PACT FOR EDUCATION IN PARÁ

Report and evaluation | 2012 to 2017

SYNERGOS
Building trust works

PRESENTATION

After 5 years acting as a Backbone Organization of the Pact for Education in Pará, Synergos Brazil intends to report this experience.

Over the last 30 years Synergos has accumulated international experience in support of partnerships addressing poverty and inequality issues. In addition, my personal experience based on the incessant search for articulations through the Non-Governmental Organization (NGO) Roda Viva and governmental agencies at the local and federal levels and through international organizations (IDB) as well as the private sector (Unibanco Institute) we have concluded that it is vital to design, implement and validate a Multi-Sector Partnership.

Partnerships can and should be carried out in the social area, articulating actions within governments, at different levels of governmental sectors, between civil society organizations and private sector initiatives, as well as between two or more of these actors. Multi-sector Partnerships, however, aim to involve different sectors and key actors, at various levels, working together in a common agenda, in search of solutions to complex social problems.

Based on systemic analysis of problems such as poverty, inequality, violence, education, environmental degradation or lack of opportunities for youth, Multi-sector Partnerships seek to create conditions for a collaborative process, around common goals and objectives.

In the case of Pará, the partnership was established due to the improvement of the educational results of the state, which in 2012 constituted a real obstacle both to the process of sustainable development and to the inclusion of the new generations of the population of Pará.

In the aforementioned year, average schooling rate of the population was only 5.9 years, while the national average was 7.2 years and only 30% of the youngsters finished high school, with a large majority destined for underemployment, unemployment or marginal activities. Meanwhile, the private sector suffered with the shortage of skilled labor to meet the needs of an expanding market.

It was not an easy task to mobilize partners from all sectors and levels; conceive and implement a governance that reflects this multi-sector and decentralized composition; support the Secretariat of Education in the implementation of management for results, with the creation of a Project Office; support the implementation of the Paraense System for the Evaluation of Basic Education; implement a Recognition System and promote strategies for strengthening a common culture while maintaining motivation and compromise.

We had much to celebrate with the dissemination of the results of the IDEB 2015. The State of Pará grew at all levels registering the second largest growth in Brazil among High School students, rising four positions in the national ranking. In addition, the average educational level of the population reached 9.1 years and the percentage of youngsters up to 19 years of high school reached 40.2%.

From the second half of 2016, encouraged by this success, the government of Pará, through SE-DUC, assumed the role of a Backbone Organization.

Even though the years between 2013 and 2015 revealed an incredible impact of the Pact proposals, the continuation of this growth did not occur from 2015 to 2017. The results of the 2017 national evaluation revealed the size of the education problem throughout the country. Comparing the results of State and Municipal schools between 2015 and 2017, there are no significant gains or stagnation of the national average at all levels. There was nothing to celebrate, including Pará. The state was only able to match the national results in the initial grades of Elementary School, with a growth of 0.2 of the IDEB.

In the final grades of Elementary School, growth was zero, while at the national level it reached 0.2. In High School, worse than the stagnation of public schools around the country, Pará decreased 0.2 in its IDEB.

Overall results in a State that presents 144 municipalities may obscure other aspects of reality. As one of the main proposals of the Pact, a prototyping initiative with the so-called Pilot Municipalities of the Pact (MPP), in which those who adhere commit themselves to effectively implement its principles, it is necessary to have a closer look at the results of this group. On average it can be verified that growth of the FDI of the MPPs at all levels was much higher than that of the other municipalities of Para.

At the end of elementary school I, more specifically 5th grade, the average operative of IDEB growth in the MPPs was 14%, while in other municipalities the average growth was only 9%. In addition at this stage of EF I, of the 40 MPPs, 35% had higher growth than the state average, with 10%, such as Bonito (0.9), Moju and Oriximiná (0.7) grew more than double this average, and 42.5% exceeded the target set for 2017.

By the end of Fundamental II (9th grade), while MPPs had a positive growth of 2%, other municipalities decreased their IDEB by 2%. In this phase, more than half of MPPs presented positive growth and 40% were equal to or higher than the national average, 6 of which grew more than twice this average, especially in Breves, in Marajó, Ourém and Breu Branco Island, which obtained a gain of 0.9, 4.5 times greater than the national average.

This paper seeks to uncover the success factors and challenges faced by reporting the richness of this experience to a wide variety of people who are interested in understanding collaborative processes. In this sense, we seek to identify key factors for our successes and for our failures.

We sincerely hope to provide the reader with an in-depth look of the "pain and misery" associated with the fantastic experience of implementing a Multi-sector Partnership aimed at coping with a complex and urgent problem.

I hope you will enjoy it.
Wanda Engel

ACKNOWLEDGMENTS

The success of a collaborative action such as the Pact for Education in Pará cannot be credited to any particular partner. In fact, it is precisely the result of the articulated work of all individuals involved. We know, however, how important it is to recognize those who have excelled in this collective effort.

The Pact would not exist without the unrestricted support of the state government, both Governor Simão Jatene and his cabinet staff and social and planning secretaries. Secretaries of Education, especially Claudio Ribeiro, Helenilson Pontes and Ana Claudia Hage, who fully understood the importance of the initiative for public education in Pará, and dedicated political strength, technical competence and administrative commitment to the achievement of their results.

The Inter-American Development Bank, (IDB) played a crucial role, not only approving the loan that guaranteed the financial basis for implementing a substantial part of the Strategic Plan, but especially for the technical support provided to the State Department of Education. The private sector, whether through businesses or institutes and foundations, also played a significant role. They represented the financial and programmatic partners, who supported the work of Synergos as a Backbone Organization and who implemented actions in Pará. I would like to acknowledge governmental partners, who served as members of the committees and technical partners, providing advice in different fields.

The arrival of the Pact to the municipalities would not occur without the support of Municipal Associations and the National Union of Municipal Education Officers (UNDIME-PA), in addition to those who accepted to participate in the proposal of the Pilot Municipalities of the Pact. Nonetheless, the most important actors were principals, teachers, students and families of the schools of Pará. It was on the school floor that the Pact gained strength and concreteness. It is there that the results have been effectively achieved.

Finally, we must thank the Synergos team during these five years and who have invested energy, technical competence, patience and resilience in the fantastic proposal to validate a technology capable of promoting and sustaining collaborative action aimed at the improvement of education in the state of Pará.

WHAT IS SYNERGOS

Synergos Institute is a global, non-profit institution that promotes articulation among diverse actors to address complex problems of poverty and create opportunities for the advancement of individuals, families and communities.

With extensive experience in building and managing partnerships, Synergos Institute is recognized internationally for its expertise in the use of systemic thinking in the analysis of complex problems, in the formation of a new type of leadership- bridge leadership- and in the work of personal transformation, as a basis for social transformation. In addition, it promotes strategic philanthropy and global social investment through an international network of philanthropists.

Synergos Institute has been in existence for 30 years and during this time has been instrumental in promoting change in more than 30 countries. While in India the focus is on combating child malnutrition and empowering women in the community, Namibia is working to combat child malnutrition, and in South Africa it prioritizes professional development, training and empowerment of leaders, sharing of information and support to health projects, always with a view to reducing poverty and inequality, through multi-sector partnerships.

SYNERGOS BRAZIL

Synergos Brazil served as the Backbone Organization for the Pact for Education in Pará between 2012 and 2016. During this time, Synergos Brazil worked on the design of a Common Agenda, including goals, results and a priority action plan in the mobilization of multi-sector partners, especially the private sector; aiming at creating a participatory and decentralized governance system; and implementing a collaborative project management focused on results.

Its activities also included support for strategic projects; the maintenance of structured communication; monitoring of results and strengthening of group identity; and motivation.

The Pact, in its scope, proposes a systemic view on the problem of education. It recognizes that schools both shape and reflect the society in which we live in- especially considering inequality of opportunity. In addition to the necessary changes in the management of the public system, it proposes to work with other social sectors that directly influence or are influenced by educational outcomes.

The Pact recognizes that social transformation requires a broad change in the attitude of society. This alone can give sustainability and continuity to the improvement process. It also assumes how difficult it is to deploy innovation in large systems. Therefore, it seeks to bring together ideas and solutions from different sectors- government, businesses and civil society, in order to stimulate change.
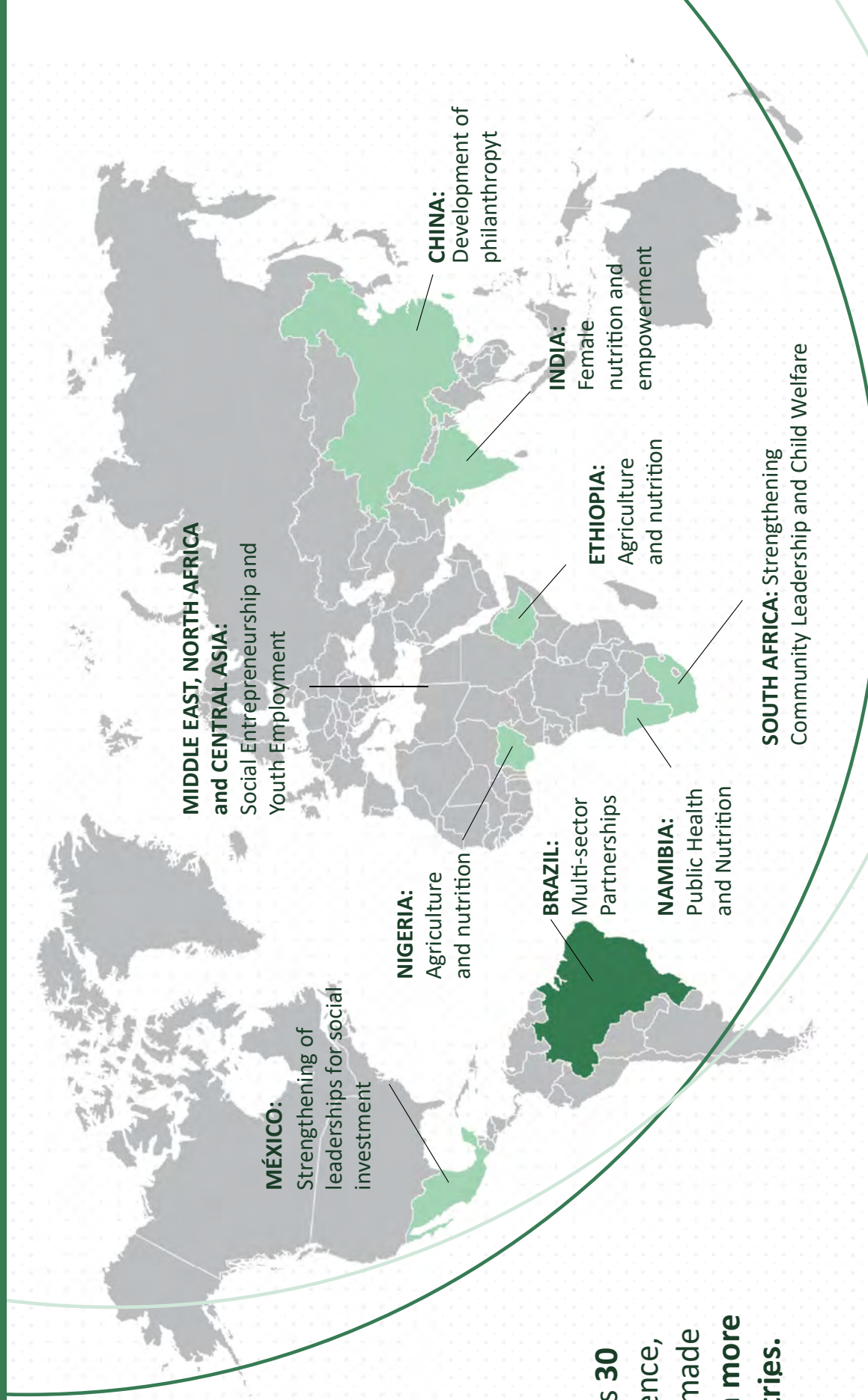
Considering that processes, logics, vocabulary and even perception of time of the three sectors are very diverse, we believe that a new leadership is necessary, capable of creating bridges and building bonds of trust.

The Pact started in the second half of 2012 and was conceived in 4 phases: Initial Years, 2012 and 2013; Intermediate Years, 2014 to 2016; and Final Year, 2017, when Synergos supported SEDUC as a Backbone Organization, followed by a systematization period.

During all phases, transfer strategies were developed to enable the State Department of Education (SEDUC) to gradually assume the functions of the Coordination Organization, which actually occurred in the second half of 2016.

