and by organizing the logistics for the test applications. We later found a bias in the results of the schools that had been tested, which arose from their special motivation to take the test, coupled with the potential repetition of test questions from the beginning and end of the year. Because the state did not have its own evaluation system, the schools used questions from the Institute's database, which was limited in size. Hence, it's possible that, to some extent, what happened was a phenomenon of "teaching for the test", which led to an artificial improvement in learning. In light of this scenario, Instituto Unibanco understood that this impact needed to be excluded from the program's accumulated es-

17 The Saeb scale, determined by the Anísio Teixeira National Institute of Educational Studies and Research, allows for comparisons in learning in the Portuguese language and in mathematics throughout basic education, with evaluations occurring always at the end of each learning stage. The scale for Portuguese varies from 0 to 425 points, while the one for mathematics goes from 0 to 475 points. Students are divided into nine levels in Portuguese and eleven levels in mathematics; level zero is given to students that do not attain the minimum expected score for high school students, 225 points. Levels vary every 25 points. Hence, the goal for the first generation was to advance one level.

timates, in order to prevent a positive, but false, result.

As for the goal of reducing inequalities inside schools, it would come from cutting the percentage of students at the lowest level of proficiency in Portuguese and mathematics by half[18]. The goal of remaining in school meant reducing school dropout by 40%. Although annual targets were not set, every year there was an evaluation to see whether results were improving. If no progress had been made, the schools could be suspended and, if the situation persisted, the school could be permanently removed from the program.

Afterwards, we reached the conclusion that those goals were also not very realistic. However, in those early days, in which no impact estimates were available, not even for similar programs in other countries, the bar was set high in order to promote a strong commitment to change.

In order to achieve such ambitious goals, we put into operation four large groups of triggering actions, explained in detail in the logical framework. The first group dealt with support, training and the exchange of experiences between managers to elaborate and implement a *strategic plan for the improvement of school quality*. The second group included special support regarding monitoring and involved processes of data collection and analysis. In third place, were mobilization actions and incentives – both financial and nonfinancial – for the entire school community, with special attention given to the development of youth protagonism. Finally, the fourth group involved pedagogical support for teachers and coordinators.

These goals would be achieved by way of the intermediate results, which were known as the 7 R's of the program (i.e. the seven results). They were organized into three axes: students, teachers and school management.

The students had to:

1. Attend more classes;
2. Improve academic performance in Portuguese language and mathematics;
3. Develop socioeconomic and environmental skills by adopting a mindset that values sustainable human development.

Teacher were expected to

4. Reduce absenteeism;
5. Adopt better pedagogical practices.

18 These standards are referenced in the students' scores in state-level assessments, which use the same scale as Saeb, and are based on established learning requirements for every level. Although working and values vary slightly for each standardized test by state, the standards most often employed for Portuguese language are: Below Basic or Critical (below 250 points), Basic (between 250 and 300 points), Adequate (between 300 and 375 points), and Advanced (above 375 points). For mathematics, the standards are: Below Basic or Critical (below 275 points), Basic (between 275 and 350 points), Adequate (between 350 and 400 points) and Advanced (above 400 points).

It was up to school management to:

6. Improve school infrastructure;
7. Become increasingly more results-oriented.

But how could all of these results be achieved?

HOW WAS IT IMPLEMENTED?

The cycle designed for the first generation of the Jovem de Futuro program lasted three years, but it was continuously monitored. The process began with a diagnosis and the development of an action plan, formulated based on the logical framework, which defined the objectives, goals, expected results and monitorization indicators. For each result, there was a list of activities (or actions), which were to be executed within the following three years and subdivided into sub-activities. The activities and sub-activities needed to fit into one of the three financing lines related to the expected results: teacher incentives, student incentives, and infrastructure. Each school management team was given the autonomy to choose the activities and sub-activities they preferred, based on the diagnosis of the school's condition.

Instituto Unibanco developed and made available a series of resources that allowed for the implementation of the triggering actions: training actions, support personnel, a panel of indicators, assessments and financial resources for the schools.

The managers of the schools were offered three training courses – all in person, spread over the three years of implementation: management workshops, workshops to use the methodologies[19] and feedback workshops on the results of the student performance evaluations.

That said, the supervisor was, from the beginning, an essential figure. The supervisor was an Instituto Unibanco employee whose main job was to provide technical consulting to the schools and oversee the fulfillment of the actions. The supervisor visited the schools on a weekly basis. In addition to the supervisor, the Institute assigned an intern (an undergraduate student of Education) to each school; the intern's job was to support the coordination of the Jovem de Futuro program at the school to implement the action plan, collect data and support the process of accounting for the resources received by the school.

The intended financial resources were meant to help schools execute the actions laid out in the plan and also served as an element of engagement, in consonance with many federal policies that had already

19 The methodologies were materials offered to the school teams to support both the pedagogical work and the development of measures aimed at mobilizing the school community.

been implemented up until that point[20]. The fund were deposited annually in the amount of R$ 100 reais[21] per student enrolled at the high school. Despite having autonomy in regards to how to spend the money, the school was required as per the regulations of the program to invest a minimum of 20% on actions with teachers and another 20% on actions for students. There was also a limit of 40% on expenses with infrastructure. In the event of poor performance, the financial resources were suspended for the next period until student's academic results improved again. The use of the financial resources had to be linked to one or more of the 7 R's (intermediate results), cementing the relationship between actions and results described in the logical framework. Figure 4 presents the parameters for the use of the financial resources.

In addition to this, there were other incentives, such as awards to students and teachers that performed especially well throughout the year. These awards were not monetary, but occurred in the form of donations (books, equipment) and participation in special events.

The methodologies were materials that were made available to the school teams, by wait of trainings, to support both the pedagogical work and the development of measures aimed at mobilizing and engaging the kids and the school community in favor of results in learning[22]. They encouraged curricula to be arranged, so as to prioritize specific themes and teaching methods. They were sources used to mobilize educators and kids, since they brought content that was closer to their interests. Figura 5 details the methodologies offered in the Jovem de Futuro program.

20 Over the last decades, financial incentives have often been employed to mobilize (or induce the participation of) school managers at the municipal and state levels. Examples of federal programs include: Fundescola, ProEmi, PDE Escola, Mais Alfabetização, Mais Educação and, more recently, Tempo Integral.

21 Corrected for inflation using the IPCA, updated from June 2008 to June 2020, this amount corresponds to approximately R$190.

22 The methodologies were developed by Instituto Unibanco with the support of external consultants. In the beginning, some of them were mandatory, but in 2012 they all became optional.

Incentive parameters to be followed by schools

INCENTIVES FOR TEACHERS

- **Awards for teachers:** based on criteria such as attendance, punctuality, students' academic performance, and the development of innovative projects. The awards are not paid in cash, but rather in incentives such as trips and book vouchers, among others.
- **Teacher training:** hired consultants for special projects and/or continued learning in services, courses, and lectures.
- **Support fund for pedagogical projects:** reserved funds to facilitate the development of special projects suggested by teachers looking to make classes more dynamic.

INCENTIVES FOR STUDENTS

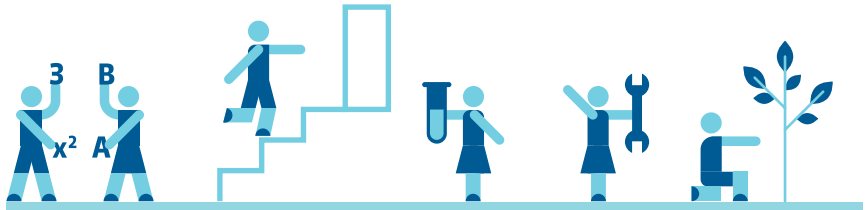
- **Awards for students:** improved academic performance, participation in special projects, games, contests.
- **Participation scholarships:** scholarships offered for participating as assistants in labs, libraries, etc.
- **Fund to support student-run activities:** reserved funds to support the development of student proposed projects such as, for example: student newspaper, environmental projects, student council, etc.
- **Fund to support special needs:** reserved funds to meet needs of students whose attendance and track record is being affected by their needs (clothes, shoes, transportation, food).
- **Transportation:** to guarantee the presence of students in cultural activities – integrated with the Pedagogical Project – that contribute to improvements in the quality of teaching.

INFRASTRUCTURE

- **Acquisition and maintenance of teaching equipment and material:** computers, printers, media, projectors, laptops, lab equipment, DVDs, collections, furniture renovations, security alarm systems, etc.
- **Minor repairs:** electrical wiring, plumbing, replacing windows, paint jobs, etc.
- **Hiring manual labor:** specialized services for specific needs.

Figura 4

Pedagogical and Mobilization and Articulation Methodologies



PEDAGOGICAL METHODOLOGIES

- **Entre Jovens** (Among Youth): development of skills and abilities that haven't been fully developed in middle school in Portuguese and mathematics.
- **Valor do Amanhã na Educação** (Education for Tomorrow): awaken students' perspectives for the future and support them in building future projects.
- **Jovem Cientista** (Young Scientist): encourage the development of interdisciplinary pedagogical projects and knowledge-building based on scientific discovery.
- **Introdução ao Mundo do Trabalho** (Introduction to the World of Work): contribute to the broadening of students' understanding of the world of work and reflection on their profession, in order to develop necessary skills and abilities.
- **Entendendo o Meio Ambiente Urbano** (Understanding Urban Ecology): develop an awareness of individual environmental responsibility and create a space that promotes reflection, investigation and action in causes of environmental problems and stimulate the development of preventive measures to protect the environment in urban spaces.

MOBILIZATION AND ARTICULATION METHODOLOGIES

- **Agente Jovem** (Youth Agent): promote skill development and encourage mindsets to contribute to student protagonism.
- **SuperAção** (ProAction): mobilize the school community, promoting reflections on collective interests to improve the school environment.
- **Campanha Estudar Vale a Pena** (Studying is Worth It Campaign): mobilization campaign at the school focused on getting students to conclude their studies and graduate high school.
- **Fundos Concursáveis** (Competition Funds): allow teachers and students to actively participate in the search for improvements they consider important and encourage them to realize their effective contribution to school change.
- **Monitoria** (Student Assistants): encourage youth protagonism and develop organization, responsibility and support abilities in students.

Figura 5

One of the most popular methodologies adopted by schools was called Agente Jovem (Young Agent). Its objective was to promote protagonism in youths by developing skills and mindsets that contributed to youth engagement in their own learning process and in the actions of transformation at the school. The school assigned a teacher to learn more about the methodology and he or she then became a mentor for the students.

Four times a year the young agents gathered for a meeting. The first meeting, organized by the Institute, brought together all the schools benefitted by the program, offering training courses, seminars, workshops and artistic activities, with topics such as adolescence, leadership and mobilization. The other meetings were organized by the supervisors and were limited to the group of schools under his or her supervision.

Finally, in addition to the methodologies, two other resources linked to the gathering of information and to the generation of evidence to support decision-making in schools are worth highlighting. The first is the monitoring panel, which was conceived to meet the tracking objectives of the physical and financial execution of plans and results. It was informed by 23 indicators organized by the 7 Rs (expected results). These indicators were measured on the basis of different sources of information, such as studies and national registries[23], standardized Portuguese and math tests given by the state or by Instituto Unibanco, administrative state registries, official data from schools and strategic plans for quality improvement in schools, among others. Depending on the source, the indicator could be monitored in short intervals, annually or in longer intervals.

The second resource was the set of student learning assessments given to students at different times of the year[24]. The diagnostic and formative assessments were initiatives proposed by Instituto Unibanco itself, while the summative evaluation was responsibility of the state, with the exception of Rio Grande do Sul, which didn't have its own assessment system and, therefore, used only the one's provided by the

23 The following sources were used: Census and National Research by Housing Samples, from the Brazilian Institute of Geography and Statistics; Annual Report of Social Information and the General Registry of Employed and Unemployed Persons, from the Ministry of Labour; School Census and Basic Education Evaluation System, from the Anísio Teixeira National Institute of Educational Studies and Research.