CHINA: Development of philanthropyt

INDIA: Female nutrition and empowerment

ETHIOPIA: Agriculture and nutrition

SOUTH AFRICA: Strengthening Community Leadership and Child Welfare

MIDDLE EAST, NORTH AFRICA and CENTRAL ASIA: Social Entrepreneurship and Youth Employment

NIGERIA: Agriculture and nutrition

BRAZIL: Multi-sector Partnerships

NAMIBIA: Public Health and Nutrition

MÉXICO: Strengthening of leaderships for social investment

Throughout its **30 years** of existence, Synergos has made a difference in **more than 30 countries.**

2012 ● **DECISION AND DESIGN**

2013 ○ THE BEGINNING

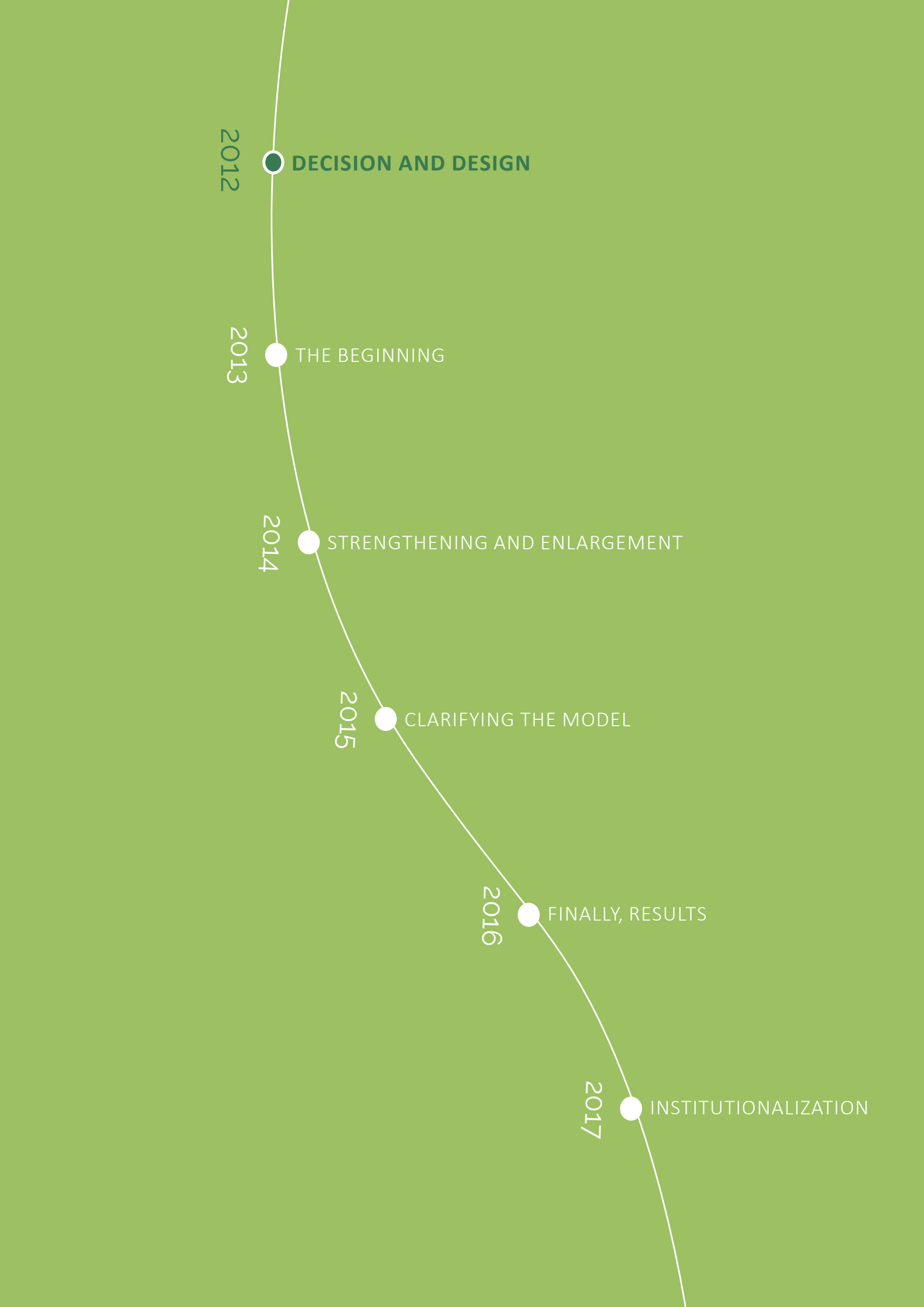**2014** ○ STRENGTHENING AND ENLARGEMENT

2015 ○ CLARIFYING THE MODEL

2016 ○ FINALLY, RESULTS

2017 ○ INSTITUTIONALIZATION

1. HOW IT ALL BEGAN:

In 2012, the state of Pará was undergoing an expressive increase in the number of large productive projects, implemented or in the process of being implemented, with a high volume of financial resources being applied. This represented an enormous demand for skilled labor.

The state's educational system, however, had one of the worst national indicators, demonstrating to be unable to meet the demands of the market and constituting a real obstacle to the development process. The need to improve educational outcomes was strategic and urgent.

In May of the same year, during a meeting attended by Governor Simão Jatene, Wanda Engel, representative of the Synergos Institute and Marcelo Perez, responsible for the area of edu-cation of the Inter-American Development Bank (IDB), received a proposal of a loan operation for the educational area. The idea arisen was of building a Multi-sector Partnership, aimed at improving the results of education in the State.

Synergos Institute made available to the initiative its international experience in the implementation of partnerships, its capacity to build bridges between leaders and their credibility with different social sectors, to act as a Backbone Organization of the partnership.

Synergos' goal in this initiative was to conceptualize, validate and transfer a social technology focused on the construction and sustainability of Multi-sector Partnerships focused on complex social problems, such as those related to Public Education.

2. THE CONTEXT

The context of the emergence of the Pact in 2012 was marked by the existence of a very favorable socioeconomic scenario, living with an extremely unfavorable educational scenario.

In the socioeconomic scenario, besides the large productive projects and the substantive volume of resources being applied, important changes in the productive profile and enormous demand for skilled labor were included, which represented an opportunity to improve the socioeconomic conditions of the population, especially for the new generations of Pará.

On the other hand, the low percentage of young people up to 19 years of age with High School (MS) education (in the state of Pará, 31.7%, in the North Region average 36.6% and the national average 50.2%), (in Pará, 20.8% and the national average of 11.7%) were responsible for an unacceptable average schooling rate (in Pará, 5.9 years the national average of 7.2 years).

In sum, almost 70% of young people in Para were excluded from development prospects and were destined to underemployment or unemployment, due to the impossibility of in-

sertion into the modern labor market. On the other hand, the private sector suffered with the shortage of skilled labor to meet the needs of an expanding market and was hiring employees from out of state to meet professional needs.

When analyzing the quality of education through the Basic Education Development Index (IDEB), the results were well below the national average and with a decreasing trend, especially in High School levels.

These results were associated with serious problems faced by educational systems, mainly related to: (a) low qualification of education professionals (principals, coordinators, teachers and support staff); (b) the need to recover a large part of the school's infra-structure; (c) inefficient management in the educational system, with unqualified personnel, lack of managerial tools, and lack of merit evaluation and reward system; (d) limitation of didactic resources; and (e) low coverage of early childhood, high school, and vocational education.

On the other hand, a great number of opportunities for the creation of a Multi-sector Partnership was envisaged.

First, there was the governor's commitment and political will to this form of governance resulting in a Pact for Pará.

Secondly, there was a proposal for a loan operation with the Inter- American Development Bank (IDB) for education worth three hundred and fifty million dollars, that is, resources focused specifically on the educational problem.
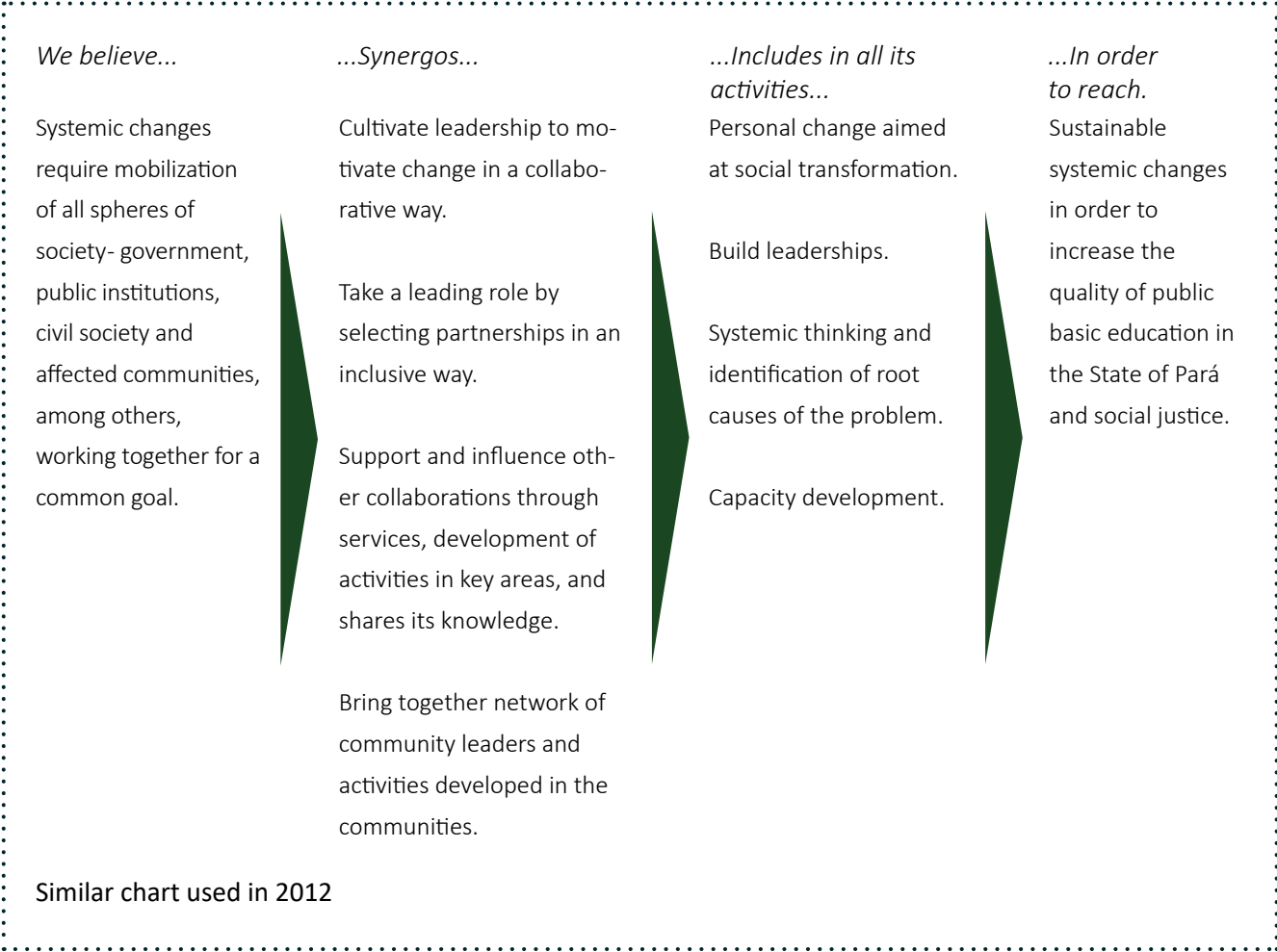
Finally, there was the interest of large businesses, directly affected by the low human capital of the population, in contributing to the improvement of this scenario.

In summary, the educational issue in Pará was a complex social problem, whose causes went beyond the scope of education, including economic factors such as poverty and unemployment. In the social sphere such as health, violence, sport, culture, leisure, and justice, while in the environmental level infrastructure, transportation and environmental degradation affecting different sectors and social actors. There was a certain awareness regarding the urgency and the strategic nature of its confrontation and the circumstances were therefore fulfilled in order to create a Multi-sector Partnership.