24 In the first year of the project's implementation, first-year high school students were evaluated using three assessment tests: a diagnostic test (in March), a formative one (in June) and a summative or final assessment (in November). The purpose of these evaluations, which were all based on the Saeb scale, was to provide data for the schools to be able to track their performance and use these results as inputs to improve the pedagogical process. They were also useful in the decision regarding the continuity of the project at the school, which was expected to show increased learning in students between the diagnostic and summative assessment (added value calculation). This same group of students (the main focus of the project) was evaluated in the following years, at the end of their second and third years of high school.

institute. This set of evaluations provided managers with information on student learning throughout the year, allowing for a strengthening of pedagogical planning. Attached to these assessments, the management team (made up of school principal, vice-principal and pedagogical coordinator) received pedagogical feedback[25].

Despite monitoring the indicators continuously, the first generation of the program did not contemplate formal stages within the school year to re-evaluate the improvement plans designed by the school. The physical and financial monitoring was limited to an accounting report of the resources that had been received, without a strong enough incentive to spark reflections about whether the plan was being adequately executed and generating the desired results. The formal moment to correct the course for schools with poor performance took place only at the end of the year, when the Institute determined the school's continuity in the program based on the results delivered.

IMPACT AND LESSONS LEARNED

We have seen how, in order to meet its goals, the first generation provided training, direct support to school managers, methodologies, financial resources, a monitoring panel and a set of learning assessments. The expectation was that the sum of these initiatives would produce greater levels of mobilization and effective participation by the school community in the management processes, which would, in turn, become more focused on educational action. We also expected to generate more exchange experiences between schools. According to the logical framework, this was the map to arrive at the ambitious goals for student learning and the reduction of dropout rates.

On the whole, there was significant variation among the states when it came to achieving the goals of the program[26]. In Rio Grande do Sul, the vast majority of schools managed to reach their goals at the end of the three-year program programa (59% to 100% of schools, depending on the indicator). However, this result differs considerably from outcomes in the other states in the first generation, which is yet another piece of evidence suggesting that improvement appears to be artificial.

25 The aim of the pedagogical feedback was to support the management trio in understanding how the assessments could be used educationally at a large scale, encouraging a reflection on the appropriation of these results as subsidies to improve pedagogical practice and of the teaching-learning process. The feedback happened in all territories at every cycle, without suffering any alteration.

26 To calculate the extent to which schools met their goals, in every chapter of this book, only the impact evaluations in the schools in the treatment group were considered, under the hypothesis that they are representative of the larger network. The reason we focused the analysis on these schools is to ensure comparability between generations, seeing as the control schools in the third generation have not yet completed three years in the program at the date of this publication, since most started in 2018

In Minas Gerais, 45% of schools met their goals for proficiency in Portuguese language or mathematics[27]. f we include schools that managed to fulfill at least 70% of the challenge as successful cases, the numbers rise to 60% in Portuguese and 50% in mathematics. In terms of battling inequality, the schools also performed well. Between 60% and 65% of schools reached 70% or more of the established goal. Progress was slower when it came to reducing dropout rates, as only 30% of schools hit their targets.

Percentage of schools that met the goal (completely or at least 70%) – first generation

States	% schools that met the goal				
	Goal 1		Goal 2		Goal 3
	Portuguese language	Mathematics	Portuguese language	Mathematics	
MG	45%	45%	50%	35%	30%
RS	76%	59%	100%	81%	55%
RJ	33%	42%	29%	0%	53%
SP	3%	5%	5%	5%	44%

States	% schools that met at least 70% of the goal				
	Goal 1		Goal 2		Goal 3
	Portuguese language	Mathematics	Portuguese language	Mathematics	
MG	60%	50%	65%	60%	45%
RS	88%	76%	100%	81%	62%
RJ	58%	50%	57%	7%	60%
SP	11%	14%	10%	18%	44%

Notes:
Goal 1 – Increase by 25 points the average scores in Portuguese language and mathematics measured on the Saeb scale, in the 3rd year of high school.
Goal 2 – Decrease by half the percentage of students performing at the lowest level in Portuguese and mathematics in the 3rd year of high school.
Goal 3 – Decrease by 40% the high school dropout rate.

Source: own elaboration

Table 1

27 35% of schools met the improvement targets for both Portuguese language and mathematics.

The trend in Rio de Janeiro was more or less the same, but with slightly lower figures. The only exception was decreasing inequality in mathematics; the very poor performance indicated how the schools in Rio had trouble handling this problem. In São Paulo, the rates at which schools met their targets were significantly below initial expectations, which can be explained, in part, by the inclusion of many schools in vulnerable regions, facing severely adverse conditions. Even when success was defined as "having reached 70% of the target," less than 20% of schools made any progress. Nevertheless, a surprisingly positive finding was the relatively good result in dropout rates – 44% of schools in São Paulo managed to reach their expected goals.

Although, on the one hand, there was evidence that the goals were excessively bold, the experimental impact evaluation indicated that the program was going in the right direction. The schools participating in the program did indeed improve more than the control group, and this difference was the equivalent of adding another year to the high school curriculum. Furthermore, the program also revealed an impact on decreasing the percentage of students performing at the lowest standards. These results convinced us that increasing the scope of the Jovem de Futuro program in the efforts to make greater contributions to Brazil's public education was worthwhile. The challenge of adjusting the design, thereby, achieving greater impact, continued to motivate the team at Instituto Unibanco.

In the process of adjusting the design, many lessons were learned. We were able to observe, for example, that not all of the activities included in the plans touched on the most critical problems, which could be explained by restraints embedded into the planning process itself. It was mandatory that all actions be linked to the seven results and framed into the credit lines. This meant that the main line of thought revolved around "how to spend the financial resources in the best possible way," which doesn't necessarily translate into focusing efforts on solving the school's most pressing and challenging problems.

In the end, we also realized that the plans elaborated by the schools were lengthy, with a lot of activities and sub-activities scheduled for the three years of the program. In the face of so many things going on at once, how could we tell what was showing progress?

Perhaps the most important lesson learned by analyzing the implementation of the program was that direct action at the schools could not be sustainable. In the first generation, the weekly meetings with Instituto Unibanco's supervisors were indispensable to the success of the program; they supported the gathering of information, the elaboration, execution and monitoring of the action plan, the manager's decision-making processes. And interns were present on a daily basis,

supporting school coordinators[28]. However, this process of knowledge accumulation, diluted in the support provided to supervisors and interns, besides being part of long change cycle, reduced the protagonism of the school team to go and learn based on their own experimentation.

In short, the program's success was too dependent on the supervisor and the intern, both of whom were provided by Instituto Unibanco. The management team at the schools seemed to have barely appropriated the management tools. Furthermore, the technical personnel from the department of education were not involved and engaged, and it was likely that the end of the partnership would put the program's continuity at risk. Finally, broadening the availability of resources to a larger set of schools was not an option for the institute.

To guarantee sustainability and scale, it was paramount that we change the way the program was operating in the states. Hence, we began a new round of internal analyses, which brought to light the defining changes of the second generation of the Jovem de Futuro program.

28 The impact on proficiencies reached 5.5 points on the Saeb scale. However, the impact on the reduction of students performing at the lowest level was between 4 and 5 percentage points. In the first generation, no effect was found regarding dropout rates. For more information, see Henriques, Carvalho and Barros, 2020.

THE SECOND GENERATION

The first generation of the Jovem de Futuro program was successful, but it was only a pilot, present in only a few schools. In order to gain scale, have an impact in different contexts and be sustainable in the long term, the program needed to change. Hence, the second generation was born. While the first generation was geared exclusively to supporting schools, the second would need to become a part of management policy at the departments of education. In order to achieve this, the program would need to embrace a strategy to provide training and consulting for the departments of education, so as to strengthen central management and better articulate the work in the regional branches with the work in the schools. The school supervisors thus became the state's responsibility. In some states, the position had to be created; in others, it was merely revised. After all, support and a greater proximity to schools were paramount. Furthermore, a new position called TAGs ("técnicos de apoio à gestão" or management support technicians) was created. They would be in charge of accompanying the work of the supervisors and of school monitoring.

Still in 2010, immediately after communicating the two-year impact results from Rio Grande do Sul and Minas Gerais, the Jovem de Futuro program was included in the Ministry of Education's Guide of Technologies[30], a list of 169 diverse solutions in education which the federal government offers to all school networks. We also invested in producing documents[31]

30 With the purpose of supporting public education systems in their search for solutions that promote quality in education, the Ministry of Education developed, as part of the Educational Development Plan (PDE), a Guide of Educational Technologies, with a description of solutions for managers to select the ones that might provide greater contribution to their situations. These technologies were developed directly by the ministry or by other organizations (when this was the case, they underwent a process of analysis and qualification). The latest available version of the guide on the Ministry of Education's website is from 2013. Available on: <http://portal.mec.gov.br/guia-de-tecnologias>.

31 For more information, see: Instituto Unibanco, 2013 and Instituto Unibanco, 2014.

The Logical Framework of the second generation of the Jovem de Futuro Program

STRATEGIC

1 PROBLEM FACED

- The low quality management and a course curriculum that's detached from students' needs negatively affect their academic performance, approval and permanence in school.

2 OBJECTIVES OF THE PROGRAM

- To strengthen school management and promote curriculum redesign in order to guarantee access to, permanence in and completion of high school education, as well as ensure the expected learning in an adequate time period.

3 ASSUMPTIONS

- Learning-centered management that integrates pedagogic, administrative and democratic dimensions impacts students.
- A curriculum that expands course load, articulates knowledge to students' lives, and promotes multidisciplinary and innovative pedagogical practices is essential.
- Diagnosis that has been developed collectively allows for the identification of problems and challenges in order to elaborate an effective action plan.
- Respect for school autonomy and the participation of everyone involved are essential for building innovative pedagogical practices.Financial incentives are relevant for mobilization.

RESULTS

4 GOALS

For the schools, in 3 years:

- To increase by 25 points the average scores in Portuguese language and mathematics as per the Saeb scale, in the 3rd year of high school.
- Decrease by half the percentage of students performing at the lowest level in Portuguese and mathematics in the 3rd year of high school.
- Increase grade approval by 10%.

For the state

- Between 2012 and 2016, decrease by 30% the difference between the Ideb achieved by the public school network in 2011 and the target set by MEC as a goal for Brazilian schools in 2020 (grade 6.0).

INTERVENTION

5 RESOURCES PROVIDED

- Jovem de Futuro's local management team.
- Supervisors from the education secretariats.
- Circuit management method and guiding documents.
- ProEMI's curriculum macrofields.
- Pedagogical and mobilization methodologies.
- Project Management System (SGP).
- Distance-learning platform (AVA).
- PDDE Interativo platform.
- Annual stipend of R$70 per student, by MEC.
- Cumulative learning assessments of students in the 3rd year of high school, conducted by the secretariat.
- Impact evaluation of the program conducted by the Unibanco Institute.

6 ACTIONS OFFERED

- Management training courses for supervisors and managers.
- Distance-learning training courses to use the methodologies for the school team.
- Developmental meetings with teachers and pedagogical coordinators based on students' diagnostic assessments.
- Mobilization and engagement actions for the school team.
- Technical consulting for the Secretariat.
- Governance meetings.
- Visits from supervisors to support the Management Circuit in schools.
- Technical support for the physical and financial monitoring.
- Opportunities for exchanges between schools.

7 PRODUCTS

- Community participation in the plan's creation and execution.
- Awards to promote student and teacher mobilization.
- Improvement to the quality of management and school functioning.
- Greater exchange of experiences between schools.

RESULTS

8 INTERMEDIATE RESULTS

- Students with more developed skills and abilities in Portuguese and mathematics.
- Students and teachers with high attendance rates.
- Improved pedagogical practices.
- Results-oriented school management.
- Improved school infrastructure.

9 FINAL RESULTS

- The same as the goals (see item 4).

Figura 6

with guidelines for the implementation process in the new partner states, seeing as the department of education were to assume a more active role.

Meanwhile, Instituto Unibanco launched a communication campaign to win over governors and secretaries of education. Starting in 2012, the second generation started being implemented in the states of Ceará, Goiás, Mato Grosso do Sul, Pará and Piauí[32]. Minas Gerais and São Paulo had already joined in 2010, but pulled out the following year, due to the new requirements stipulated by the program regarding personnel, training and logistics[33]. Throughout its duration, the second generation contemplated 84% of schools and 87% of high school enrollments in these states.

Still in 2011, the Jovem de Futuro program and the impact results of the first generation were presented to the Ministry of Education (MEC). Negotiations extended into 2012 and involved an executive team at the Ministry and directors of the Institute. Based on this conversation, a partnership began to be forged between the Jovem de Futuro program and a MEC initiative that also focused on management and high school education: the Program for Innovative High School Education (ProEMI - Programa Ensino Médio Inovador). In addition to strengthening the management actions, ProEMI/JF (the combination of the two programs) brought the attractive possibility of bringing universal service to the entire public education network.

ProEMI's goal was to stimulate innovative curriculum proposals in high school that were integrated into the Educational Development Plan, a document that consolidated actions to elevate the quality of teaching in Brazil. As is the case in other federal initiatives, ProEMI also provided schools with financial support[34] to encourage adherence. There was strong synergy between the two programs, not only in terms of curriculum, but also due to the value placed on management and the use of financial incentives as boosters of change. The pedagogical methodologies of the Jovem de Futuro program were aligned with ProEMI's curricular guidelines, which demanded that schools elaborate a Curriculum Redesign Project (PRC - Projeto de Redesenho Curricular). Changing the curriculum was, therefore, mandatory.

32 Piauí was included in the partnership after joining ProEMI, the Ministry of Education's program, which became integrated with the Jovem de Futuro's second generation, as we shall see in due course.

33 The fact that the second generation required the states to provide their own resources in terms of personal, training and logistics is a possible reason why these states did not choose to remain in the program.

34 ProEMI used the Straight-to-School Cash Program (PDDE - Programa Dinheiro Direto na Escola) and its bureaucratic apparatus for its financial transactions. It's worth mentioning that all federal programs that transfer money to schools use this same channel, which means that errors in accounting in one of the programs keeps other programs from accessing resources. As we shall see in due course, many schools ended up being shortchanged, not receiving ProEMI resources precisely because of this accounting contingency.

As we shall see, the governance created around ProEMI/JF was sophisticated. Committees at both state and national levels were created to bring together the Ministry of Education, the state departments of education and Instituto Unibanco. The logical framework informing the second generation is shown in Figure 6.

FROM STRATEGY TO RESULTS

Analyzing the logical framework of the second generation, one sees the issue framed as a curricular problem: the low quality of management and a curriculum that's disconnected from students' needs have negatively impacted student learning, their grades and school permanence. Consequently, the objectives of the second generation of the program, ProEMI/JF, became the strengthening of school management and incentives to curricular redesign, aiming to guarantee high school access, permanence and graduation, as well as ensure learning occurs as expected and at the appropriate time. Besides concerns with the curriculum, the new objective also mentioned access to school and the correction of age-grade distortions. There are many factors involved in preventing students from enrolling or making them give up on the learning process. Even when they stay in school, lack of motivation may lead to grade retention. A lack of interest in the material and ineffective teaching practices are some factors that may be reversed with a more innovative curriculum.

In the previous version of the program, the assumptions of the logical framework tackled the necessary conditions for the school to commit to a change project and, therefore, bets were made on certain actions. The new assumptions were focused on "how management should operate." A defense was made in favor of integrating pedagogical, administrative, and democratic processes; towards a multidisciplinary curriculum, one that is connected to real life, and a more collective and participatory way of working. These principles came from the wide-ranging process of revising current national curriculum guidelines for basic education, spearheaded by the Ministry of Education.

The goals were virtually the same as those defined for the first generation, although the new objective made explicit a greater concern in regards to a lack of school access for most vulnerable youths. The program continued to bet on large advances in Portuguese and mathematics proficiencies, as well as a marked reduction in the number of students performing at the lowest level. The only difference between the two generations at this point was in the choice of flow indicators; instead of dropout rates, the indicator became the percentage of approval. Prioritizing approval meant acting on two fronts: not only the historical Brazilian problem of mass grade retention as well as in containing school evasion. The new goal was to "improve approval in high school by 10%".

Compared to the first generation, the biggest change in the second generation in regards to the goals was the addition of a challenge for the state network. The desired result was formulated based on the Basic Education Development Index (Ideb), the most important national indicator to monitor the quality of basic education in Brazil. The index combines proficiencies in Portuguese and mathematics with the rate of approval, on a scale of 0 to 10, where the higher the score, the better the quality of education[35]. The Ideb is calculated for each learning stage (elementary school, middle school and high school) and can be split into public and private. When they joined the program, the partner states had state high school scores ranging between 2.8 and 3.6, while the national average at the time was 3.4[36]. The Jovem de Futuro program's global target was to encourage the states to aim for approximately 6 by the year 2016[37]. Specifically, however, it was expected that, by 2016, the network would be able to reduce by 30% the gap between their 2011 Ideb and the 6 points established by MEC as a target. For example, a state with an Ideb of 2.8 at the start of the intervention should reach a score of 3.8. And the state that started with 3.6 needed to arrive at 4.3.

The path of intermediate results to attain these goals remained the same as in the first generation. With the exception of the goal "students with a developed mindset of socioeconomic and environmental responsibility," the results of the first generation of the program remained in the logical framework of the second generation.

The curriculum and management measures would ideally make students and teachers more diligent and improve pedagogical work, management practices and infrastructure in the schools.

In order to accommodate the complex architecture of the Ministry of Education, the state departments of education and Instituto Unibanco, another important change in the logical framework occurred in the field of triggering actions and expected resources. The governance of this new system, as we shall see below, was one of the greatest challenges in the implementation of the program's second generation.

35 Technical note from the Anísio Teixeira Instituto Nacional of Educational Studies and Research (INEP) on the calculation of the Ideb index: <http://download.inep.gov.br/educacao_basica/portal_ideb/o_que_e_o_ideb/Nota_Tecnica_n1_concepcaoIDEB.pdf>. Accessed on: 11 Aug. 2020.

36 These values pertain to the year 2011.

37 Given that the Ideb is computed in odd years, the information regarding whether the project reached the global target would only be verified in 2017. Moreover, the score of 6 was normally cited during educational discussions because this was the expectation regarding the improvement of elementary school education by 2021. An Ideb score of 6 is comparable to the educational quality of OECD countries at the turn of the millennium. The expectation for state high schools was a score of 4.9 by 2021. However, given how far behind Brazil was, a bolder goal was agreed upon. Available on: <http://download.inep.gov.br/download/Ideb/Nota_Tecnica_n2_metas_intermediarias_IDEB.pdf>.

HOW WAS IT IMPLEMENTED?

Transitioning from a project implemented in schools directly by the institute to a large-scale program, involving multiple actors in its design and performance, required a major alignment effort and a governance structure that did not exist in the first generation of the Jovem de Futuro program.

We needed to plan specific meetings for each hierarchical level of implementation (schools, regional branches, and department of education); the purpose of these meetings was to evaluate the commitments that had been undertaken. Some meetings included more than one hierarchical level. Instituto Unibanco participated in the monthly meetings between program coordinators at the department of education and supervisors. The institute also supported the state committee, which met once every trimester and was made up of the education secretary, Instituto Unibanco's superintendent, ProEMI/JF's coordinator, strategic representatives of the department of education and the Institute's local state managers. In addition to these, a tripartite national committee was created; meetings were held three times a year between state officials (from MEC and the state departments of education) and a member of the third sector (Instituto Unibanco).

According to the division of responsibilities, MEC was charged with defining the curriculum guidelines (Figures 7 and 8) and transferring financial resources to the schools (Figure 9). The states were responsible for the school supervision teams and for the management support technical staff. Instituto Unibanco was charged with technical consulting and training activities, which were divided by audience: technical staff from the department of education, school supervisors and the management trio (made of principals, vice-principals and pedagogical coordinators). As in the first generation, tools and methodologies were also made available to train and support school managers and the department of education's technical staff in implementing the Jovem de Futuro program, as well as to mobilize and engage both the school team and the students in the name of better learning results.

The Youth Agent methodology continued to be an important action geared towards the development of youth protagonism. However, given the scale of the program in the second generation, the meetings that used to be held among the youth every three months were no longer offered.

Getting into the specifics, each department of education created a management group that would be responsible for coordinating the supervisor's technical visits to the schools – these now took place monthly, on average. This management group made sure the school management cycle was being respected, organized training courses and spoke with the Ministry of Education regarding topics of interest, such as the trans-

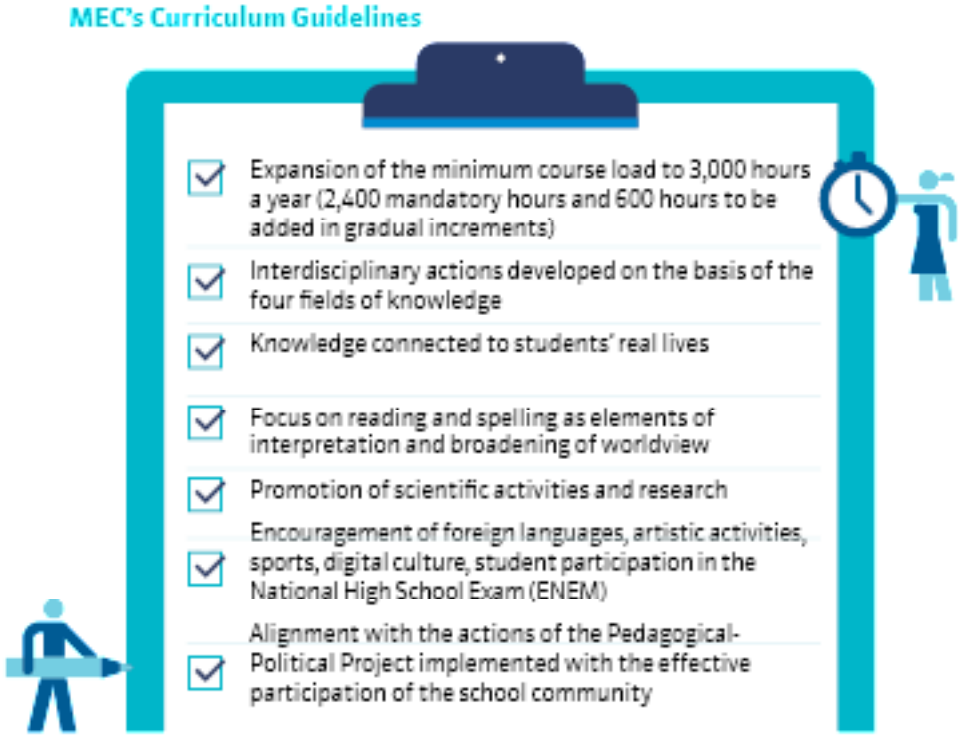


Figure 7

fer of resources to schools. To strengthen the group's work, the Jovem de Futuro program assigned two Institute professionals – which were called local managers – to be stationed at the department of education.

The most important resource introduced by the second generation of the Jovem de Futuro program was adapting to the public education system the PDCA method (which stands for plan, do, check and act)[38], used in a number of public and private initiatives. The new method was called "management circuit" and it organized the practice into four steps: planning, execution, monitoring and evaluating and replanning the actions[39].

To support the proposed method, a Project Management System (SGP - Sistema de Gerenciamento de Projetos) was developed for the Jovem

38 University professor W. Edwards Deming, in the 1950s, adapted the three fundamental steps of scientific practice – hypothesis definition, experiment and evaluation – to management work. According to him, to learn about the causes of problems and most effective actions, one needs to adopt initial hypotheses, experiment actions, observe the results achieved, and learn from the occurrences. The method emphasizes the need to make plans based on measurable and realistic targets; taking action in order to achieve goals; carefully monitoring the goals and the progress of the plan; and, finally, conducting a final evaluation of outcomes in order to adjust the plan, revise goals and begin a new cycle, if necessary (Instituto Unibanco, 2020).