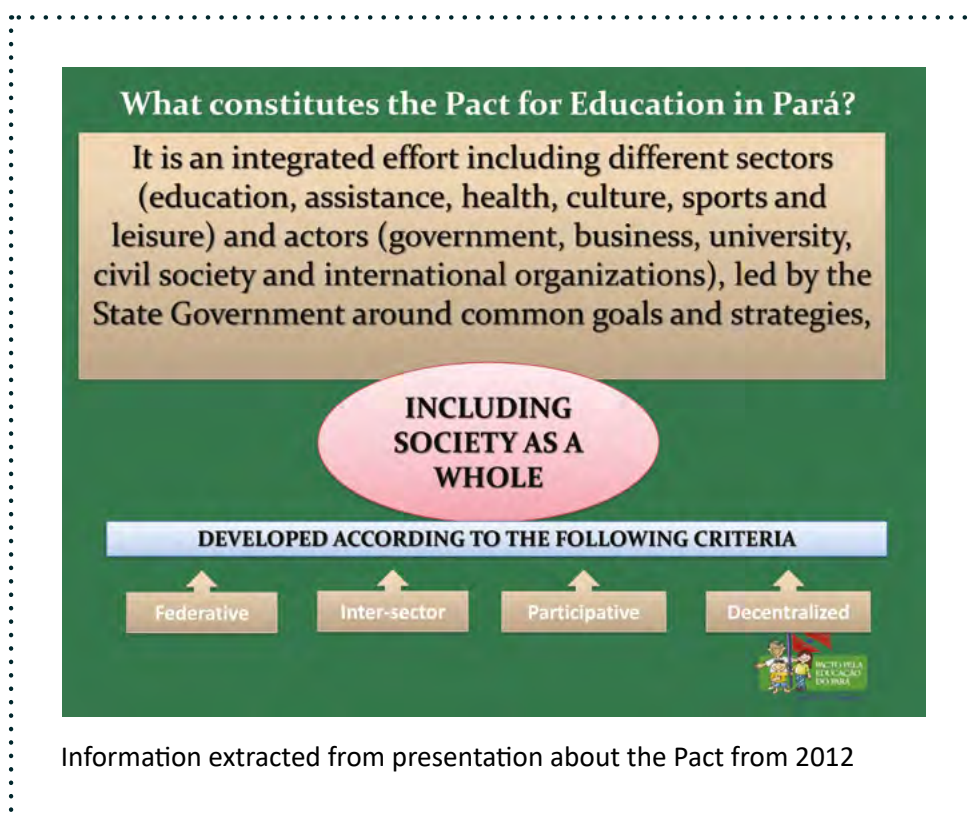## 3. PACT FOR EDUCATION IN PARÁ:
   A MULTI-SECTOR PARTNERSHIP PROPOSAL

The Pact for Education in Pará was conceived as an integrated effort of different sectors and levels of government, civil society - institutes, foundations / NGOs and other social organizations, private initiatives and international organizations (IDB), led by the Government of the State of Pará, around the goal of promoting the improvement of the quality of Public Education in the State, with Synergos as a Backbone Organization.

Synergo´s duties as a Backbone Organization for the Pact were as follows:

We believe...

Systemic changes require mobilization of all spheres of society- government, public institutions, civil society and affected communities, among others, working together for a common goal.

...Synergos...

Cultivate leadership to motivate change in a collaborative way.

Take a leading role by selecting partnerships in an inclusive way.

Support and influence other collaborations through services, development of activities in key areas, and shares its knowledge.

Bring together network of community leaders and activities developed in the communities.

...Includes in all its activities...

Personal change aimed at social transformation.

Build leaderships.

Systemic thinking and identification of root causes of the problem.

Capacity development.

...In order to reach.

Sustainable systemic changes in order to increase the quality of public basic education in the State of Pará and social justice.

Similar chart used in 2012

Synergos proposed a systemic view on the issue of education in Pará that would serve as a basis for the structuring and functioning of a Multi-sector Partnership, around a common agenda.

The idea of the Pact for Education in Pará was conceived on August 2012 and its key concept was:
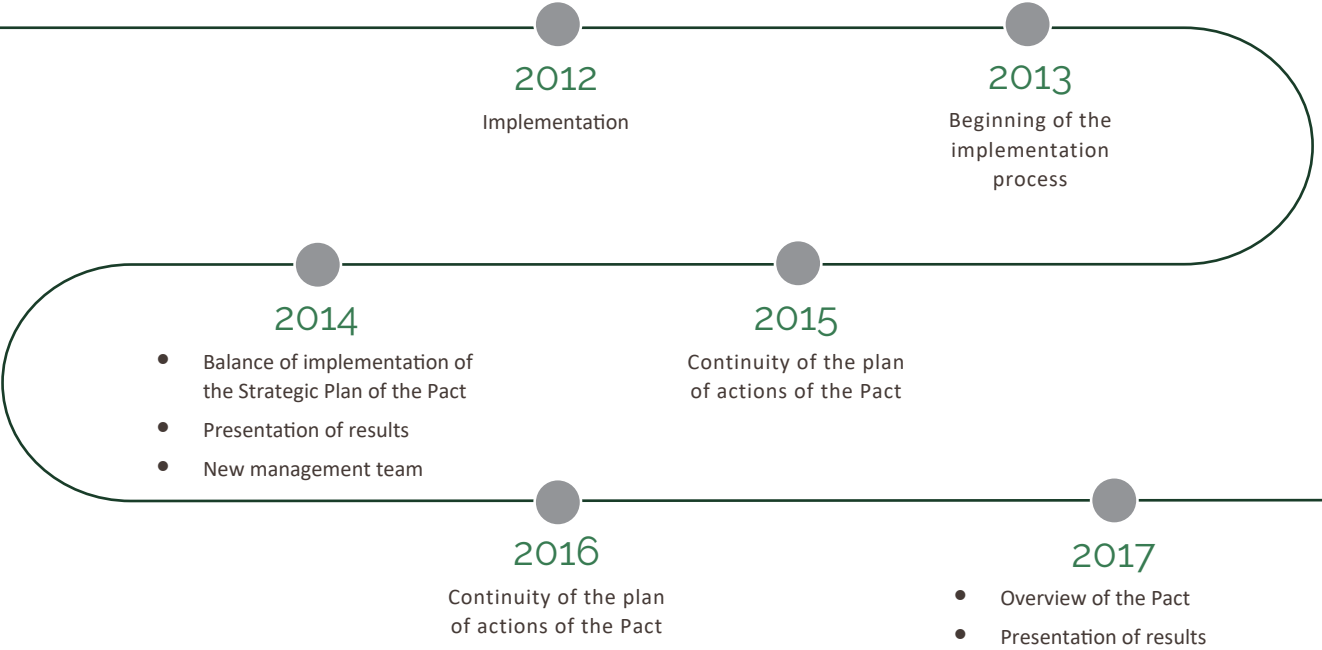

What constitutes the Pact for Education in Pará?

It is an integrated effort including different sectors (education, assistance, health, culture, sports and leisure) and actors (government, business, university, civil society and international organizations), led by the State Government around common goals and strategies,

INCLUDING SOCIETY AS A WHOLE

DEVELOPED ACCORDING TO THE FOLLOWING CRITERIA

| Federative | Inter-sector | Participative | Decentralized |

Information extracted from presentation about the Pact from 2012

FORMULATION OF THE PACT

In relation to its duration, the planning phase would have some restrictions. Among the main ones was the date set for the release of IDB funds, as of May 2013, which would be directed to the implementation phase. It was also necessary to observe the beginning of the 2013 school year, as well as the beginning of mayors' term beginning in March. It was then established that the drafting of the Pact should be finalized by April 2013.

The Pact was conceived in different phases, with diversified focuses for the different functions of the Backbone Organization.

It was determined that the first phase would be started in 2012. In this way, the implementation process could take place from May 2013, when the final formulation of the Pact was officially launched.

2012
Implementation

2013
Beginning of the implementation process

2014
- Balance of implementation of the Strategic Plan of the Pact
- Presentation of results
- New management team

2015
Continuity of the plan of actions of the Pact

2016
Continuity of the plan of actions of the Pact

2017
- Overview of the Pact
- Presentation of results

MAIN ACTIONS

The initial actions were defined around four axes. The first was the **mobilization of partnerships and leadership** that followed in parallel to all the different stages of the process. The second was the construction of **Strategic Planning**, followed by the design of a new **Governance System**. Finally, based on the Strategic Planning proposals, **priority actions were defined for 2013**, with activities and practices essential for the good implementation of the Pacts.

A. WAVES MOBILIZATION

I. First Wave of Mobilization: The Initial Circle of Partners

a. Group of Strategic Partners of the Pact (GSPP)

As the Backbone Organization functions had a cost, the proposal was to mobilize interested financial partners, both in the results of the partnership in Pará, and in the validation process of Multi-sector Partnerships.

The first partners mobilized to form the initial group were the institutes and business foundations – Unibanco Institute, Natura Institute, Itaú Social Foundation, Itaú BBA, Telefónica Foundation and Vale Foundation, as financial partners they could guarantee the necessary resources to finance Synergos as a backbone organization of the Pact.

GSPP also had the function of mobilizing other private sector partners who could become involved in the initiative, both as financial partners and as programmatic, technical, governance or management partners. This group, that suffered some changes, supported the process of building and implementing the Pact, contributing with an annual quota to the Pact Sustainability Fund (FSP).

The Pact's Sustainability Fund has also contributed to:

✓ The independent performance of the Synergos Institute, in relation to different levels of government;

✓ The continuity of support actions, even in the face of changes in public administration;

✓ Changes in the perception of the educational sector in relation to the contribution of the private sector, which has contributed to the sustainability of the Pact.

b. The SEDUC Team

Also part of this initial circle was the management team of SEDUC. To this end, the Pact proposal was presented to members of the core team in a series of meetings in which the participating professionals compromised to mobilize other colleagues for the next meeting.

Meetings were held with the two groups that formed this initial circle of partners to build a shared understanding of the proposal, its characteristics, what was expected of each and what each could expect from the Pact.

II. The second wave of mobilization

a. At SEDUC

In order to disseminate the proposal and gather inputs for the planning of the Pact, meetings were held with the participation of regional SEDUC professionals, school principals, pedagogical technicians and teachers, totaling 376 professionals from 50 municipalities which represented 183 schools in the state.

Information extracted from the presentation on the Pact in 2013

b. Mobilizing other Partners

The identification of other key partners was based on a systemic analysis of the problem, with a view to mapping their network of factors, in order to identify "leverage points" and partners able to act in these points. Also important was the search in each group of partners for bridge leaders, with the ability to act together, overcome organizational, cultural and social barriers, generate trust and develop positive relationships.

Regarding the possibilities of action of the groups and besides financial support, different support fronts were suggested in the fields: programmatic, technical, and governance.

Programmatic Support: expansion of existing programs or creation of new ones, according to the demands identified in the plan, including those of corporate volunteering and Young Apprentice;

Technical Support: in accordance with the programmatic and management directories;

Governance support: participation in governance as a member of committees, company partner or mobilizing other businesses.

In order to build and orchestrate partnerships, it was essential to generate and transmit trust among all participants, with the creation of formal and informal environments for mutual collaboration, giving credit to all those who offered support. The interaction should seek to leverage the generation of ideas for solutions, by having everyone view together all the parts of the challenge, sharing knowledge openly and making constructive criticism. It was a hard task!

B. STRATEGIC PLANNING

The process of collaborative construction of strategic planning included: (a) a diagnosis of the situation for each issue; (b) a preliminary mapping of existing programs and projects; (c) design of a logical framework, with the definition of the goal and the results to be achieved; and (d) the selection of priority programs and projects in the light of these results, in order to form the Strategic Action Plan.

The product of this process was the definition of a Common Agenda, which included "where it was wanted", with goals and results- and "how to get there", with the Strategic Action Plan, elaborated in a cooperative form with the participating partners.

I. Situation Assessment

The elaboration of the diagnosis did not constitute an academic research. It was a survey of data from existing studies and indicators. The assessment was made based on statistical and administrative data, both in relation to the educational results of Pará and the problems faced by educational systems. Part of this diagnosis was in charge of the preparation of the loan operation with IDB.

II. Preliminary mapping of existing programs and projects

Based on the information gathered in the diagnosis of the problem, it was possible to guide the process of mapping initiatives. It was strategic because it identified different types of investments, number of beneficiaries, types of action, levels of performance and coverage, and geographic location of the actions of the government as well as partners involved. The process included online research and documentary research.

a. Online Research

Online research was the first mapping strategy because it provided the identification of existing projects or demonstrated the lack of data. This research also added a strategic value, facilitating the establishment of dialogue with the parties involved, which contributed to the dissemination of the proposal. Conducting this research should exhaust all possibilities for finding information. For this, it was fundamental to search government, non-governmental, news agencies, related councils and institutes that provide data, among others.

b. Documentary research

The second strategy, documental research, was carried out with the participation of the professionals involved. These actors were fundamental for the elaboration of the mapping, since they were responsible for developing, monitoring and / or registering the projects, besides being the major stakeholders in the systematization of the data.