39 An important reference for the development of the management cycle was the work of Izabela Murici and Neuza Chaves. For more information, see Murici and Chaves, 2016.

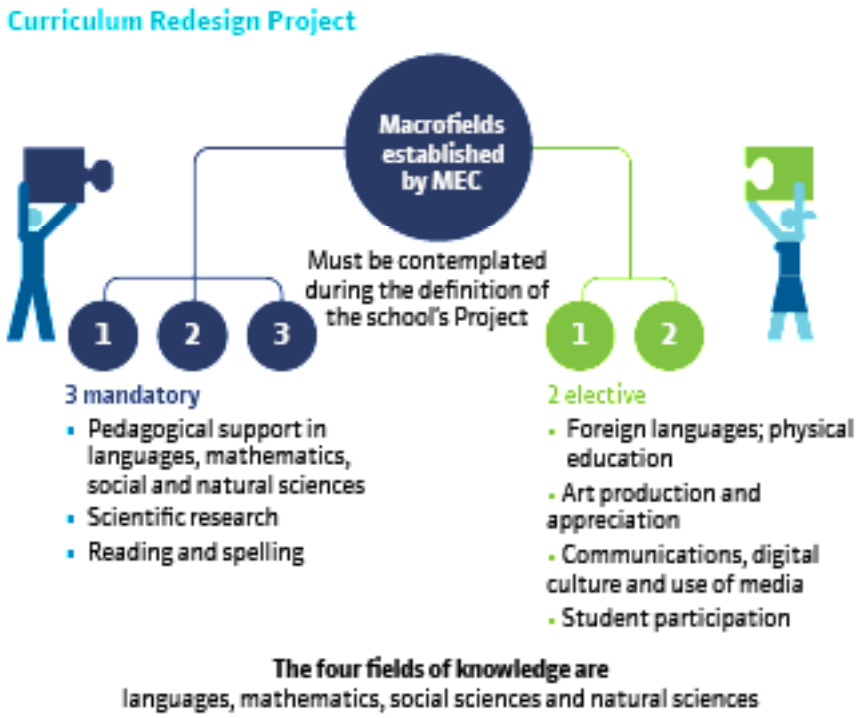
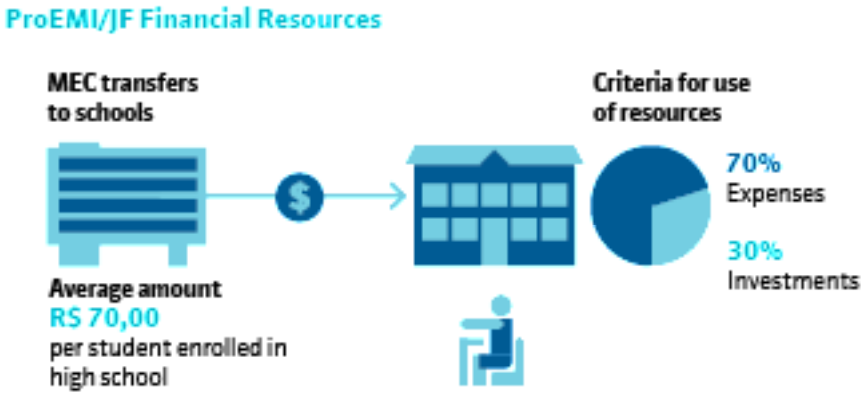


Figure 8

de Futuro program. Nevertheless, the planning process also needed to include the new steps connected to the curriculum redesign required by ProEMI, which, in turn, provided schools with a mandatory management platform by the name of PDDE Interativo[40]. School managers were taught how to make the information fed into the both systems compatible with one another.

The diagnosis was made using the *PDDE Interativo* platform. The school team used the revised political pedagogical project as a starting point to, subsequently, collect and systematize data on attendance, performance, evasion, infrastructure and the relationship between school stakeholders for collective discussion and analysis. Afterwards, it was time to list and rank, in order of priority, the problems, causes and actions that had a direct impact on students' learning outcomes, and subsequently group

40 PDDE Interativo is a support tool for school management developed by MEC in partnership with the departments of education. It helps the management team identify the main problems in the school (initial diagnosis) and in redefining the necessary actions to achieve their goals, informing the development of the Curriculum Redesign Project (Projeto de Redesenho Curricular, or PRC). It provides interfaces for inputting data, indicator analysis, posting of plans and accounting. All MEC programs that forward money to schools (not only ProEMI) require the use of this platform.



them according to the results[41] expected by the Jovem de Futuro program and the macrofields[42] proposed by ProEMI. Finally, two plans were devised:

1. **Action Plan:** to encompass activities associated to improvement in school management, which in turn needed to be recorded and monitored using the Jovem de Futuro's Project Management System (SGP);

2. **Curriculum Redesign Project (PRC):** to bring together activities related to the redesign of the curriculum, in which three activities had to be mandatory and at least two elective. This plan had to be inserted into and accompanied by the *PDDE Interativo* platform.

The need to account for expense with the Ministry of Education shortened the length of the cycles to one year. This new factor meant that the schools were forced to redo their plans in the beginning of every year, even though they didn't have specific goals for this period. Furthermore, to guarantee accountability, the program organized meetings every semester and used of a tool called Physical-Financial Monitoring (*Monitoramento Físico-Financeiro* or MFF), which tracked the execution of resources received.

41 Students with well-developed skills and abilities in Portuguese and Mathematics; students with a high degree of attendance; teachers with a high degree of attendance; improved pedagogical practices; results-oriented school management; improved school infrastructure.

42 ProEMI determined three mandatory macrofields (pedagogical support in languages, mathematics, social and natural sciences; scientific research; reading and spelling) and five electives (foreign languages; physical education; art production and appreciation; communications, digital culture and media use; and student participation). To build its Curriculum Redesign Project, the school must include the three mandatory fields and two or more electives, with a sum of activities of at least five macrofields.

To support the school manager, the program continued to bet heavily on the work of the supervisors, who in the second generation were state-level public servants. Their job was to support, mobilize and engage the school community, guide the process of making the Jovem de Futuro action plan and the curriculum redesign project (required by ProEMI) mutually compatible, and check the gathering and recording of data into the information systems of Instituto Unibanco (the Project Management System) and MEC (PDDE Interativo). They brought information from the department of education to the schools such as rules and deadlines, available programs and actions, and also monitored the plan's physical and financial execution and supported the accountability process of resources received by the school.

The technical consulting provided by the Institute occurred by way of a local management team composed of two analysts, whose job involved giving administrative and operational support to the program. This involved following the schedule of training activities, as well as operational and strategic meetings. The Institute's employees functioned as a local headquarters for the project, identifying problems and helping to fix them. They also participated in customizing activities for the local institutional context, when necessary. They provided data and indicators to inform the department of education's decision-making process, although the monitoring of results wasn't as broad in scope as in the first generation and there was no longer monthly information on the schools.

The content from the training program on Results-driven School Management – which had been developed and tested in the first generation – was redesigned to comply with the demands originating from the partnership with MEC and from the introduction of the new method, the management circuit. The target audience was also broadened, in order to encompass not only the school managers, but also the executive teams from the departments of education, the supervisors and the technical management support staff.

The student learning assessments were no longer supplied by the Jovem de Futuro program. As for the summative evaluations, they continued to be the exclusive responsibility of the states.

Nevertheless, the impact evaluations continued to take place, but they required an even stronger communication with the state departments of education, so as to uphold the experiment that would be able to attest the actual impact of the Jovem de Futuro program on the schools. In order to do that, avoiding contamination was paramount. This is when schools in the control group (which are not a part of the program at the initial stage) end up being affected by actions implemented in schools in the treatment group (the ones selected randomly to begin already in the early stage of the program).

In the case of the Jovem de Futuro program, this contamination may occur when supervisors take the program or the program's activities and resources to schools in the control group. Another risk that we tried to avoid, so as to not invalidate the impact evaluation, was compensation, which is when other programs are offered to the support schools and not to the schools in the treatment group, which could confound the results on the impact of the Jovem de Futuro program.

IMPACT AND LESSONS LEARNED

The second generation made an important step forward in the direction of the sustainability of the Jovem de Futuro program and its integration into public policy. However, hardships inherent to the integration of the two initiatives (ProEMI/JF) meant that not all of the results came back as hoped. A significant portion of schools didn't receive the financial resources, either because they had pending accounting issues from other MEC programs (which ended up blocking access to the ProEMI transfer) or because of delays in the execution of national policies. When the resources finally came in, managers found themselves submerged in red tape, a level of bureaucracy for which they weren't adequately prepared. This diverted their focus from management and curriculum reform. Furthermore, there was a duplication of management efforts, seeing as the structure of the plans and the information systems of the Jovem de Future program and of ProEMI weren't formally integrated. The excessive red tape was a concern, because the management program could not be perceived by the schools networks as something that would generate more work. Nevertheless, these difficulties did not reduce the program's impact.

When it comes to goal achievement, the numbers were less favorable than in the first generation, with lower percentages of schools having attained or almost attained expectations. As almost every state, with the exception of Mato Grosso do Sul, migrated to the third generation along the way, the global goals were not officially computed[43]. However, it's possible to think retrospectively in order to figure out what happened.

The states that obtained the best results were Mato Grosso do Sul and Goiás. Mato Grosso stood out particularly in reducing inequalities in the Portuguese language (42% of schools almost reached the goal) and Goiás stood out when it came to the approval rate (50%). In Ceará,

43 Instead of extending the second generation to new schools, including those schools that were in the control group in the impact evaluation, a decision was made to universalize the third generation of the program in Goiás and Ceará. In Pará and Piauí, in 2015, the program started over with the format of the third generation and the impact evaluation was also redone. Mato Grosso do Sul decided to terminate its partnership with Instituto Unibanco in 2015, shortly after a change in government.

performance was more modest, with positive results in the reduction of inequalities in the Portuguese language and an increase in approval rates. Conversely, in the state of Pará, results were, in general, significantly below par, with the exception of increasing the rate of approvals, in which that state stood out as the one with the highest percentage among the successful schools. The results for the state of Piauí were not computed because it initiated the third generation before the first group of schools to enter the program had completed their third year.

Percentage of schools that met the goal (completely or at least 70%) – second generation

States	% schools that met the goal				
	Goal 1		Goal 2		Goal 3
	Portuguese language	Mathematics	Portuguese language	Mathematics	
CE	3%	3%	13%	2%	28%
GO	15%	6%	17%	5%	44%
MS	12%	6%	24%	2%	28%
PA	0%	4%	0%	0%	44%

States	% schools that met at least 70% of the goal				
	Goal 1		Goal 2		Goal 3
	Portuguese language	Mathematics	Portuguese language	Mathematics	
CE	14%	7%	24%	7%	35%
GO	23%	11%	26%	8%	50%
MS	22%	10%	42%	10%	31%
PA	0%	4%	0%	0%	44%

Notes:
Goal 1 – Increase by 25 points the average scores in Portuguese language and mathematics measured on the Saeb scale, in the 3rd year of high school.
Goal 2 – Decrease by half the percentage of students performing at the lowest level in Portuguese and mathematics in the 3rd year of high school.
Goal 3 – Increase by 10% the approval rate of the high school.

Source: own elaboration

Table 2

As mentioned earlier, in the second generation, a global goal was set for the public high schools in the program, and this was based on the Ideb index. This goal was not officially computed due to the migration to the third generation. However, it's interesting to note that of the five partner states at the time, Goiás was the only one to meet expectations, with a 25% approximation to the target Ideb of 6 points, followed by Ceará, with 18%. Piauí managed to achieve an approximation of 13% while the remaining states, Mato Grosso do Sul and Pará, got 2% closer to the target.

The analysis of the second generation revealed that, faced with so many restrictions and mandatory guidelines with joining of the two programs, once again, the focus on developing the manager's analytic abilities was lost; managers were still unable to get to the most important problems and root causes in order to develop effective actions.

It's true that the accountability requirements for the resources received by ProEMI was demanding and this made the monitoring process seem like an overly-controlling method. Accountability is an essential aspect of every management system, but, without information regarding outcomes, the process became less analytical and took on a "mechanical" quality, something to fulfill rules and procedures. On the one hand, a shorter cycle could encourage greater reflection and analysis on the part of the managers; on the other, the exclusive focus on the physical and financial monitoring during the execution of a plan inspired by spending was not helpful. The plans continued to be overly long and, in general, not very transformative of the school in question. There were too many rules to be followed and too little time left over for reflections based on practices.

The implementation process of the second generation of the Jovem de Futuro program underwent thorough analysis. Some assumptions from the logical framework revealed themselves to be fragile, with evidence pointing in the opposite directions to the initial predictions. The financial resources, for example, must not have functioned as a motivating factor for schools, or generated impact; after all, it barely made it to the schools because of the delays and red tape. On the other hand, the principle of a management capable of integrating the pedagogical, administrative and democratic dimensions may have been attained, if only partly, seeing as the instructions to connect the actions from the change plans to the new curricula were insufficient. The fact that there were two management systems was a hindrance and meant things often had to be redone, and accounting for the resources received was extremely bureaucratic. It's possible that the gains from the curriculum reform were minimized in the midst of so many factors that took the focus away from the students' learning process. This was the moment in which a warning sign went off for the Jovem de Future program: managing could not turn into something that was done as

part of the red tape, unrelated to the school's core activity. Management would need to organize that which is *the* core function of the school.

The management circuit introduced in the second generation helped organize a planning and execution routine that reaped many benefits by having concrete indicators and results. This was an aspect that many managers seemed to value, as it brought them a sense of objectivity that they said had been missing at the time. However, that still didn't promote enough reflection and analysis. The moments designed for course correction were underutilized. Hence, the assumption of a collective diagnosis as a requirement for the development of a good change plan needed to be expanded to include a component of valuing professional learning through practice and continuous course correction.

Lastly, the assumption of respecting school autonomy to build innovative pedagogical practices proved really important, despite being hindered by their lack of administrative autonomy. Schools lacked teachers, infrastructure conditions and many other factors that were under the responsibility of regional branches and the central organ. Without the upper echelons assuming their part of the responsibility, the schools' pedagogical autonomy was neutralized.

THE THIRD GENERATION

The third generation of the Jovem de Futuro program started to be designed in 2014, guided by three issues: how to generate mobilization and engagement without financial resources; how to make sure that processes of reflection and analysis would be reinforced by management, which in turn would be reflected in better decisions; and how to make sure that the school had resources managed by people beyond their jurisdiction.

The old idea that adhesion would be the result of "extrinsic factors[44]", such as the transfer of resources, seemed to point to an impact that may not be sustainable. Without the external pressure, there wouldn't be any means to ensure continued progress. We had to change the manager's way of thinking and the institutional culture itself. Being sustainable in the third generation was no longer about simply transferring knowledge and getting autonomous means of financing. It took on a behavioral aspect.

In 2015, we suspended our partnership with the Ministry of Education. That same year Espírito Santo, Pará and Piauí joined the third generation, followed by Ceará and Goiás, in 2016, and Rio Grande do Norte, in 2017. In 2019, Minas Gerais joined the program. Of the five states that had participated in the second generation (ProEMI/JF), only Mato Grosso do Sul broke off the partnership, after a change of government. The solid impact evidence produced until that point, an appreciation for the knowledge acquired, and the trust relationship with the technical teams at the departments of education and schools contributed to the other states' decision to remain in the program. In the third generation, the coverage rates of high schools and high school enrollments reached

44 According to Pink (2011), extrinsic motivation occurs when people adhere to something expectating material rewards, whereas intrinsic motivation is the result of a search for autonomy, learning and lasting results. Studies cited by the author reveal that while rewards-oriented people can achieve results more quickly, their performance is harder to sustain. In contrast, intrinsically motivated people usually work hard and persist in the face of difficulties, with more long term results.

– in some states – 99%. The partnership with the state of Pará, however, was terminated by mutual agreement in 2018, before the program gained scale, because, despite high levels of adhesions, the department of education had been facing a number of difficulties (including budgetary ones) thereby opting to reduce its participation.

The logical framework that informed the design of the program's third generation is presented below.

The Logical Framework of the third generation of the Jovem de Futuro Program

STRATEGIC

1 PROBLEM FACED

- Educational management is low in quality because it does not focus on students' academic performance, there is no shared accountability for schools' results, and education professionals do not learn through experimentation, which negatively impacts young people's academic performance, approval and school permanence.

2 OBJECTIVES OF THE PROGRAM

- To promote improvements in management in schools, regional branches and secretariats, by working with greater focus on academic performance, articulated among all instances, by promoting continuous practice-based professional development, thereby resulting in improved academic performance and school flow in high school students

3 ASSUMPTIONS

- Respect for school autonomy and valuing the participation of everyone involved are essential for continuous progress.
- Valuing youth protagonists brings educators and students closer together and increases their engagement in the school's transformation.
- Professional development is a source of motivation and engagement towards continuous progress.
- Effective training requires reflection and analysis of practices by professionals.
- Secretariats organized into special fields will generate a coordinated action plan to support schools.
- Integrating the planning process of schools, regional branches and the secretariat increases educational policy's internal coherence.
- Regional branches and the secretariat need methods and tools to support the other instances and, in the case of the former, oversee the work of the supervisors.
- Assessments are accountability tools and contribute to continuous progress.

RESULTS

4 GOALS

- To increase the high school Ideb* at each school by a customized percentage, so as to reduce educational inequality between schools and allow the network to reach, in four years, the improvement in Ideb agreed upon at the onset of the program.

INTERVENTION

5 RESOURCES PROVIDED

- Jovem de Futuro's local management team made up of Instituto Unibanco professionals.
- Circuit management support professionals (ACGs) at schools.
- Circuit management method to integrate schools, regional branches and the secretariat.
- Management protocols for schools, regional branches and the secretariat.
- Pedagogical material to support training of school managers.
- Project Management System (SGP).
- Distance-learning platform (AVA).
- Focus Brazil Platform for pedagogical feedback.
- Cumulative learning assessments of students in the 3rd year of high school, conducted by the secretariat.
- Impact evaluation conducted by the Unibanco Institute.
- Other evaluations of the program conducted by the Unibanco Institute.

6 ACTIONS OFFERED

- Results-oriented management course for school principals and pedagogical coordinators.
- Workshops for supervisors, regional directors and technical personnel from the secretariat.
- Workshops for pedagogical coordinators and regional directors for feedback on the cumulative learning assessments.
- Mobilization and engagement actions for teams of all three instances.
- Meetings to strengthen youth protagonism.
- Technical consulting for the Secretariat.
- Governance actions (operations committee and governance committee).
- Visits from supervisors to support the Management Circuit in schools.
- Special support for priority schools.
- Support for the Secretariat to implement the Monitoring System and Results Evaluation.
- Good practices meeting.
- Feedback meetings to look over research results from the Institute.

7 PRODUCTS

- Managers in all three instances and supervisors prepared to fulfill their roles in the Management Circuit.
- Good quality Management Circuit and SGP employed in all instances.
- Governance of the Secretariat engaged in the development, execution and monitoring of the action plan.
- Professionals in all three instances with more self-awareness regarding their practices and learning to continuously improve them.
- Action plans in all three instances undergoing continuous improvement and with aligned content.
- All stakeholders in the system engaged towards continuous progress.

RESULTS

8 INTERMEDIATE RESULTS

- Students with high attendance rates.
- Fulfillment of school course calendar.
- Students with average passing scores for the school year.

9 FINAL RESULTS

- The same as the goals (see item 4).

Figure 10

FROM STRATEGY TO RESULTS

The problem in question became systemic: everyone in the education system, and not just at the schools, is responsible for the students' academic performance. The lack of articulation between the department of education, the regional offices and the schools explained, at least partially, the deficiencies in the teaching. The majority of administrative decisions relevant to school life, such as hiring and allocation of teachers, building renovations and even supplies, were made centrally, outside the schools, which have little administrative autonomy and lack the resources to invest in developmental training for teachers and other employees. With this scarcity of financial resources, the schools depend on the department of education. In effect, what one finds is a fragile link between the needs of the schools and centralized action. By increasingly making progress in terms of the alignment of these three instances, educational policy would stand to gain internal coherence.

Furthermore, the second generation showed us how necessary it was to relieve the schools of the bureaucracy that takes away their daily focus on what their priority should be: students' learning. Management's priority should be supporting the path towards change and the advancement of education. In order to do this, skills and abilities of both the leadership and the rest of the stakeholders must evolve in unison. The Jovem de Futuro program would need to go beyond the idea of a new method of systemic management to include a permanent mechanism of skill development linked to professional practice.

Performance goals became an important strategy to engage and mobilize different people in the department of education for change. These new goals, despite being practically the same in scope as the previous ones (proficiencies in assessments and student approval), began to prioritize the Basic Education Development Index (Ideb), which, as mentioned previously, is used to monitor the quality of education in Brazil and is well-established and strongly supported. The index is composed using the proficiency scores in Portuguese and mathematics, measured at the end of each school stage, and by the average rate of student approval at that stage. Seeing as the Ideb is only disclosed every two years and that, until 2017, it didn't reveal individual results by school at the high school level, the third generation of the Jovem de Futuro program ended up creating a similar measure known as Ideb* ("Ideb-star"). The main difference in comparison to the INEP[45] index is that it used state examinations, rather than a national exam. The Ideb* index could be calculated yearly and broken down by schools.

Each school received their own specific Ideb* goal, according to their original situation. The calculation began with the goal set by the de-

45 Anísio Teixeira National Institute for Educational Studies and Research.

partment of education[46], which was subsequently doled out to each school. The goal for each regional branch corresponded to the mean (average) of the goals of the schools in that catchment area. The goal set by the department of education was based on a projection for the four years following the beginning of the program. The decision rule that led to this global goal was a combination of the government's vision of the future, feasibility and commitment.

The concern regarding the reduction of educational inequality present in the previous versions of the Jovem de Futuro program evolved into a collective commitment to working more intensely to improve the situation in schools with the poorest performances. These schools were given comparatively more audacious goals and, in turn, the department of education and regional branches were to give them more resources and more support in implementing the Jovem de Futuro program. These schools were considered a "priority."

The expected path for intermediate results that would lead to reaching the goals was practically identical to that of the second generation when it comes to teachers and students. However, as we have seen, the monitoring of results was a weak spot in the second generation, overtaken by the red tape involved in the ProEMI/JF policies. In the third generation, student attendance needed to increase and the lessons planned had to be administered; this information was, therefore, carefully tracked on a weekly basis. Another thing that was monitored every three months was the percentage of students whose average scores would get them approved that year, considering their grade in all subjects. These indicators for the third generation became known as "structuring indicators".

Ever since the first generation, there was an expectation to include measures directly linked to the quality of management and infrastructure in the monitoring process. But the fact is that there simply wasn't enough manpower for that. In the third generation, the option was to make these issues the object of evaluations and studies carried out by the Institute itself, with subsequent feedback to the partner networks.

46 The state kickstarts the process by setting an Ideb goal based on projections made by Instituto Unibanco. This goal spans two consecutive two-year periods. After this, the global goal defined in Ideb terms is translated into the corresponding annual indicator, Ideb*, which involves a minor adjustment to arrive at equivalent figures. Then, the global goal in Ideb* is separated into annual goals for the schools.

HOW WAS IT IMPLEMENTED?