For the accomplishment of the documentary research, the following actions were developed: event of presentation of the methodology of mapping and creation of a working group (GTPACTO). In this presentation were made clear all the actions, functions and attributions of those involved, as well as the intended results. After the presentation, the GTPACTO was formed in a participatory manner.

c. Elaboration, validation and testing of data gathering instruments

In order to systematize the information, a form was prepared with open and closed questions, containing at least the following information: respondent data; name of the program / project; goals; responsible / organ; coverage area; modalities of actions; territorial scope; number of beneficiaries; duration; budget and management. The form has been submitted to GTPACTO to: adjust, include and / or modify; test and validate. It should be emphasized that it was essential that the members of the GTPACTO had been legitimated by the manager in order to provide the necessary time for the group's tasks.

d. Data gathering

Gathering of data was one of the most important procedures in this action, because its result offered inputs for the Pact´s Strategic Plan. Everyone involved in the interviews, interviewer and interviewee should fully understand the questions and the importance of as much information as possible. If the respondent could not provide the interviewer with all the necessary information, the interviewer should consult other sources such as: written project, multi-year plan, other technician who works with the project, project coordinator, among others, to have as much reliable information as possible about the projects.
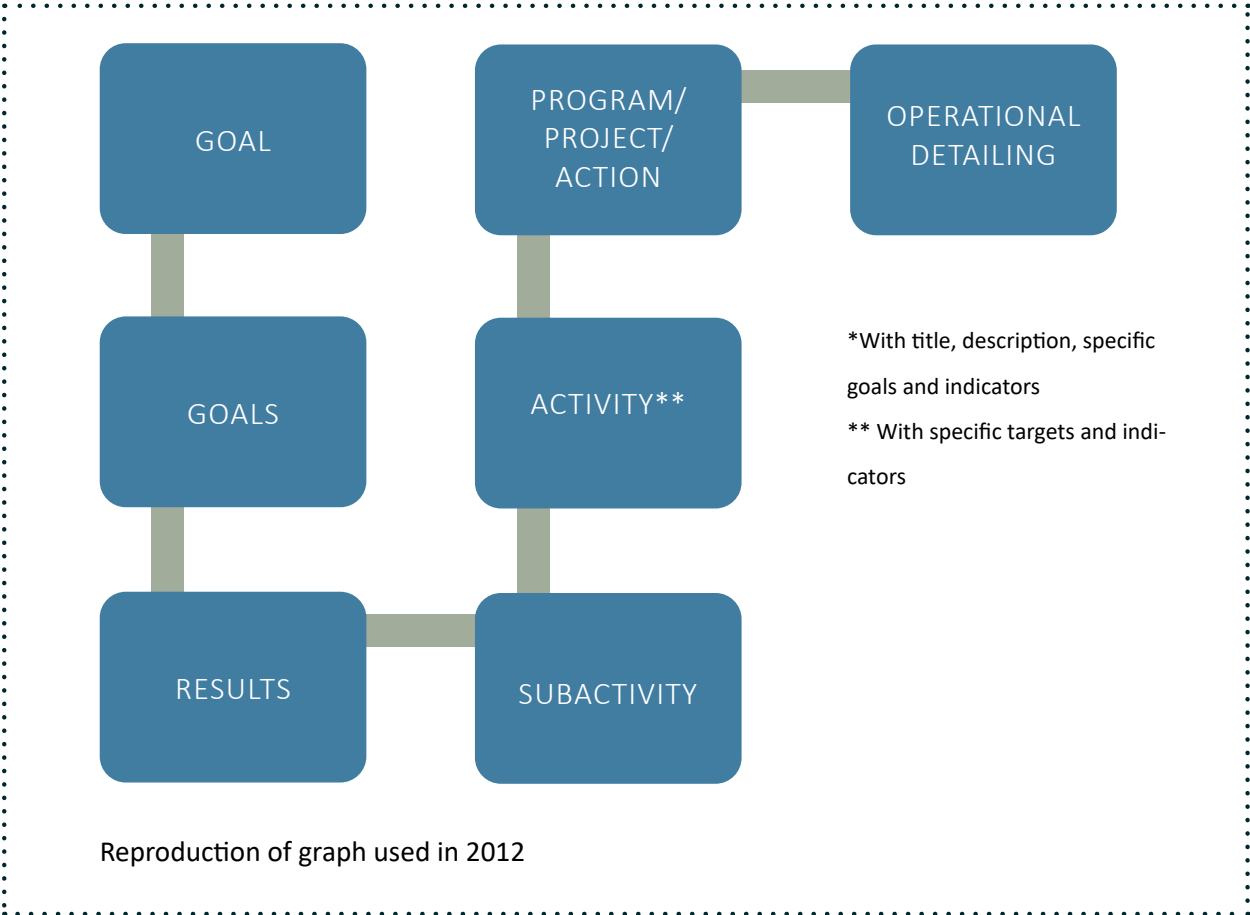
e. Return of preliminary analysis of collected data

The preliminary data were discussed during a meeting with the GTPACTO and other professionals and authorities to present and supplement the analysis of results. In summary, the activities of this phase are set out in the following table:

Information extracted from presentation on Pact in 2012.
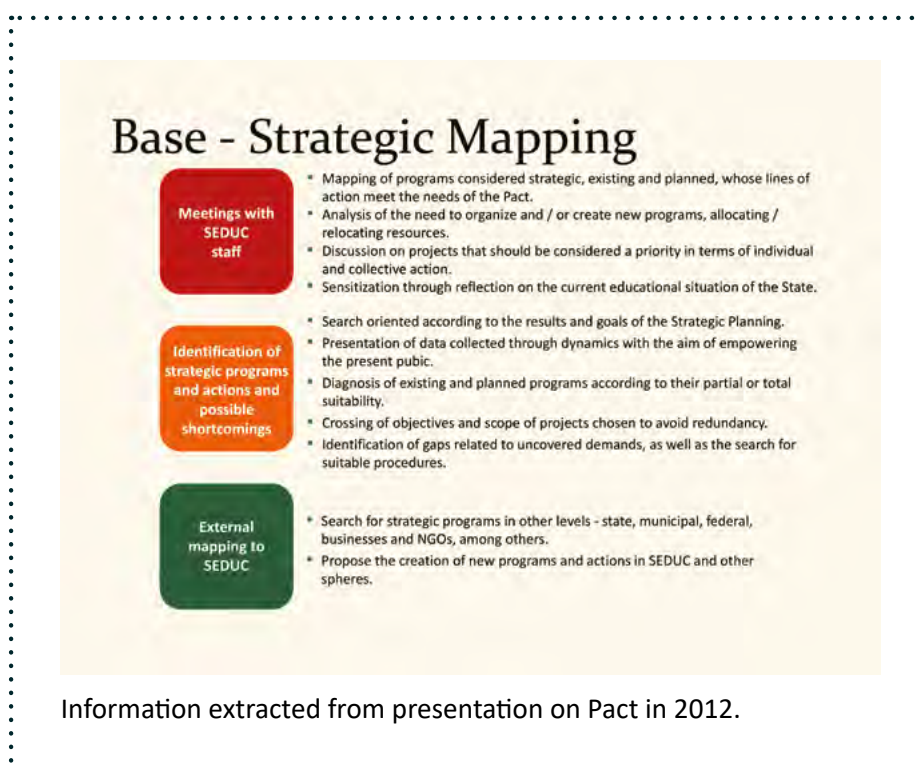
III. Information extracted from presentation on Pact in 2012.

The process of mobilizing and disseminating the Pact, diagnosing the situation and mapping the supply of programs and projects were the basic inputs for the construction of the Pact's Logical Framework, which initially defined its strategic guidelines.

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┌──────────┐      ┌──────────┐      ┌──────────┐
│   GOAL   │      │ PROGRAM/ │──────│OPERATIONAL│
│          │      │ PROJECT/ │      │ DETAILING │
│          │      │  ACTION  │      │          │
└────┬─────┘      └────┬─────┘      └──────────┘
     │                 │
┌────┴─────┐      ┌────┴─────┐       *With title, description, specific
│  GOALS   │      │ACTIVITY**│       goals and indicators
│          │      │          │       ** With specific targets and indi-
└────┬─────┘      └────┬─────┘       cators
     │                 │
┌────┴─────┐      ┌────┴─────┐
│ RESULTS  │──────│SUBACTIVITY│
│          │      │          │
└──────────┘      └──────────┘
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Reproduction of graph used in 2012

a. Strategic Guidelines

The strategic guidelines were defined through the projection on the desired future, that is, what one dreamed to do in relation to the Education sector in the state. Subsequently, it allowed the design of the objective, its specificities, expected results, priorities and goals.

The interaction with the members of the "initial circle", that is, the secretary of the Secretariat of Education of the State of Pará (SEDUC) and his team, the financial and technical partners and Synergos team, has been constant since the beginning of this process. As it was a collaborative process, new directions for modification and / or information were constantly emerging, not without some conflict, to a shared and agreed version of vision, mission and principles.

VISION

Aims to be a national reference for the improvement of the quality of public education.

MISSION

To promote the improvement of the quality of Public Education in the State of Pará through the integration of different sectors and levels of government, organized civil society, private initiative and international organizations.

PRINCIPLES

Perseverance with commitment; articulation and global involvement with planning; sustainability assurance; integration and feeling of belonging, collective search for knowledge; to value differences; management of results; focus on learning; commitment and co-responsibility for actions and results; maintaining motivation; decentralization and autonomy.

MAIN OBJECTIVE

Contribute to make the State of Pará a national reference in transforming the quality of Public Education.

SPECIFIC OBJECTIVES

The specific objectives of the Pact also followed the orientation of participatory design. Its design was based on the data from the National Education Plan (PNE) and the requirements of the agreement with the IDB. From then on, a series of discussions began with the objective of adjusting them to the reality in question.

The six specific objectives, called Objectives of the Pact for Education of Pará, have been maintained since the beginning of its formulation, despite some minor changes in its texts. However, according to the observations that emerged after various interactions with strategic partners, the results were refined until reaching the final number of seven.

Mission and well defined objectives

MISSION

To promote the improvement of the quality of education in the State of Pará, through the integration of different sectors and levels of government, civil society, private initiative and international organizations.

GOALS

Priority (Impact Indicators): Contribute to make the State of Pará a national reference in the transformation of the quality of Public Basic Education.

The Pact (Effectiveness Indicators):
1. Increase the IDEB of the Public Basic Education System in Primary Education (Cycles I and II), High School and Vocational Education.
2. Strengthen skills and competencies of education professionals.
3. Improve the physical infrastructure of public schools.
4. Improve administration of SEDUC and schools.
5. Mobilize and hold all the different social actors accountable for improving educational outcomes.
6. Intensify pedagogical, managerial and mobilizing use of information technologies.

Information extracted from presentation on Pact in 2013

Planning

Vision

Mission

Main Objective

Objectives of the Pact

Expected results

Activities (resources)

Princípios

PACTO PELA EDUCAÇÃO | Secretaria de Estado de Educação Secretaria Especial de Promoção Social | GOVERNO DO PARÁ

Information extracted from presentation on Pact in 2013.

b. Priorities and Goals

Each expected outcome was aligned with the priorities and goals to guide the actions needed to achieve the Pact objectives. In this sense, assumptions and prerequisites were still included in order to guide all activities.

In this process, only **one goal** was defined for the Pact: **to increase the Basic Education Development Index (IDEB) by 30% at all levels by 2017**.

The fact that there was a single goal greatly facilitated the communication and understanding of the Pact´s proposal.

To achieve this goal 7 results were identified.

Information extracted from presentation on Pact in 2013
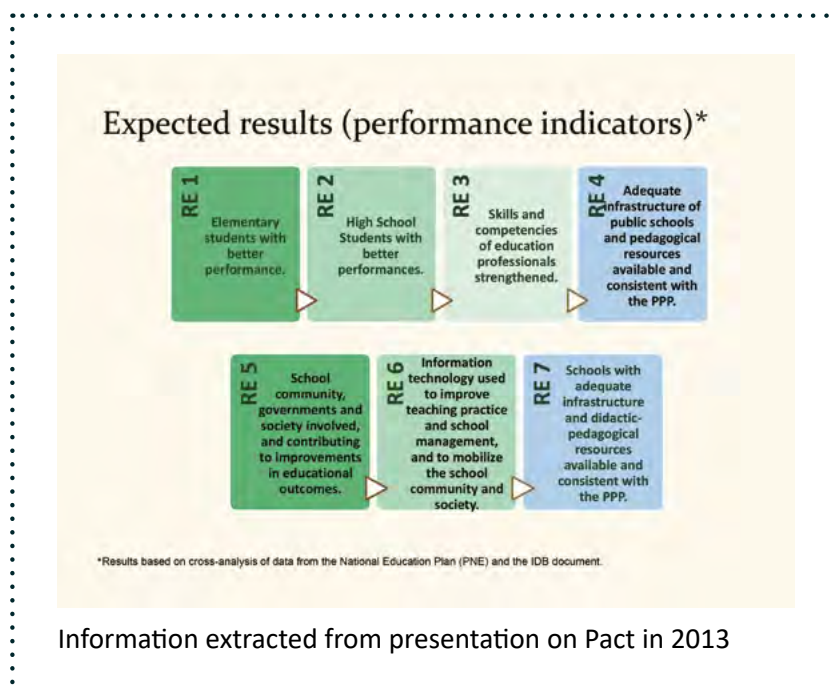
For each outcome, specific priorities and targets were defined, as in the following example:

Information extracted from presentation on Pact in 2013
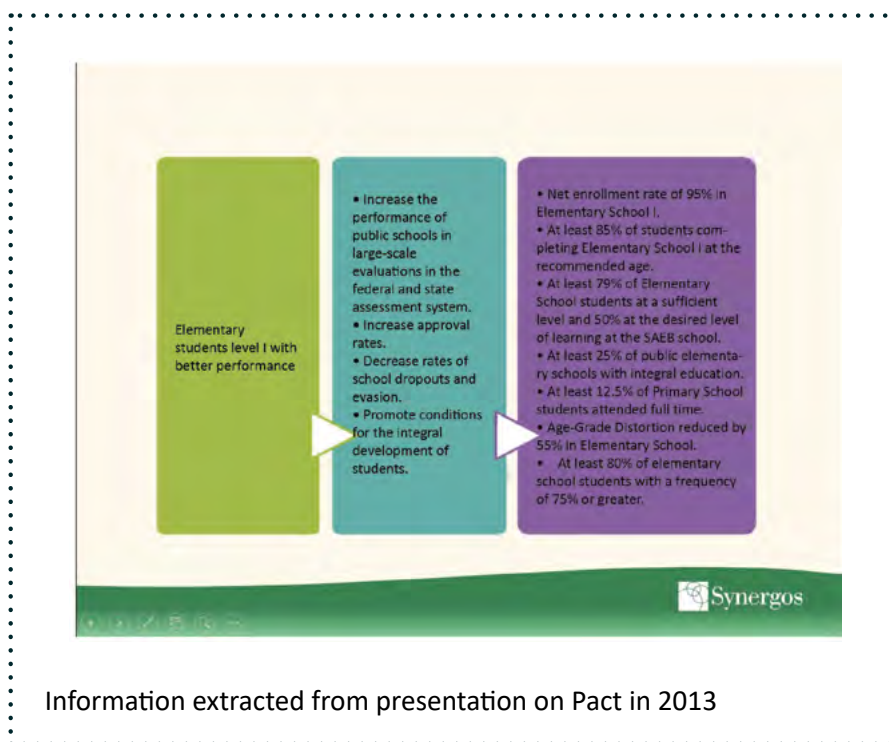
IV. The Strategic Plan of Action of the Pact

a. Collaborative analysis of actions, projects and programs

Based on the preliminary mapping of actions, projects and potentially strategic programs, a second effort was made to identify those considered the most relevant. To this end, the professional body of SEDUC was mobilized. At a meeting in Belem, the public at large decided after a conversation with the secretary, to organize a new working group of the Pact (GTPACTO), composed of subgroups, under the overall coordination of this secretariat.

The subgroups were structured in: Infant Education, Elementary Education I, Elementary Education II, Secondary Education, Infrastructure, Quality, Deficit Reduction, Management (central, regional and local / school level), Training, Evaluation (process, impact), Communication and Technology. Like any collaborative process, this stage presented some challenges. Among them, one issue that drew attention was the time each participant needed to engage and to begin to act collaboratively. Another highlight was the language problem, since some expressions seemed to have different meanings for each participant. Thus, the whole process needed to use collaborative learning strategies in the construction of a common understanding.

To facilitate the understanding and execution of the actions, dynamics were used, gradually empowering the present public and creating an environment of confidence, to the point of feeling more comfortable to move from listening and the passive and polite voice to a more participative and active attitude. In general, the majority seemed open to engagement with new ideas and methods, acting actively during the proposed activities. In this way, they became aware of the state of the education sector in the state and were more willing to contribute.

Some participants were more skeptical, possibly for fear of losing position, budget and / or power. Some expressed fears that the work they were doing could be discarded under the Pact because they were not considered strategic. This also made it difficult to choose the priority projects and reflected a certain difficulty in moving away from the individual gaze to a more systemic view of reality.

Another striking feature of this process was staff turnover. Many people who participated in a shift did not return, making progress on the actions difficult. On the other hand, there were new participants who were interested in the discussion, who had the opportunity to get closer to the issues, becoming more directly involved in the design of the Pact.

The meeting to present the preliminary data collected began by contextualizing the indicators related to Education in Pará, whose results made the participants aware of the seriousness of the situation and its challenges. Next, a systemic analysis of the determinants was performed, and social and economic reasons related to educational problems were detected.

As a result, there was a need for inter-sector action to transform local and regional scenarios. One of the main positive aspects was leaving the comfort zone, calling everyone to active participation, in order to facilitate the planning of the Pact, seeing the situation with a more critical and constructive look. It was also important to align concepts and level information.

Finally, the selection was made based on a diagnosis of existing actions, projects and programs, as well as the identification of gaps for which new programs should be created, always with reference to the results of the Pact.

b. Selection of Projects, Programs and Strategic Actions

The selection included not only SEDUC's own initiative actions, but also those in other organs - state, municipal, federal, businesses, institutes, foundations, NGOs and others - that showed the Pact´s capacity to create positive results. Proposals for the creation of new programs and actions in SEDUC itself and in other state agencies were also mapped out. Each project, program and action was chosen according to its relation to the overriding objective and objectives of the Pact.

As a result of this process, 14 programs were defined in the Strategic Action Plan, which included 35 projects considered strategic for achieving the 7 expected results. The goal, results and Strategic Action Plan, initially designed for the state level, served as a basis for both the construction of the State Plan for Education (SPE) and the Municipal Education Plans (MSPs) and the Political Educational Plans of schools.

C. CONCEPTION OF THE GOVERNANCE SYSTEM

The mobilization and articulation of the set of efforts, as well as the monitoring of the Strategic Actions were attributions of the System of Governance.

The Governance System was organically structured in committees (State, Regional, Municipal and School) in order to allow the member in charge of defining the general guidelines (State Committee) to establish an articulation with the Regional Committees, which in turn would be connected to the Municipal Committees, and these, finally, in direct contact with the School Committees.

This Governance System should have communication channels capable of ensuring that information on the Pact proposals for each school reaches them, and that they can report on the reality of their implementation. This flow of information and against information between the committees should allow the exercise of the monitoring function that was involved.

The role of the Governance System included the very important task of mobilizing and articulating new resources - technical, human, material and financial - that would contribute to the achievement of results. It would also be up to the different instances of this system to promote spaces for the sharing of experiences and articulation of actions, so that municipalities and schools could learn cooperatively and act together.

The spirit of the Pact was "One for All and All for One" in which schools would help schools, municipalities support municipalities and that real regional consortia could be created to articulate mutually beneficial strategies. The latter constituted an important function of the Regional Committees.

The Governance System of the Pact for Education of Pará was therefore composed of the State Committee, the Regional and Municipal Committees, and the School Committees, articulated according to a common goal- to increase the IDEB at all levels by 30%- and 7 results found. Indeed, the Pact for Education of Pará was conceived as an integrated set of pacts at various levels, articulated in the light of a Common Agenda.

The functioning of these committees did not have a hierarchical character, and should constitute a network structure. Thus, any school could implement its own School Pact, around its Political Pedagogical Plan, institutionalize its School Committee and interact with others of the same level, or of different levels. The Governance System of the Pact (GSP) was designed to ensure the follow-up of actions, mobilization and articulation of resources and efforts, around the objectives of the Pact.

The character of a Multi-sector and decentralized Partnership that guided the Pact also defined the rules for the composition and functioning of all the Committees. In terms of composition, the Multi-sector Partnership should be ensured by the presence of representatives from different levels of government and civil society, including companies, council members, universities, religious segments, artists and leaders.

On the other hand, the inter-sector aspect should be sought for the participation, in addition to Education, in the areas of Social Assistance, Health, Work, Culture, Sports, Recreation, Security, among others. This initial composition should be increased in order to allow the participation of other groups and councils in the area of education or assistance with a view to being an area of integration of all the instances that could contribute to the achievement of the goals and results of the Pact.

As for the decentralized and articulated functioning, it was envisaged that the State Committee, responsible for the general guidelines of the Pact, would liaise with the Regional Committees existing in each of the integration regions of the State, and these, on their to the Municipal Committees, until they reached the scope of the schools themselves, with the School Committees.

I. The State Committee

The State Committee of the Pact for Education of Pará (CE), in accordance with its Internal Rules, would have as its duties, besides approving the proposal of the State Pact Annual Plan, to monitor its implementation and propose improvements in its development process.

Meeting semi-annually, this Committee would exercise its follow-up function, based on information provided by SEDUC or forwarded by the Regional Committees. Follow-up data and suggestions from the Regional Committees should be analyzed and forwarded to the responsible bodies. Decisions and referrals should be reported to the applicant Regional Committee.

The composition initially proposed for the State Committee was as follows:

▶ Presidency: Governor;

▶ Vice-Chair: Special Secretary for Social Promotion;

▶ Executive Secretary: Secretary of Education.

Other members:

▷ Secretary of State for Social Assistance, Labor, Employment and Income;

▷ Representative of the State Board of Education;

▷ Representatives of Associations of Municipalities and Municipal Consortia;

▷ Representative of the National Union of Municipal Education Officers (UNDIME/ PAN);

▷ Business Representatives;;

▷ Representative of the Legislative Assembly;

▷ University Representative;

▷ Civil Society Representative (Synergos Institute);

▷ Representative of the Inter-American Development Bank (IDB);

▷ Representative from UNICEF.

II. Regional Committees

The Regional Committees (CRs) were responsible, according to their Internal Regulations, to monitor the implementation of the State Pact actions in the region and to mobilize regional resources that could complement or qualify the actions envisaged.

It was also their role to encourage and support the installation and operation of Municipal Committees, as well as to propose strategies for articulation among municipalities, in the sense of forming regional consortia of education.

Likewise, it was of fundamental importance to identify initiatives of municipal secretariats, companies, universities and civil society in the region that could be expanded and / or strengthened, as well as articulated to the Pact.

In order to guarantee the federative character of the Pact, and in view of the importance of the participation of the municipalities- mainly responsible for Elementary Education- the participation of representatives of the Municipal Secretariats of Education of the region, priorities of meeting the demands of the municipalities, as well as representatives of Municipal and Municipal Consortia Associations. A good strategy to consolidate the involvement of municipal administrations would be, as far as possible, to include all Municipal Secretaries of the region as members of the Regional Committee.

Support for the creation and operation of the Municipal Committees was a major challenge for the Regional Committees. Without the adhesion of municipalities, the Pact would not reach primary schools. In order to fulfill their functions more effectively, the Regional Committees should analyze data on the educational situation of the municipalities in the region, and information on the actions of the State Pact in their area, as well as reports on the progress of the implementation process, provided by the Executive Secretariat of the Pact (SEDUC).

The Regional Committees should also design, implement and monitor their own Work Plan, defining priority actions in relation to their main functions: (a) monitoring the implementation of the Strategic Plan of the State Pact in the region, (b) mobilizing and articulating regional resources (human, physical or financial), (c) support for the creation and operation of Municipal Committees and (d) coordination between the municipalities that make up the region.

Another important characteristic was the proposal of connection with institutions of the private initiative, the so-called partner companies. Basically, they were organizations that already worked in certain regions of the state and therefore should be directly affected by the human resources

problems due to the low educational level of these regions. They were expected to be more aware of the importance of contributing to the success of the venture.

ROLE OF BUSSINESSES WORKING IN PARTNERSHIP

The Pact offered a very prominent and co-responsible role for businesses that agreed to perform the functions of partners. From them, it was required that:

▶ They would indicate a representative to work on the Pact;

▶ Accompany and support the implementation of the Pact in the micro-region;

▶ Mobilize other local businesses to participate in the Pact;

▶ Accompany the educational indicators of the micro-region;

▶ Identify the problem situation and refer alternative solutions to the Regional Committee;

▶ Increase their investment in social programs;

▶ Encourage corporate volunteering with a focus on improving the educational indicators of the micro-region;

▶ Encourage the increase of Youth programs;

▶ Include apprentices in local businesses.

Regular meetings of the Regional Committees should take place once every 3 months, with the presidency being responsible for convening the meeting. However, any member could convene further meetings at any time, in advance of 5 working days. The meetings could be both internal and extended with the participation of Committee guests. The Regional Committees could also create working groups (WGs) for specific issues and the components of these WGs would not necessarily need to be members of the Committee.

They comprised the Regional Committees:

▶ Presidency: Decentralized Unit Manager, URE or USE, of the State Secretariat of Education (SEDUC);

▶ Vice-president: Representative of the Partner Company of the Region.

Other members:

▷ Representatives of the State Government (SEDUC Regional and Secretary of State of Social Assistance);

▷ Representatives of Municipal Governments (Education and Social Assistance, UNDI-ME, Association of Municipalities and Municipal Consortium);

▷ Representatives of Municipal Councils of Education;

▷ Business Representatives;

▷ University Representative;

▷ Civil Society Representative;

▷ Other members to be chosen (local media, religious segments, other businesses and regional leaders, among other actors).

III. Municipal Committees

The Municipal Committees (CMs), according to their Internal Rules, would have as their attributions: (a) to support the elaboration of the Municipal Education Plan; (b) articulate the actions of the State Pact and programs of other sectors, such as Social Assistance, Health, Environment, Culture, Sports and Leisure, with the Municipal Education Plan; (c) mobilize local resources that could complement or qualify these actions; (d) mobilize all interest groups in the educational issue, to participate in the Municipal Pact according to the SME; (e) monitor its execution and monitor its results.

It was also part of its mission: (f) to encourage and support the activities of the School Councils, with an expanded composition, to serve as the Pact Committees in the School.

In order for the monitoring, monitoring, mobilization and articulation functions to contribute to the achievement of the 7 results of the Pact, the Municipal Committees would need to know and discuss: a) The educational situation of the municipality (who is in school and who is outside, reasons for abandonment, who is illiterate); b) The reality of state and municipal schools (physical and human infrastructures, management, teacher and student attendance rates, number of school days effectively fulfilled in the year, results and trends of the IDEB and its components - performance and approval rate); c) The actions of the State Pact planned for the municipality; d) Programs of other sectors of the municipal government that could contribute to education; and e) The Municipal Education Plan.