In order to work systemically, focused on student learning and encouraging managers to learn through practice, the management circuit method underwent a number of adaptations. The first was to take the organization of the management routine of hierarchical levels of implementation beyond the schools, expanding it so as to include the regional branches and the department of education. There was a sequence to the hierarchical level work schedule, so as to coordinate planning and increase the chances of meeting the schools' needs. The new management circuit had six steps instead of four: agreement of targets, planning, execution, monitoring and evaluation system, sharing of practices and course correction (Figure 11).

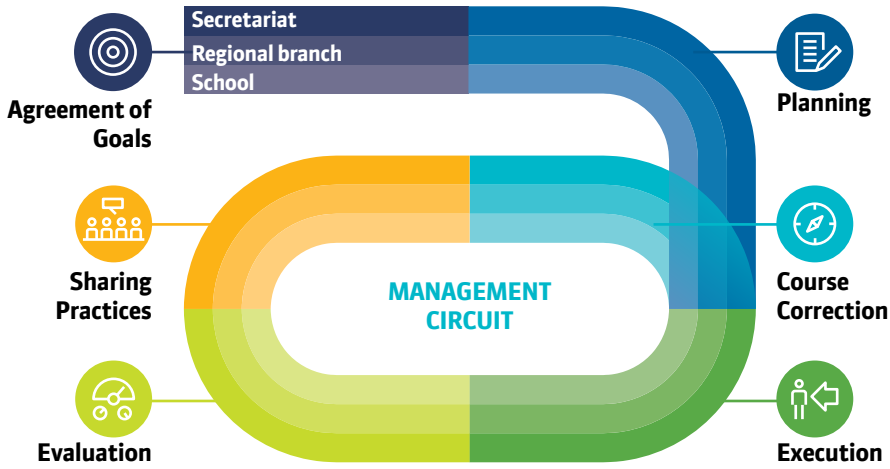


Figure 11

The first step in the management circuit involved agreeing on the targets, defined by the department of education and followed by schools and regional branches. Next, the school entered the diagnosis and planning stage. This process began at the school level and ended at the department of education. The flow of information from schools to regional branches and to the department of education was facilitated by management circuit support professionals (*profissional de apoio ao circuito de gestão* or ACGs, originally called supervisors). The next steps were the execution of the actions and the monitoring and evaluation system (*sistemática de monitoramento e avaliação* or SMAR). The SMAR stage, which involved all hierarchical levels, was a moment to take stock and see how much progress had been made. It started at the schools and ended at the department of education, facilitating the

production and circulation of more information from schools to the regional branches and department of education.

At the SMAR stage, a thorough assessment is made regarding the actions that appear to have been most effective. Before revising the plans, school and regional managers are encouraged to exchange experiences in the sharing of practices stage, which precedes the course correction step, at which point a new cycle can begin. This full cycle should be repeated three times a year.

Always at the beginning of a new year, an analysis is done to check whether the targets have been met. When successfully achieved, the school, regional branch and department of education are confident about the trajectories. In case of failure, extra attention should be made and the upper echelons need to plan for better support tools.

In order to support this process in the third generation of the program, Instituto Unibanco provided the education network with protocols with guidelines on what must be done at each stage of the circuit. In general, the protocols provide guidance on the path of reflection and experimentation that managers should follow; as such, they steer them towards a habit of thinking that helps them identify cause-and-effect relationships, ensuring the autonomy of the stakeholders in the process of identifying root causes to the problems and designing actions to solve them.

To learn about the causes of the problems and define the most effective actions, we assume it's necessary to come up with initial hypotheses, test interventions, observe the results and learn from the process as a whole. At each new cycle, the original hypotheses are improved and then undergo a new empirical test, until enough evidence has been amassed. With greater confidence in the accuracy of these hypotheses, managers can get closer to the factual reality and requalify their objectives.

On the one hand, the decision to prioritize school management in the third generation's design, thereby severing the ties between Jovem de Futuro and ProEMI, simplified the planning of the program. On the other hand, however, the systemic intervention acting on three separate administrative instances (department of education, regional branches and schools), coupled with the decision to strengthen learning processes in and through practice, made the process more complex. As a result, we had to review the attributions of the supervision and the technical consulting provided by the Institute.

The supervisor, now called management circuit support professional (ACG), saw his job description broaden in scope. Besides monitoring the execution of the actions, he or she had to follow a visitation protocol with specific contents that set the pace to the implementation circuit at the

schools. This professional also provided guidance on the new method to school managers, supporting the investigation on causes and solutions to the problems at the school. Finally, their role as a link between the schools and the upper echelons was strengthened. This information flow is essential to provide internal coherence to educational policy.

Visitations to the schools occurred every two weeks. However, the schools with priority status were visited on a weekly basis and got special attention, with specific actions laid out in the plans of the regional branches and the department of education. At both these instances, the method contemplated monthly work meetings (RTs – reuniões de trabalho), which were also informed by protocols.

The new management circuit design now required that all three instances elaborate and execute their plans in a coherent and integrated fashion. Technical supervision visitations therefore became a part of the method, cementing the continuous link between schools and regional branches. Similarly, there had to be a closer connection between the supervisors and leaders at his or her regional branch, as well as greater integration between the department of education and the regional branches. For this reason, the circuit planned for the RTs, with specific agendas, and integrated management meetings (RGIs – reuniões de gestão integrada), meetings to bring together all three instances. The third volume of this collection provides detailed information on this process.

In the third generation, the regional teams received specific training to guide and manage the work of the supervisors. In turn, the department of education was encouraged to become closer to the regional branches, by way of greater alignment measures and strengthened governance.

To make sure this method worked, the training processes had to be redesigned. At the end of the second generation, it was postulated that, although the contents included in the training program were well-developed to the real challenges of school management, the managers left the training with many doubts regarding how to actually implement what was learned. They demanded a more practical and process-driven training.

The new management circuit was, to a certain extent, a response to this demand for more practical training courses. The purpose of the technical visits was to put into practice what was taught in the workshops. To give more substance to this practice-based learning, protocols were introduced, as mentioned, to support the supervisors' technical visits to the school, in addition to technical meetings for circuit implementation at the regional branches and at the department of education.

The training's content material was also redone, with a broader target audience in mind and longer hours. In the third generation, the training activities were aimed at: managers from the department of education; managers from the regional branches; management circuit support professionals, also known as supervisors; and the management duo from schools, made up of the principal and pedagogical coordinator. The content of the training is customized as per the attributions of each audience.

In addition to this, we had to broaden the scope of the technical consulting. We continued to bet on the idea that proximity would ensure greater speed in overcoming hardships and a broader understanding of local needs, as well as more fluid communication between Instituto Unibanco and the department of education. Hence, the consulting had to provide a schedule that combined actions previewed in the method itself as well as implementation activities, like the training workshops, for example. There were on average four local managers who were responsible for managing the program and the workshops. In conjunction with the department of education, the local team defines the annual circuit schedule and the triggering actions, in addition to overseeing the progress of what has been agreed, signaling potential risks and points worth paying attention to in the execution as well as anticipating difficulties. The team also handles the monitoring of results and, along with the department of education, guarantees the availability of necessary data, the reformulation of indicators, the field visitations and the analysis of everything that's been gathered. Along with the technical staff from the department of education, they help prepare materials for the meetings contemplated in the circuit, like the afore-mentioned RGIs and RTs. Finally, they also provide support for the training processes – often also taking on the role of instructor – and for the organization of seminars and other events.

On the whole, the management method of Jovem de Futuro's third generation sets itself apart from the previous ones by being less restrictive and directive. Without money being transferred to the schools, a fixed number of actions for teachers or students is no longer mandatory. The demands regarding the macrofields established by ProEMI also cease to exist. The diagnosis is made so as to identify what affects the school's Ideb* score so that the school itself can independently choose its priorities and design an action plan geared to the learning problems.

The important thing is to make sure managers are able to learn what works and what doesn't during the implementation process and make more thoughtful and appropriate choices to meet the challenge of getting results. The final stages of the cycle, made up of "good practices meetings" (RBPs – reuniões de boas práticas) and "course correction," constitute opportunities for analysis, exchange and knowledge accumulation. Management becomes a mechanism of continuous experimentation with positive impact on decision-making. The aim is

that, semester after semester, professionals at every instance become consistently more conscious of their practices and begin to transform them, personifying what we understand by permanent professional development, efficient and effective results and the continuous advancement of education.

With the change in management method in the third generation, the Project Management System (SGP) [47] needed to be completely reformulated. The idea is that the system be used in every stage of the circuit, either serving as an entry for data or generating monitoring reports. In schools, the managers used the system to access their performance targets, consult relevant results to inform their diagnosis, and, afterwards, to create their plans. Information on activities and sub-actitivities, as well as their execution, were recorded into the system, which generated monitoring reports. The system also held weekly information regarding the number of classes offered and students' attendance. Every trimester, students' grades from school exams were recorded. When the partner's system was able to systematically collect the results from the schools, the systems were integrated.

Governance actions from the second generation were, to a certain extent, simplified. The consecutive systematic meetings, involving all the instances, were incorporated to the management circuit in the monitoring and evaluation stage. Governance could now organize itself based on two committees. The operational committee brings together the Institute's local managers and the department of education's technical staff on a monthly basis, guaranteeing agility in solving difficulties and obstacles to the achievement of results. The governance committee meets every three months, bringing together the secretary and the key actors in the department of education – in some cases, the state governor as well – in addition to the superintendent, the managers and other stakeholders from the Institute, to assess whether expected responsibilities were met in the partnership, to identify additional problems which require more support and consulting, and to define actions, responsible parties and deadlines.

Although the program no longer pushed for curriculum reform, pedagogical management was still the utmost priority. The third generation provided training to pedagogical coordinators and technical staff from the regional branches with the purpose of strengthening pedagogical management by reflecting on the pedagogical use of data from the summative evaluations and the monitoring of student learning. It also gave the schools access to the Focus Learning Platform (Platafor-

47 In 2018, after three years implementing the third generation, users felt a need to remodel the information system. The Management System for Continuous Educational Advancement (SIGAE -Sistema de Gestão para o Avanço Contínuo da Educação), which substituted the SGP, was developed based on the needs of the states, resulting in a more practical, intuitive and informative system.

ma Foco Aprendizagem), which presents analyses on the results of external assessments at the national and state level, classified by class and student. The platform is an important tool for the pedagogical team to track skills developed by students and classes, as well as for evidence-based planning and decision-making.

The investment in youth protagonism, which was present since the very beginning, continued, but in a different format the previously envisioned. The Youth Agent methodology was substituted by the event Dialogues with Youths, geared towards promoting a harmonious relationship between adults and kids at the school and creating conditions for youth participation in school management. This annual meeting, organized by the department of education, mobilizes teachers, principals and students in each school, with the purpose of engaging the youth and bringing awareness to the staff in regards to the importance of student autonomy and protagonism in school decisions.

As outputs of these actions, we expected to see greater preparedness in managers and supervisors as they fulfilled their roles in the management circuit, thereby contributing to a properly-functioning method, which includes widespread use of the project management system. If the continuous advancement mechanism works, professionals in all three instances should actively engage in the change process, be more self-critical regarding their own practices, and learn continuously how to improve them. Furthermore, we can expect improvements to the action plans of schools, regional branches and of the department of education at each stage of the cycle and changes to the institutional culture.