A factor of great importance in the composition of the Municipal Committees was the guarantee of the representation of different sectors and the search for an articulation with other groups, councils and related committees already existent, with Education, as for example the councils social assistance, combating child labor, environment, culture, local development, among others.

Ordinary meetings of the Municipal Committee took place once a month, but participants could meet at any time, convened by any of the members. Meetings could be internal or expanded with the participation of Committee guests.

The Municipal Committees had the following composition.

Core Group

▶ Municipal Secretary of Education

▶ Representative of SEDUC

▶ Representative of the Partner Company of the Region.

Other members:

▷ Representatives of the Municipal Government (Municipal Secretaries of Social, Health, Environment, Culture, Sport, Leisure, among others);

▷ Representatives of the Municipal Council of Education and other council (Municipal Council for the Rights of Children and Adolescents, Guardianship Council);

▷ Business Representatives;

▷ Civil Society Representative;

▷ Other members to choose from (local leaders, religious, media or university- the choice would depend on the characteristics of each municipality).

IV. School Pact Committee

The Pact could not be something foreign to the functioning of schools. The proposed results- improve student performance; decrease evasion; developing human resources; improve infrastructure; implement management for results; mobilize all interest groups; and making use of technology as an instrument for improving outcomes, communication and management- were the basic challenges of all schools.

Thus, it was essential that the Municipal Education Plan (MEP) necessarily include the goals and results of the Pact and should serve as a basis for the Schools' Political Pedagogical Plan (SPPP), which should be the focus of the School Pact.

Alignment- Strategic Planning of the Pact / PEE / SME / PPP- should be sought not only in planning, but also in the implementation, monitoring, evaluation and management of the implementation process, which should be participatory and collaborative management for results.

Thus, the School Pact Committee should be based on the Extended School Council which, as appropriate, still needs to be installed, regularized or strengthened, thus fulfilling the important role of qualifying, monitoring and mobilizing resources.

Only in this way would the PPP cease to be a "piece of fiction" and would become an effective basis for achieving the results of the Pact in school.

To this end, this School Committee would need, first of all, to have a clear diagnosis of the school situation: IDEB- performance, approval, avoidance and age / year distortion, teacher and student frequency indices, days physical infrastructure, number of necessary versus existing professionals, incidence of violence, socioeconomic profile of students, among other issues.

Secondly, it would be necessary to have a dimension of the challenge of the Pact at school- raise the BDS at all levels by 30% by 2017. What would this goal mean for that school? It was necessary to identify the challenges to be met by the school in order to meet the goal of increasing the school's IDEB by 30% by 2017. Building on the challenges posed in the PPP, to propel those that directly impacted the 7 results of the Pact.

Third, it would be important to know the strategies already available: State Pact actions planned for the school, federal, state or municipal projects in progress or possible to be implemented, and existing or available private initiative programs.

It was also necessary to identify new technical, financial and programmatic resources to be sought in other sectors, such as Social Assistance, Health, Environment, Culture, Sports and Leisure, among others, besides being articulated to the PPP.

In short, the important role of the Pact´s Committee at School would be that of social mobilization under the Pact. This process would begin with the members of the school community, such as teachers, coordinators, support professionals, students and family members who should know: what the Pact was, what the challenge was for the school, what were the goals for each year, the actions planned in the School's Political Educational Plan (PPP) that aimed to account for these results, the resources needed versus those available (human, physical and financial), the role and responsibility of each one.

The role of the students themselves, the main beneficiaries of the Pact, was emphasized in the school community. They should be central actors in the mobilization process. Identifying leaders as class representatives and empowering them, supporting them in their organization, providing them with the necessary resources, monitoring and guiding their actions could be crucial factors for the success of the Pact at school.

From the school community there would be a need to reach out to all other stakeholders: the surrounding community, religious segments, the media, the private sector, leaders, families, and so on.

An important mobilization tool suggested was the School's Pact Day, an event aimed at creating spaces for discussion and action. A discussion on the school context and possible strategies to achieve the results of the Pact at school was proposed, along with the organized action of all those interested in improving their conditions: infrastructure, beautification, gymnastics, science fairs and cultural activities, among others.

Ordinary meetings of the School Pact Committee should take place once a month, but other meetings could be convened by any of its members at any time. Meetings could be internal or expanded with the participation of invited guests. The School Committee would comprise the members of the School Board, class representatives, the private sector, and partners considered strategic.

D. DEFINITION OF PRIORITY ACTIONS FOR 2013

Since the beginning of the planning, the priority actions of 2013 have been defined describing activities and practices essential for the implementation of the Pact for Education of Pará. These were:

▶ **IMPLEMENTATION OF THE PARA EDUCATIONAL EVALUATION SYSTEM (SISPAE).**

▶ **CONSOLIDATION, INTEGRATION AND EXPANSION OF RECOVERY PROGRAMS FOCUSED ON EXAMS SUCH AS PROVINHA BRASIL, PROVA BRASIL AND SAEB.**

▶ **CREATION OF AN EDUCATION PROFESSIONAL TRAINING MODULE IN THE GOVERNMENT SCHOOL.**

▶ **START OF THE CONSTRUCTION OF 33 SCHOOLS, REFORMS OF 150 SCHOOLS, CONSTRUCTION OR COVERAGE OF 278 GYMNASIUMS.**

▶ **DEFINITION OF TECHNICAL CRITERIA FOR THE DESIGNATION OF MANAGEMENT REGIONAL EDUCATION UNITS (URES) AND SEDUC UNITS IN SCHOOL (USES).**

▶ **ESTABLISHMENT OF TECHNICAL CRITERIA FOR THE SELECTION OF MANAGERS IN SCHOOLS, IN ACCORDANCE WITH THE NATIONAL EDUCATION PLAN (PNE).**

▶ **CREATING AN INCENTIVE POLICY BASED ON RESULTS.**

▶ **ACHIEVEMENT OF SCHOOL PACT DAY.**

▶ **ESTABLISHING AN OVERVIEW OF THE PACT.**

▶ **INSTALLATION OF THE PACT´S GOVERNANCE COMMITTEES.**

4. CONSIDERATIONS

This phase was to build a common dream. The first step was to share understanding about the problem, its degree of complexity and comprehensiveness, its main causes and consequences, that is, to perform a systemic analysis of the context of education in Pará.

It does not start from scratch. Much has been tried, through programs and projects. It was therefore necessary to unveil all ongoing actions aimed at improving the quality of education in Pará, in different state secretariats and in the private sector. A mapping of what existed, involving the executors themselves.

The proposal was to make a prior mapping and propose a first analysis of relevance, which was undoubtedly very difficult at that time when the confidence level was still very low.

In fact, the selection of existing actions, taking into account their degree of relevance, could only be realized when there was clarity about where we wanted to go. And this would only be possible as a result of the strategic planning process.

The rich Collaborative Strategic Planning process begins through meetings involving more than 700 professionals to raise the ground for the definition of its guidelines.

The suggestions made in this process served as a basis for a more narrow technical group to propose the vision, mission, principles, objectives, goal and results of the Pact. It was then started the formulation of the Logical Framework.

At this stage, it was already possible, from the preliminary mapping, to identify existing projects, highly relevant to the 7 results, as well as gaps and proposals for new projects.

The Strategic Action Plan was the product of this process. With this, we have already shared our understanding of the problem and of the on-going solution attempts; our goals, objectives and results- where we wanted to go- and what strategic actions would lead us to achieve them and how to get there.

It remained to outline how we would get there together, that is, how to structure a governance plan that would allow the participation of different types of partners at different levels of performance.

Thus, a participatory, multi-sector and decentralized Governance System was devised. This system should operate in a network, to reach the same goal and the same 7 results.

It was therefore the year dedicated to the design of the Pact, according to the following basic guidelines:

ASSUMPTIONS	INPUTS	ACTIVITIES	OUTPUTS	RESULTS
Education is a community issue and individuals must participate in an adaptive and collaborative way to find solutions. Stakeholders can influence local, regional and national levels and can advise education leaders on strategic issues, increasing the productivity and effectiveness of the education system in Pará. Complex social demands must be resolved through multi-stakeholder partnerships.	Specialized consultancies Financial support Synergos local team Key players with influence in the education sector in Pará	Diagnosis Strategic planning Mobilization Institutionalization (governance) Operationalization of Priority Actions for 2013	Organization of expected results Organization of action plans and activities Alignment of vision and actions among stakeholders A team of strategic actors turning challenges into opportunities in the region	Formulation of the Pact
	Our planned work		Our intended results	

Reproduction of the chart used in 2012

2012 · DECISION AND DESIGN

2013 · **THE BEGINNING**

2014 · STRENGTHENING AND ENLARGEMENT

2015 · CLARIFYING THE MODEL

2016 · FINALLY, RESULTS!

2017 · INSTITUTIONALIZATION

1. LAUNCHING CEREMONY

On March 26, 2013, in the presence of an estimated audience of 3,000 people, the Pact for Education in Pará was officially launched. Already counting identifying symbols, such as logo and anthem (composed by important musician from Pará, Nilson Chaves), it was held the inauguration of this multi-sector partnership, with the participation of authorities from different levels and sectors.

The meeting was attended by the Governor-in-Office, Helenilson Pontes, and the Licensed Governor, Simão Jatene, who insisted on interrupting his health leave to be present. At its side, authorities representing the executive power (mayors), legislative (State and Federal), and judiciary along with education professionals (regional coordinators, directors and teachers), health and care, as well as students, entrepreneurs and members of society in general.

Daniela Carrera, Director of Education for the Inter-American Development Bank (IDB) for Latin America and the Caribbean, and the President of the Synergos Institute, Peggy Dulany, highlighted the international presence. The event had great media coverage, which further contributed to the spread of the Pact.

At the time, important decrees were signed, such as those establishing criteria for the performance of the functions of SEDUC Unit Managers at the School (USEs) and Regional Education Units (UREs), as well as the positions of Directors and Vice-Directors of the Schools of the State Education Network, to be adopted by the State Secretariat of Education. In a third decree, the State Governance Committee and the Regional Governance Committees were established.

The signing of these decrees constituted, on the one hand, an important sign that, from then on, a more professional management would be implemented, with less political interference and, on the other hand, that there was an option for participatory and decentralized. From then on, the phase of effective implementation of the Education Pact of Pará was started.

2. MAIN ACTIONS

In this phase, Synergos work was structured in the following axes: (a) implementation of the Governance; (b) new wave of mobilization (c) institutional strengthening of SEDUC, with the design and implementation of a Project Office and (d) support for the implementation of the Para Educational Assessment System (SISPAE).

A. IMPLEMENTATION OF GOVERNANCE

I. State Committee and Regional Committees

Meetings were held with the Secretary of SEDUC, his team and the group of strategic partners for the review of the committees' assignments, the implementation strategy and the training of its members. The result of this collaborative process was the basis for the publication "System of Governance of the Pact for Education in Pará" that started to guide the whole process.

a. State Committee

The Governing Body of the Pact- the State Committee-, chaired by the governor of the state, had the executive secretary of SEDUC. It was installed in a public ceremony on July 9, 2013, preceded by a meeting of the Governor with the Pact's Partner Entrepreneurs. This has become a tradition, and there is always a meeting with the Group of Strategic Partners of the Pact (GPEP) before the meetings of the State Committee. This represented an incentive for the companies to join, as it was an opportunity for half-year meetings with the head of government.

With broad media coverage, this event was attended by state secretaries, preachers and municipal secretaries, representatives of the legislature and the judiciary, university and ecclesiastical authorities, artists and the public in general. Three members of the GPEP were part of this State Committee. Since this meeting, a more political rather than a technical character has been established in the State Committee, which has contributed to make it difficult to understand its role and its responsibilities in the Pact.

b. Regional Committees

At this stage, the Synergos Institute led the mobilization process for the constitution and implementation of 13 Regional Committees (CRs) in all integration regions of the state of Pará.

The process included a preparatory phase, with the holding of regional workshops to strengthen the understanding of the members of the Pact committees. These meetings were attended by the presidents of the Regional Committees, who were the representatives of SEDUC in the regions, and the respective partner companies.

The "Pact Monitoring Papers in the Region" were prepared with socioeconomic and educational data from Pará and each Integration Region, individualized by municipality. These notebooks were intended to support the follow-up role of the Pact, to be carried out by the Committee.

An agenda of quarterly meetings was created with the participation of the chairs and the partner companies (vice-presidents) of these committees, with a view to building a shared vision of the problem and possible solutions. These meetings were also spaces for collaborative learning and building trust, with the objectives of: (a) broadening the understanding of the members of the Committees on the Governance System and the role of the Regional Committees in this system; (b) to promote the exchange of experiences among the Committees; and (c) support the preparation of a Basic Plan for the actions of the Committees.

Since the facilities of the Committees were associated with the Regional Education Conferences, there were constant changes of dates, but 12 committees were installed until September 2013, leaving only one for the month of October. At the Regional Education Conferences, mini lectures on the Pact were held, reaching approximately 1000 education professionals.

In addition to face-to-face meetings, the Synergos team monitored the implementation and functioning of the Regional Committees through telephone and e-mail contacts.

II. Planning of Committees' actions

Action planning was considered essential for the functioning of the Committees and for the monitoring of results. All Committees should draw up a Work Plan to guide their activities. Such elaboration should involve as many members of the Committees as possible. It was believed that the collective construction would create the participants' responsibilities and commitments with the objectives and the results that were intended to be achieved.

For the elaboration of the Work Plan, it was necessary to consider the functions of each committee. In general terms, all the committees had attributions related to the follow-up of the actions foreseen in the Strategic Plan of its specific level (State Education Plan, Municipal Education Plan and the School's Political Pedagogical Plan), as well as mobilization and articulation. It was in light of these plans that agreements should be struck at each level: state, municipal, and school. As already mentioned, the Pact for Education in Pará should be a set of pacts, at various levels, articulated according to plans referenced in the same goal and within the same 7 results.

In this sense, the State Pact should be based on a Strategic Plan, in line with the State Education Plan, which should include: a) SEDUC initiative programs (financed or not by the IDB loan); b) programs of other state secretariats; c) actions taken by municipalities, d) initiatives by companies, institutes, foundations or universities, all considered relevant for the achievement of the 7 results. The implementation of these plans should be based on participatory and decentralized governance so that schools improve their performance, increasing their BDS by 30%.

All this effort of mobilization and articulation would therefore need to reach the school - a concrete space for transformation. Thus, programs and actions of different initiatives should finally be integrated into the Schools' Political Pedagogical Plan (PPP).

Screen extracted from presentation on Pact in 2013
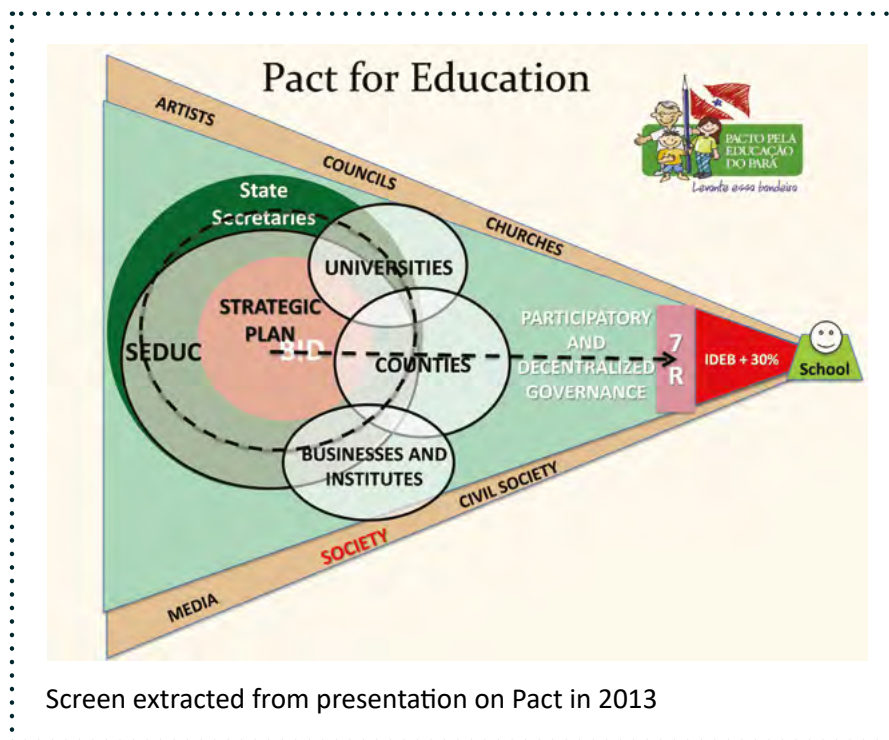
III. Guidelines for committee members

Part of the process of implementing the Governance System was a set of basic guidelines for the functioning of committees on participation, communication and mobilization.

a. Committees promoting effective participation

Promoting the participation of different actors would not be an easy task. Integrating people from varied structures, instances and segments with diverse interests, knowledge, rationale and world views was an action that should be planned, coordinated and mediated. If successful, its results could enable the wealth of knowledge and shared visions to provide a better understanding of reality and the emergence of new and creative strategies for the transformation of reality.

Of enormous importance would be the exercise of a type of leadership, known as "bridge leadership", capable of facilitating a true dialogue between the different actors. In addition, methodologies and group dynamics should be used that would be of great help in this process. Establishing and invigorating a space for participation, besides keeping "the flame on" were tasks proposed for the Committees. In this sense, it was suggested to hold meetings for the exchange of experience and collective learning, ceremonies of adhesion and recognition, as well as informal meetings.

b. Committees promoting mobilization

Mobilization to be carried out by the committees would have the purpose of involving funda-mental partners for the success of the project, promoting the alignment of the different visions and the articulation of actions of different actors. The partners with the greatest influence on the results should be identified and mobilized.

Government level

It was very important for the Pact to guarantee engagement and accountability of all sectors of government, transforming the initiative into effective inter-sector action, with priority status for the administration of that level. In order to exemplify inter-sector action in practice, a list of suggestions on the possibilities of different state agencies to collaborate with the Pact was elaborated.

▶ **Pro Paz (Pro Peace) Foundation:** (a) support in the formulation, development and execution of training programs for students and educational professionals in the Culture of Peace, (b) technical support in the process of mediation of conflicts in school and in (c) identification and organization of the offer of qualifying activities of the extended shift in schools of More Education and of the Innovative Higher Education Program (ProEMI / Jovem de Futuro).

▶ **Secretariat of Health:** (a) expand the Health in School program; (b) develop, in schools, aware-ness campaigns regarding unwanted pregnancies, use and abuse of drugs, tobacco, and alcohol; (c) train teachers to identify cases of drug and alcohol abuse and abuse; (d) train teachers to iden-tify cases of mental illness; (e) address the identified cases as a matter of priority.

▶ **Secretary of Culture:** contribute to the expansion of the cultural background of young people and teachers, through: (a) prioritization of young people and teachers in cultural initiatives; (b) promotion of the different forms of cultural expression of young people and dissemination of the best materials; (c) provision of training opportunities for more talented young people; (d) inclusion of schools in the presentation of exhibitions or other forms of artistic expression; (e) offer of access to cultural activities as part of the policy of recognition of students and educational professionals; (f) development of cultural projects, as a way of qualifying the expansion of school hours (More Education and ProEMI / Youth of the Future).

► **Secretariat for Sports and Recreation:** (a) support for school sports as an educational strategy (normative training, values, team work); (b) teacher guidance in identifying talents and providing improvement opportunities for identified talents; (c) prioritization of youth and teachers in access to sporting events; (d) offer of access to sports activities as part of the policy for the recognition of students and education professionals; (d) promotion of sporting events involving young people and teachers (tournaments, championships, olympics).

► **Social Assistance Secretariat:** ((a) carry out an "active search" for the Bolsa Família with the families of students from public schools; (b) involve the Tutelary Councils in guaranteeing compulsory schooling until the age of 17; (c) train staff to identify cases of abuse and sexual exploitation and domestic violence; (d) give priority to the cases identified.

► **Secretariat of Public Security:** (a) to enable school teams to arrange for and referrals in cases of violence in schools; (b) monitor cases of conflict with the law among school pupils; (c) give lectures on violence prevention.

► **Finance Secretariat:** observe the contribution of companies to the Pact for Education in Pará in granting Special Regime of Taxation and fiscal incentives.

► **Secretariat of Labor and Income:** (a) prioritize Non-Governmental Organizations (NGOs) training Young Learners in accessing resources from the State Working and Income Fund; (b) keep up-to-date on regional vocational training data to guide the supply.

► **Secretariat of Science and Technology:** (a) support the training of teachers for the use of science and information technology laboratories; (b) support for competitions and activities related to science and technology; (c) finance research projects on education in the state.

The private sector
Another important focus of the mobilizing action of the committees should be local entrepreneurs. In addition to contributions as financial, programmatic or governance partners, it was important to emphasize that the employees of the different companies based in the region were, in the majority, parents or responsible for the students of the benefited schools. Outreach events, involving these collaborators, could have enormous power to mobilize families.

Society, family and students

The presentation of the Pact in religious ceremonies could have an extraordinary mobilizing effect. In fact, the dream was that priests of different religious backgrounds could, in their sermons, echo the importance of school. For this, they should be involved and would need to have systematized information on the subject.

Throughout the mobilization process, especially at the municipal and school levels, it was vital to include families. They would be the channel of direct communication with children, adolescents and young people, and could contribute significantly to improving learning.

Finally, the great target of mobilization of the school committees should be the student. Regardless of age, the main beneficiary would have to be involved, but young people should be the major players in the Pact at school. The mobilization would have to be accompanied by a concrete proposal of action that would allow a real protagonism for this student.

c. Committees promoting communication

Internal communication

The success of the committees' performance depended fundamentally on communication and interpersonal relationships. It would be of crucial importance to create an environment of trust that would foster the exchange of information, experience and promote an attitude of respect for divergent opinions. Of great help would be the identification of a facilitating member who could act as a "bridgehead" within the group, without necessarily being the chair or vice chair of the Committee. Very important would also be the definition of a pattern of communication and relationship, built and accepted by all. This standard should include: (a) the use of clear and easily understood language; b) the adoption of attitudes that favor integration and trust; c) the agreement of operating rules, such as punctuality and respect for the group's decision.

External communication

It was necessary for committees to draw up a communication plan to reach sectors of government, entrepreneurs, schools, students, families, leaderships, communities and society in general. New mobilizing agents, such as artists, religious segments and the media in general, should be identified and strategies for dissemination and mobilization in newspapers, radio, TV, internet, as well as community, association and business newsletters. An important instrument of dissemination to school communities could be the school radio, used by groups of students to publicize actions, advances and challenges of the School Pact. Fundamental, too, would be the face-to-face events of dissemination of the Pact and social mobilization. For these events, committees were advised to take special care to ensure the success of the initiative.

Concerns with disclosure events

(a) Identify a location appropriate to the number of participants and request the reservation of the site;

(b) Invite as many people as possible - school principals, teachers, students, parents, representatives of civil society institutions, religious, members of the Child and Adolescent Rights Guarantee System (Municipal Councils for the Rights of Children and Adolescents, Tutelary Councils, for example), among others - through word of mouth, formal invitations, and posters of the Pact set in schools and other establishments, making clear the purpose of the event;

(c) Provide the necessary materials and equipment: the Pact's folder for distribution, projector and screen for presentation, list of adhesions, etc;

(d) Make use of an official presentation of the Pact, highlighting its main aspects, actions and its developments in and for schools and municipalities;

(e) Clearly indicate interests and expectations of the Committee regarding involvement and participation of those present and motivate them;

(f) Request the completion of the list of members with all contacts for future location (telephone, address, e-mail, work place, etc.);

(g) Create during the meeting, support groups for the development of the Pact with the assistance of participants;

(h) Inform about upcoming meetings / events.

B. MOBILIZATION: THE THIRD WAVE

The third wave of mobilization of the Pact, carried out by Synergos at this stage, had as its main objective to expand the circle of partners in sectors of public, private and civil society for the effective implementation process of the Pact.

The mobilization, at the conception and planning stage, had been divided into two moments, or two "waves." While the first was focused on mobilization within the central level of the Secretariat of Education of the State of Pará (SEDUC), the second one embraced a second level, encompassing representatives from the Regional Units of Education (URE), SEDUC Unit at the School (USE), school principals, pedagogical technicians and teachers. In this way, the involvement was made with a view to gradually increase level of internal and external participation, providing alignment of visions and exchange of information. Once the decentralized nature of the Governance System has been defined, a new wave of mobilization has begun, reaching regions, municipalities and schools.

Graph extracted from presentation on Pact in 2013
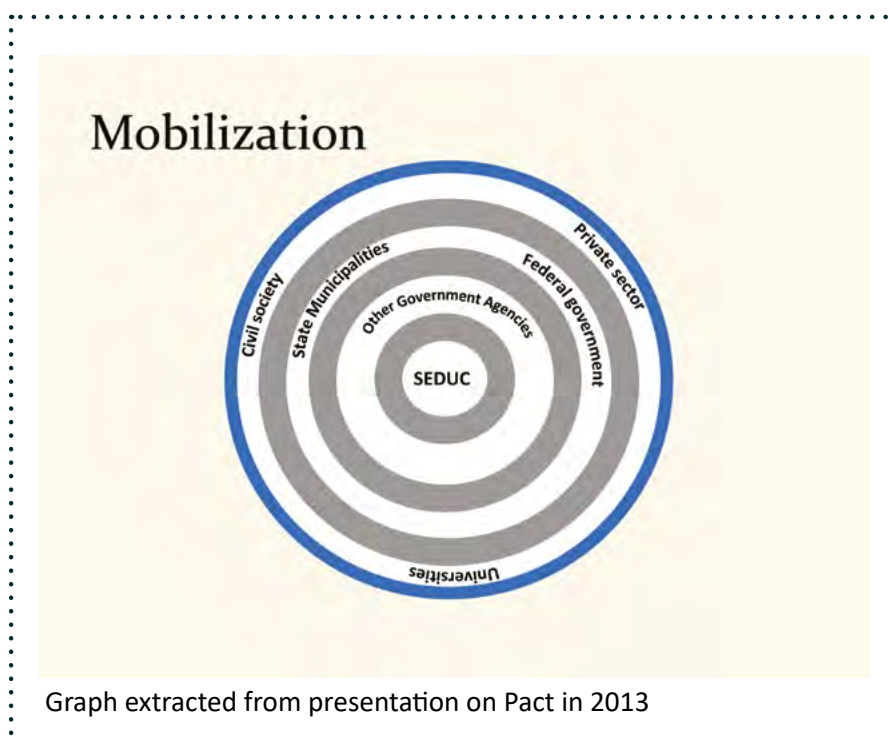
Regional Mobilization

a. Mobilizing the business sector

Synergos' main focus at this stage was regional entrepreneurs who agreed to act as governance partners, acting as Partner Company and vice-chair of the Regional Committee, or as financial, programmatic, technical or management partners.