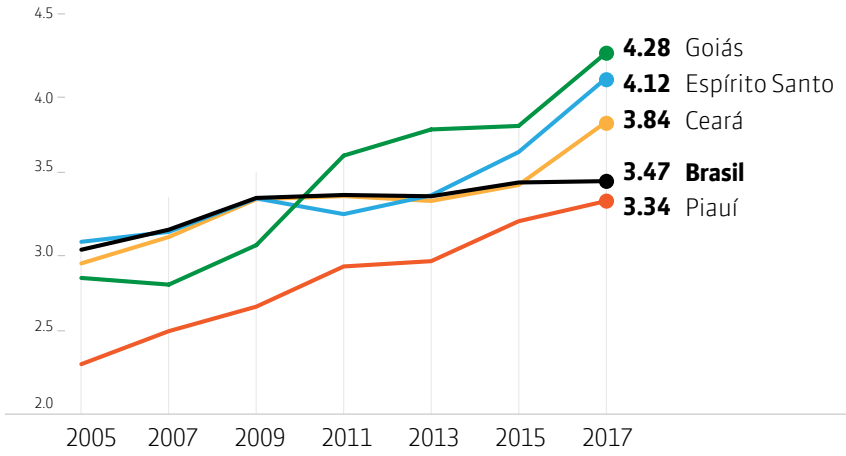
IMPACT AND LESSONS LEARNED

The impacts of the program continued to be evaluated using the same indicators. Not only did the effects persevere, but, for the first time, the Jovem de Futuro program had a significant impact on the approval rate[48]. Nevertheless, the broader scope of the program and its transmutation into public policy resulted in difficulties for the experimental evaluation, which investigates impact based on comparisons between the performance of treatment schools and those in the control group. Once the intervention became systemic, which also affected practices in regional branches and in the department of education, all the schools were subjected to the positive effects, but this added impact is not captured by the experimental evaluation.

Hence, under the hypothesis that the impact of the program is underestimated, an analysis that could provide some clues about the potentially broader impact of the program – albeit not definitive ones – is

48 Henriques, Carvalho and Barros, 2020.

Ideb Evolution by States



Year of entry in Program	State	2nd generation	3rd generation
	Ceará	2013	2016
	Espírito Santo	-	2015
	Goiás	2013	2016
	Piauí	2013	2015

Source: Own elaboration based on Ideb data

Graph 1

the evolution of the partner states' Ideb. It's worth noting that, in the third generation, the goals were formulated in terms of this indicator. In all four states in which the program gained scale (Ceará, Goiás, Espírito Santo and Piauí), there were systematic improvements in Ideb from the beginning of the partnership onwards.

For the states of Espírito Santo and Piauí, whose impact evaluations for the third generation are still ongoing, Instituto Unibanco did a calculation estimating the impact of the program in the improvement of the Ideb. Results suggest that approximately half of the improvement wouldn't have happened without the program[49].

Furthermore, it's worth highlighting that in the two states that have been partners in the program for the longest time – Goiás and Ceará – significant progress can be seen in the period between 2015 and 2017, reflecting the move to the third generation, in 2016. Due to this notable improvement, for the first time in Ceará's history, the state made it into the top four states in the Ideb ranking of state high schools in 2017[50]. Goiás managed to regain its position as number one in the

49 For more information, see Henriques, Carvalho and Barros, 2020.

50 The top five positions in Ideb's state high school ranking belonged to the states of Goiás, Espírito

ranking, which it had lost in 2015[51]. Espírito Santo, which entered the program in 2015, went from occupying the tenth position in 2013 to the fourth 2015 and then to second place in 2017. Between 2015 and 2017, Espírito Santo was the sate with the second most significant improvement in the Ideb[52]. Managers from these states consider the partnership with Instituto Unibanco an important element towards the achievement of these results[53].

Although they were bold, the new Ideb targets seem more attainable than the targets set in previous generations. In terms of the global goal, although Ceará was the only state that achieved what had been agreed upon for 2017 in the partnership with Jovem de Futuro, all the other states achieved over 90% of the goal that year, an exceptionally positive result[54]. When it comes to the schools, in the majority of indicators, the percentage that achieved the goals for the period is slightly lower than the percentages in the first generation, but higher than in the second.

Percentage of schools that met the goal (completely or at least 70%) – Third generation

States	% schools that met the goal	% schools that met at least 70% of the goal
ES	38%	57%
GO	44%	53%
PI	38%	49%

Note:
Goal – Ideb*, calculated by school

Source: own elaboration

Table 3

In the last few years, the program's implementation and design continued to be studied, with increasing methodological rigor. In 2020, in the context of the Covid-19 pandemic, the program needed to be rein-

Santo, Pernambuco, Ceará and São Paulo.

51 In 2013, Goiás was in first place and, in 2015, it was down to third, behind São Paulo and Pernambuco.

52 The state with the greatest improvement in the Ideb in the public state high school network between 2015 and 2017 was Alagoas.

53 For more information, see Henriques and Rocha, 2018; and Instituto Unibanco, Aprendizagem em Foco, n. 49. Available at: <https://www.institutounibanco.org.br/aprendizagem-em-foco/49/>.

54 Espírito Santo achieved 94% of the established goal, Goiás 91% and Piauí 93%. Rio Grande do Norte joined in 2017 and Minas Gerais in 2020; hence, results are not yet available for these states.

vented once again. The transformation is still in progress, seeking to respond to new challenges and to incorporate lessons learned thus far. The Jovem de Futuro program's fourth generation is starting its incubation period.

The sharing of responsibilities of stakeholders in meeting school challenges became a reality, but we still have to develop a more robust consulting strategy for the departments of education and regional branches, especially after the crisis introduced by the pandemic and the need to implement a hybrid teaching style that combines traditional classes and remote learning activities. These actions involve changing routines and the work of several departments, such as infrastructure, human resources, budgeting etc. Currently, the program doesn't offer any administrative support by sector. On the other hand, many activities, programs and partnerships are underway in the states, and coordinating all of that has not been the focus of the program's primary investments; instead, we've put efforts into engaging all the instances in an integrated change project, offering stakeholders the tools to put the improvement cycle into operation and investing in the flow of information between schools, regional branches and department of education.

In the regional branches, besides organizing the work of the management circuit support professionals (ACGs or supervisors), an important task would be to further strengthen both the pedagogical work and the administrative support for schools. In fact, it could be interesting to consider the possibility of giving them more autonomy, either financially or in terms of developing initiatives.

At the schools, we observed that broadening the managers' repertoire of practices is essential in order for them to manage to include more innovative and transformative action plan initiatives. It's also necessary to increase investments so as to support the work of the pedagogical coordinators (managers) with the teachers. According to the international literature[55], these are the management practices with the greatest potential impact, and they haven't been sufficiently explored in the Jovem de Futuro Program.

Finally, the experience with the third generation has been pointing towards the need to design management frameworks for education that clearly indicate what is expected of school routines, the main attributions of a manager, and the competencies and skills required for the job. In this way, we will be able to develop better training programs, integrating various initiatives that already exist, as well as design an evaluation system for managers that can take them even further.

55 Two important studies that corroborate this conclusion are Leithwood et al., 2004; and Robinson, Lloyd and Rowe, 2008.

CONCLUSION

The first volume of this trilogy showed how the Jovem de Futuro program, over its 12 year existence, contributed to the improvement of student learning, reduced inequalities in proficiency, and increased basic education graduation rates[56]. These positive effects were found in education networks with different contexts and at different times. The impacts persisted or even increased because the program was able to adapt to new challenges and seek continuous improvement.

One of the challenges faced by the program was the increase in scale. As shown in Figure 12, the program, which started as a project working directly in public high schools, became a public network policy, with an expansion in the role of the state. The partnership with MEC in the second generation was an important step towards sustainability – that is, towards preserving the transformations in schools and departments of education, even after the termination of the partnership. The most virtuous aspect of management is that it's a process of permanent transformation towards a mutually defined result and, as such, it engenders continuous institutional advancement.

It was in the third generation that the Jovem de Futuro program became consolidated as a public network policy, geared towards strengthening everyone's commitment to learning, school permanence and the reduction of inequalities in student performance. The department of education, the regional educational branches and the schools themselves adopted the management circuit in a synchronized way and in short cycles, looking to ensure internal coherence between the actions in all three instances. The search for sustainability led us to increase the length of the duration of partnership from six to eight years, although, in the last two years, Instituto Unibanco focused on monitoring cultural

56 Henriques, Carvalho and Barros, 2020.

The Evolution of the Jovem de Futuro Program

OBJECTIVES

Guarantee learning, permanence and completion of High School

HOW IT WORKS

Management program
Change cycles, execution and monitoring of plans, including replanning actions

Pedagogical focus
Directs efforts towards improving teaching and learning

Performance goals
Improve learning and approval, including reducing inequalities

Management group
Collective actions involving school principal, pedagogical coordinator, teachers and students

Supervisors
They advise, train and support the management group, in addition to monitoring actions

Actions and resources
For mobilization, training, technical consultancy, governance* and information systems

*from the 2nd generation onwards.

THE FIRST GENERATION

The Instituto Unibanco works directly in schools. The objective, sustained in every generation of the program, is to get management more focused on learning and in students' permanence in high school, as well as reducing inequalities.

One of the suggested mechanisms to encourage commitment was the direct transfer of financial resources from the Unibanco Institute to each school unit.

The **change cycle**, implemented at the school, was of **three years**.

197 schools
in
4 states
(MG, RS, RJ and SP)

THE SECOND GENERATION

Originally a project in schools, the program is now a policy for the public high school network, implemented by the Education Secretariat, aiming for scale and sustainability.

The state takes on a central role, providing supervisors and technical support from the Secretariat. Instituto Unibanco trains, supports and monitors the implementation process. The financial incentive is now ensured by the federal program for innovation in high school education (ProEMI).

The **change cycle,** implemented at the school, changes to **one year**.

2.166 schools
in
5 states
(CE, GO, MS, PA and PI)

THE THIRD GENERATION

This now consolidates the transformation of the program into a public education policy.

Management for continuous progress in education is introduced, with reinforced focus on students and on pedagogical management and practice-based learning processes. Actions are now systemic and financial incentives cease to exist.

The **cycle change** implemented in schools, regional branches and in the central organ is reinforced and becomes **every three months**.

3.549 schools
in
7 states
(ES, PI, GO, PA, CE, RN and MG)

Figure 12

change and supporting management innovation processes proposed by the partners.

The program's enormous capacity to reinvent itself, meet new challenges and overcome gaps was a great achievement for everyone involved. But the greatest accomplishment was, undoubtedly, the transformation of the networks, which combined professional and institutional development to make continuous progress, year after year. The results are evident not only in the students' academic performance indicators, but also in professional development and in more effective schools and departments of education. Hence, what we see is a dual sustainability: one that's about the program's long future and another that's linked to the continuous progress of education itself. This dual sustainability depends on the ongoing production of scientific and professional knowledge, by way of a process that brings together managers and academics, with a focus on every-day problem-solving, as well as on creating and testing relevant hypotheses. In addition to local managers, this also involves professionals from three areas in Instituto Unibanco (project implementation, solution development and knowledge management) and a permanent group of academics in the fields of education, political science and economics[57].

The insights that arise from this alliance depend on having a shared framework to guide contributions. It is the program's change model that sets the direction. Every time a hypothesis is either refuted or confirmed, the model should adjust itself. The last book in this trilogy will present the change model behind the Jovem de Futuro program, responsible for allowing the integration of all these viewpoints and discoveries. Reality is in constant transformation and knowledge is amassed in cycles. When it comes to the manager's professional development, the cycle in question is the management circuit. For the program to improve, the cycle gives way to new generations. Progress isn't possible without knowledge. Science, professional development and changing reality cannot be dissociated from one another.

Throughout this process, looking at the past to understand how we got to where we are is just a starting point for the continuous progress of a program that seeks to contribute to a reality in which every youth has the right to good quality public education.

57 In 2015, Instituto Unibanco created the Center for Transdisciplinary Research in Education (CPTE - Centro de Pesquisa Transdisciplinar em Educação), made up of researchers, managers, and professionals from the Institute, whose purpose is to produce and analyze evidence that will lead to the improvement of public policy in education. Its focus is educational management, and it uses as a foundation for its production the Jovem de Futuro program. For more information, see: <https://www.institutounibanco.org.br/iniciativas/producao-de-conhecimento/centro-de-conhecimento/>.

ANNEX

Table 4– Maximum coverage attained in Jovem de Futuro partner states

Generation	Partner states	# of schools	# of students enrolled	School coverage (%)		Enrolled Student coverage (%)	
				by state	Brazil	by state	Brazil
First Generation	MG	44	40,516	2	0.2	6	0.6
	RJ	30	32,494	3	0.2	8	0.5
	RS	46	26,911	4	0.2	8	0.4
	SP	77	48,222	2	0.4	3	0.7
	Total	**197**	**148,143**	**2**	**1.0**	**5**	**2.2**
Second Generation	CE	439	248,612	69	2.3	76	3.6
	GO	580	196,488	93	3.0	93	2.9
	MS	271	76,195	88	1.4	88	1.1
	PA	455	298,118	86	2.4	93	4.2
	PI	412	104,550	86	2.2	90	1.5
	Total	**2,157**	**923,963**	**84**	**11.3**	**87**	**13.6**
Third Generation	CE	649	321,325	98	3.3	99	5.1
	ES	235	83,236	82	1.2	90	1.3
	GO	545	177,474	82	2.8	90	2.8
	MG	1,287	400,069	55	6.5	62	6.4
	PA	203	106,580	33	1.0	33	1.6
	PI	455	94,084	89	2.3	87	1.5
	RN	137	47,315	46	0.7	49	0.8
	Total	**3,511**	**1,230,083**	**65**	**17.8**	**69**	**19.6**

Notes
1. The coverage of schools and enrolled students by state refers, respectively, to the total number of schools and enrolled students in the JF program divided by the total number of schools and high school enrollment of each state. In the case of the first two generations, we used data from the last year of the program; for the third generation, data from 2019.
2. The coverage of schools and enrolled students served by the program in relation to the Brazilian total refers, respectively, to the total number of schools and enrolled students in the JF program divided by the total number of schools and high school enrollment in the country. In the case of the first two generations, we used data from the last year of the program; for the third generation, data from 2019.
Fonte: own elaboration

BIBLIOGRAPHY

ANGRIST, J. D.; PISCHKE, J. *Mostly Harmless Econometrics: An Empiricist's Companion*. Princeton: Princeton University Press, 2008.

_____ et al. Vouchers for Private Schooling in Colombia: Evidence from a Randomized Natural Experiment. *American Economic Review*, Nashville, v. 92, n. 5, p. 1535-58, 2002.

_____; BETTINGER, E.; KREMER, M. Long-Term Educational Consequences of Secondary School Vouchers: Evidence from Administrative Records in Colombia. *American Economic Review*, Nashville, v. 96, n. 3, p. 847-62, 2006.

BANERJEE, A. et al. Can Information Campaigns Raise Awareness and Local Participation in Primary Education?. *Economic and Political Weekly*, Mumbai, v. 42, n. 15, p. 1365-72, 2007.

BARROS, R. P. Desenho da avaliação de impacto do Projeto Jovem de Futuro. São Paulo: Instituto Unibanco, 2016.

_____ et al. O impacto do Projeto Jovem de Futuro sobre a aprendizagem em escolas públicas. São Paulo: Instituto Unibanco, 2016.

_____ et al. Assessment of the Impact of the Jovem de Futuro Program on Learning. Nova York: The World Bank, 2018.

_____; FRANCO, S. *Relatório metodológico: processo de aleatorização da avaliação de impacto do Jovem de Futuro*. São Paulo: Instituto Unibanco, 2018. Disponível em: <https://cedoc.observatoriodeeducacao.org.br/item/?cod=123456789_5232>. Acesso em: 2 maio 2020.

BLOOM, N. et al. Does Management Matter? Evidence from India. *The Quarterly Journal of Economics*, Cambridge, v. 128, n. 1, p. 1-51, 2013.

BLOOM, N.; LEMOS, R.; SADUN, R.; VAN REENEN, J. Does Management Matter in Schools?. *The Economic Journal*, Londres, v. 125, n. 584, p. 647-74, 2015.

BLUNDELL, R.; BOZIO, A.; LAROQUE, G. Extensive and Intensive Margins of Labour Supply: Work and Working Hours in the US, the UK and France. *Fiscal Studies*, Londres, v. 34, n. 1, p. 1-29, 2013.

BRANDÃO, D.; RIBEIRO, A. Teoria de mudança, 2017. Disponível em: <http://move.social/teoria-de-mudanca/>. Acesso em: 2 maio 2020.

BRASIL. INSTITUTO DE PESQUISA ECONÔMICA APLICADA (IPEA). *Avaliação de políticas públicas: guia prático de análise* ex ante. v. 1. Brasília: Ipea, 2018a.

_____. *Avaliação de políticas públicas: guia prático de análise* ex post. v. 2. Brasília: Ipea, 2018b.

BRASIL. INSTITUTO NACIONAL DE ESTUDOS E PESQUISAS EDUCACIONAIS ANÍSIO TEIXEIRA (INEP). Ideb. Disponível em: <http://inep.gov.br/web/guest/ideb>. Acesso em: 2 maio 2020.

_____. Matrizes e escalas. Disponível em: <http://provabrasil.inep.gov.br/escalas-de-proficiencia>. Acesso em: 2 maio 2020.

_____. Sistema de Avaliação da Educação Básica (Saeb), 2017. Disponível em: <http://portal.inep.gov.br/educacao-basica/saeb/resultados>. Acesso em: 2 maio 2020.

BRASIL. MINISTÉRIO DA EDUCAÇÃO (MEC). Plano Nacional de Educação, 2014. Disponível em: <http://portal.mec.gov.br/arquivos/pdf/pne.pdf>. Acesso em: 2 maio 2020.

DOBBIE, W.; FRYER, R. G. Getting Beneath the Veil of Effective Schools: Evidence from New York City. *The American Economic Journal: Applied Economics*, Santa Clara, v. 5, n. 4, p. 28-60, 2013.

DUFLO, E.; DUPAS, P.; KREMER, M. School Governance, Teacher Incentives, and Pupil-Teacher Ratios: Experimental Evidence from Kenyan Primary Schools. *Journal of Public Economics*, Amsterdã, v. 123, p. 92-110, 2015.

_____. Peer Effects, Teacher Incentives, and the Impact of Tracking: Evidence from a Randomized Evaluation in Kenya. *American Economic Review*, Nashville, v. 101, n. 5, p. 1739-74, 2011.

DUNCAN, G. J.; MAGNUSON, K. Investing in Preschool Programs. *The Journal of Economic Perspectives,* Nashville, v. 27, n. 2, p. 109-32, 2013.

FIRPO, S. P.; SILVEIRA, P. B. V.; MARTINS, C. C.; *Relatório de resultados: o papel do supervisor do Jovem de Futuro no Estado do Espírito Santo*. São Paulo: Instituto Unibanco, 2019.

FLESSA, J.; BRAMWELL, D.; FERNÁNDEZ, M.; WEINSTEIN, J. School Leadership in Latin America 2000-2016. *Educational Management Administration & Leadership*, Londres, v. 46, n. 2, p. 182-206, 2018.

FULLAN, M. Large-Scale Reform Comes of Age. *Journal of Educational Change*, Dordrecht, n. 10, p. 101-13, 2009.

FRYER, R. G. Injecting Charter School Best Practices in to Traditional Public Schools: Evidence from Field Experiments. *The Quarterly Journal of Economics*, Cambridge, v. 129, n. 3, p. 1355-1407, 2014.

_____. Management and Student Achievement: Evidence from a Randomized Field Experiment. *NBER Working Papers*, Cambridge, n. 23437, 2017. Disponível em: <https://www.nber.org/papers/w23437>. Acesso em: 2 maio 2020.

GERTLER, P. J. et al. *Impact Evaluation in Practice*. Nova York: The World Bank, 2016.

HENRIQUES, R.; CARVALHO, M.; BARROS, R. P. Avaliação de impacto em educação: a experiência exitosa do programa Jovem de Futuro em parceria com o poder público, 2020.

HENRIQUES, R. M. S.; ROCHA, H. C. Ensino médio no Espírito Santo: juventudes e garantia do direito à aprendizagem. In: HARTUNG, P. (org.). *Espírito Santo: como o governo capixaba enfrentou a crise, reconquistou o equilíbrio fiscal e inovou em políticas sociais*. Vitória: Governo do Espírito Santo, 2018.

HERMAN, R. et al. *Turning Around Chronically Low-Performing Schools: A Practice Guide* (NCEE 2008-4020). Washington: National Center for Education Evaluation and Regional Assistance; Institute of Education Sciences, 2008.

HILL, C. J. et al. Empirical Benchmarks for Interpreting Effect Sizes in Research. *Child Development Perspectives*, Chicago, v. 2, n. 3, p. 172-77, 2008.

INSTITUTO UNIBANCO. Relatórios de atividades: 2003 a 2017. Disponíveis em: <https://www.institutounibanco.org.br/relatoriodeatividades/>. Acesso em: 2 maio 2020.

_____. *Projeto Jovem de Futuro,* 2010.

_____. *Ensino Médio Inovador e Jovem de Futuro: por uma escola mais participativa, eficiente, criativa e transformadora,* 2013.

_____. *O Plano em Ação: circuito de gestão contínuo, integrado e com foco nos resultados de aprendizagem*, 2014.

_____. Sumário executivo sobre a memória e história do Projeto Jovem de Futuro, 2015.

_____. *Jovem de Futuro: conceitos, ações e teoria da mudança*, 2020 (no prelo).

LEITHWOOD, K. et al. *How Leadership Influences Student Learning*. Minneapolis; Toronto: Center for Applied Research and Educational Improvement; Ontario Institute for Studies in Education, 2004.

MACHADO, M. A. M. Desafios a serem enfrentados na capacitação de Gestores Escolares. *Em Aberto*, Brasília, v. 17, n. 72, p. 97-112, fev.-jun. 2000.

MURICI, I.; CHAVES, N. *Gestão para resultados na educação*. Nova Lima: Falconi, 2016.

OLIVEIRA, J. F.; FONSECA, M.; TOSCHI, M. S. O programa Fundescola: concepções, objetivos, componentes e abrangência – a perspectiva de melhoria da gestão do sistema e das escolas públicas. *Educação & Sociedade*, Campinas, v. 26, n. 90, p. 127-47, 2005.

ORTEGÓN, E.; PACHECO, J. F.; PRIETO, A. *Metodología del marco lógico para la planificación, el seguimento y la evaluación de proyectos y programas*. Santiago: Cepal, 2015.

PEREIRA, M. S. A utilização da matriz lógica em projetos sociais. *Pesquisas e Práticas Psicossociais*, São João del-Rei, v. 10, n. 2, p. 327-39, 2015.

PINK, D. H. *Drive: The Surprising Truth about what Motivates Us*. Nova York: Riverhead, 2011.

RITCHHART, R. et al. Thinking Routines: Establishing Patterns of Thinking in the Classroom. *AERA Conference*, São Francisco, 2006.

ROBINSON, V. M. J.; LLOYD, C. A.; ROWE, K. J. The Impact of Leadership on Student Outcomes: An Analysis of the Differential Effects of Leadership Types. *Educational Administration Quarterly*, Columbus, v. 44, n. 5, p. 635-74, 2008.

ROGERS, P. Theory of Change. *Methodological Briefs UNICEF*. Impact Evaluation, n. 2, Florença, 2014.

TAPLIN, D. H. et al. Theory of Change. *Technical Papers ActKnowledge*, Nova York, 2013.

_____; CLARK, H. Theory of Change Basics: A Primer on Theory of Change. *Technical Papers ActKnowledge*, Nova York, 2012.

TODOS PELA EDUCAÇÃO. Cenários da educação. Disponível em: <https://www.todospelaeducacao.org.br/pag/cenarios-da-educacao>. Acesso em: 2 maio 2020.

WEINSTEIN, J.; HERNÁNDEZ, M. Birth Pains: Emerging School Leadership Policies in Eight School Systems of Latin America. *International Journal of Leadership in Education: Theory and Practice*, Londres, v. 19, n. 3, p. 241-63, 2016.

WILSON, D. Three Phases of Learning: *Learning in, from and for Action. Learning Innovations Laboratory Insights*. Cambridge: Harvard Graduate School of Education, 2009.


INSTITUTO
UNIBANCO


9 786586 069976