The new partners were invited to be members of the Strategic Partnership Partners (GPEP), thereby broadening the initial circle of private partners. For this, meetings and interviews were held with businessmen of different sizes, when reasons and forms of contribution were discussed.

It was emphasized that the main guiding idea of the Pact was to integrate efforts towards goals and results, in order to create the necessary synergy for the improvement of education in Pará. The proposal for the private sector was to participate in an articulated network of efforts that would increase the impact of each action. This network, the Group of Strategic Partners of the Pact for Education in Pará (GPEP), established since 2012, already had at this stage the articulated contribution of dozens of entrepreneurs, institutes and foundations, interested in contributing to the increase of the state's human capital.

They should formalize their adherence to the GPEP through their own instrument, which defines roles and responsibilities- Partnership Agreement- signed in a specific ceremony with the presence of the Governor. The process of formalizing the partnership was thus implemented. It was not enough to "raise my arm and say I want to", it was necessary to define how he wanted to contribute and to commit himself to the agreed contribution form.

Among the suggested forms of contribution, it included, in addition to participation in the Governance System and the financial contribution to the Pact's Sustainability Fund, options such as: (a) implementation or expansion of own initiative programs and projects; (b) support for the expansion of programs and initiative projects of other GPEP members; (c) advice on the management of municipal systems or public schools; (d) establishment of partnership with a school; (e) corporate volunteering actions; and (f) provision of vacancies in Young Apprentice programs that prioritize students from public schools.

The task was quite arduous. In spite of this, partner companies were mobilized for all 12 Regions of Integration of Pará where the Regional Committees were planned. It should be noted that some companies have assumed this role in more than one region.

b. The mobilization of municipalities

The Pact needed to urgently reach out to the municipalities, which are mainly responsible for Fundamental Education. As the Regional Committees were still being structured and facing immense displacement difficulties for the municipalities in their areas of scope, a new attempt was made to reach them, through a partnership with the Municipal Associations and Consortium and the National Union of Municipal Education Directors (UDIME-PA).

The decision to start working directly with the municipalities, due to the difficulties faced by the Regional Committees, was not settled. Part of the GPEP members considered that it was essential to continue focusing on the regions, since reaching the 144 municipalities of Para, without the mediation of the CRs was an impossible mission. It was decided not to abandon the regional strategy, but to start working with the municipalities.

For this, the Operational Group of the Pact was created, formed by those organizations and also by SEDUC and Synergos, to conceive and implement strategies of municipal involvement. The municipalities that acceded to the Pact were offered: (a) technical support for access, physical financial as well as monitoring and reporting of federal resources of programs such as: PDDE, More Education, Construction of Nurseries and Pre-schools and Construction of Schools; (b) support for the implementation of the Ninth Year Youth Project, including: matrices for the reproduction of material for students and teachers, methodology for the implementation and training of teachers or graduates; (c) Municipal Management course to improve social indicators, for the mayor and his team (SP); (d) participation in the Pará System of Educational Evaluation, with return of the results for pedagogical improvement and management; (e) participation in the Recognition System of the Pact; (f) support for the creation of Municipal Education Councils; (g) information on sources of funds in other federal agencies or private initiative, technical assistance for access to these resources; and (h) technical assistance in general.

The list of stimuli benefits was large, but adherence to the proposal only gained importance with the implementation process of the Para Educational Assessment System (SISPAE). Adhering to SisPAE represented adherence to the Pact, since this initiative was part of the Strategic Action Plan. SisPAE represented a concrete advantage in terms of providing a very important (and expensive) management tool, at no cost to the municipality.

By the end of 2013, of the 144 municipalities of Paraíba, 90 had already received their Certificates of Adherence to the Pact. Of these, 73 municipalities had also joined the Paraense System of Educational Evaluation (SisPAE, 2013). For the adhesion of these municipalities to SisPAE, the teams of SEDUC and Synergos made several telephone and e-mail contacts with mayors and secretaries of education

in order to sensitize them for membership. The process of mobilization via telephone contact was extremely important for the municipal team's understanding of the relevance of the use of SisPAE in the monitoring of educational data in the municipality. However, membership did not represent a concrete commitment to implement the Pact in the municipality, in accordance with its basic principles.

c. Mobilization of schools

Finally, schools had to be reached. The mobilization strategy was the proposal of the School's Pact Day.

The objective of this proposal was to promote in each school a mobilization and articulation of efforts, around the challenges of improving its results, that is, to create the Pact for School Education by means of: (a) increased commitment of the entire school community-management team, teachers, support professionals, and students with goals and outcomes to be achieved; (b) involvement of the community, especially parents, for the same purpose; (c) Identification and involvement of new partners that could contribute to the achievement of goals and results; and finally (d) institutionalization of the School Pact Committee.

Held on May 18, 2013, the first event involved approximately 400 units of the state network. Among the activities proposed by the schools were: the exhibition of educational films, lectures on the National High School Examination (Enem); blogging and social media outlets; cultural activities (such as folk dances and parodies) and sports (championships and gymkhana).

Workshops and community activities were held such as gardening, trash and recycling actions, fundraising campaigns and promotion of community services (such as haircuts, proper tooth brushing, blood pressure rate of glycemia).

As a way of involving the students, a Video Contest "School Pact Day" was proposed, which included the video record of a maximum of 7 minutes and a YouTube post (www.youtube.com/pacto-pelaeducacaopa). The finalists were the ones with the higher number of "likes" by "SEDUC Unit in School" (USE) and by Regional Unit of Education (URE) in this channel. More than two hundred videos have been produced and can be viewed on the Pact for Education portal (www.pactopelaeducacao.pa.gov.br).

This first experience, though quite mobilizing, seemed to slip away from the proposed focus. Prevalence of cultural activities and service delivery, to the detriment of discussions about "where we are", "where we want to go", "how we can get there" and what could be the contribution of each one to this challenge. However, it should be noted that the mobilization process contributed significantly to broadening the dissemination of the Pact for Education in the state.

Access by QR CODE or through the link:
https://www.youtube.com/user/pactopelaeducacaopa/videos

C. INSTITUTIONAL STRENGTHENING OF SEDUC

The implementation of the Strategic Action Plan depended on its main executor - SEDUC. The organizational fragility of the secretariat required an intense work of institutional strengthening of this body. As part of SEDUC's institutional strengthening, technical support was provided to: (a) Create new structures; (b) design and executive planning of new projects; (c) design and implementation of a Project Office; (d) design and implementation of the Para Educational Evaluation System (SISPAE).

I. Creation of new structures in SEDUC

The structure of the Assistant Secretary of Education, responsible for the basic mission of SEDUC, was typically organized by projects, with no interface between them, necessitating adaptation to the new Pact proposal. To this end, they were assigned responsibility for each of the 7 results, called "results owners", in order to create a sense of responsibility with their scope of action. Each result owner had a team of 14 program coordinators, directly linked to that result that accompanied and articulated the work of the project leaders linked to it.

The proposed structure sought to reinforce co-responsibility with the results and articulation between the different strategic actions. The "result owners" were directly linked to the Assistant Secretary of Education, responsible for implementing the Strategic Pact Actions that were in charge of SEDUC.

A calendar of semester workshops was set up to monitor the implementation of the Strategic Actions of the Pact with the participation of the assistant secretary of education, "results owners", program coordinators and "leaders" of the priority projects.

The objectives of these workshops were: to present the progress of the implementation of the projects and to promote the integration among all through the sharing of doubts and suggestions for improvements to reach the results. These were spaces focused primarily on collaborative learning.

Also as part of the structural changes and as a way to optimize it, as well as integrating the training, monitoring and evaluation activities, transversal bodies such as the Training Center for Basic Education Professionals (CEFOR), the Office of Projects and the Evaluation Coordination (responsible for the design and implementation of SisPAE).

II. Design and planning of new projects

As the Strategic Plan of the Pact included a set of new actions to fill identified gaps, it was necessary to hold workshops for design, monitoring and evaluation of its implementation process.

The Synergos team, those responsible for the themes at SEDUC and representatives of business institutes and foundations, social organizations and universities linked to the issue participated in the meetings.

KNOWLEDGE MANAGEMENT CORE

This workshop had the technical support of the following partner organizations: CEDERT, Vale Foundation, ABCD Institute, Chapada Institute, Natura Institute, Unibanco Institute, Vale / Projecta and Votertorm Cimentos - in addition to SEDUC bodies - Coordination of Technology Applied to Education (CTAE), Directorate of Early Childhood Education and Elementary Education (DEINF), Directorate of Secondary Education and Professional Education (DEMP), NGCFOR - and UNDIME / PA.

The meeting discussed the basic guidelines for the creation of a Knowledge Management Center, later called the Training Center for Basic Education Professionals (CEFOR), which is responsible for the training of education professionals throughout the state.

The training programs developed by SEDUC (ongoing or planned), as well as those produced by institutes and NGOs, as well as their possibilities of implantation or expansion in the short term, were analyzed. Proposals for the use of Information Technology (IT) in the training process were also discussed, mainly through IPTV (Internet Protocol Television) and later implemented with the denomination of Educational System Interactive (SEI). From the workshop, SEDUC organized the plan for the implementation of CEFOR.

INTEGRAL EDUCATION

In order to discuss the general guidelines for an Integral Education policy, this workshop, led by Fundação Itaú Social (FIS), was the first step towards a process to define SEDUC's actions on the subject, including a state seminar. Based on the proposals from this workshop and with the technical support of FIS, a Policy for Integral Education for Elementary Education was formulated.

SUPPORT FOR MUNICIPAL MANAGEMENT

In order to map the main demands of the municipalities and to design a model of SEDUC support, the workshop confirmed the strategic need to involve the municipalities in the Pact. The knowledge and other resources brought by the participants have helped to broaden the vision on the realities of the different municipalities and, consequently, to define strategies that are more focused and more coherent with their needs. The proposal, which arose there, was the creation of a Support Unit for Municipalities that unfortunately was not implemented.

QUALIFIED STAGE

In order to strengthen projects and actions of the Pact, through the participation of university students, in addition to discussing and proposing strategies for articulating the curricular internship with the projects of the Strategic Plan, this workshop was attended by the most important universities in the state.

All of them showed interest, expressing a strong intention to contribute to the discussions and propositions for the greater effectiveness of the internship programs and their use by the schools, presenting suggestions for further study. Unfortunately, the work of universities in the Pact was limited to the participation of graduate students in school recovery projects.

DIGITAL CONTENT AT SCHOOL

Under the leadership of the Telefónica Foundation, the objective was to identify possibilities for the implementation of Information Technology (IT) actions in the short, medium and long term, based on the available experiences of institutes, foundations and SEDUC itself.

This workshop emphasized the importance of what IT logistics state, where only 27% of the population lives in the capital.

Possibilities for using IT to improve management and increase educational outcomes were identified, such as Geekie Games, which is geared towards preparing for the ENEM (National High School Examination). Geekie Games has been deployed experimentally with great student support.

YOUNG LEARNER AND PRONATEC

The workshop brought together representatives of SEDUC and partner entrepreneurs of the Pact. In the case of the Young Apprentice, the objectives were: to discuss the importance of Apprenticeship and Internship programs for the main results of the Pact (reduction of dropout and increase of performance in High School) and to discuss strategies for the expansion and qualification of the program in companies.

Regarding the National Program of Access to Technical Education and Employment (PRONATEC), the workshop aimed to: identify strategies for the consolidation and alignment of courses offered with the demands of the labor market, as well as to plan alternatives for the expansion of the program.

BUSINESS VOLUNTEERS I AND II

The purpose of the first workshop was to identify the possibilities of using volunteering within the framework of the Pact, based on the experiences of institutes and foundations. Unibanco Institute, the Vale Foundation and Camargo Corrêa Institute presented their programs. Some possibilities,

involving each of the three programs were identified by SEDUC representatives as potential supports for projects and actions that were being carried out.

The second workshop aimed at broadening the understanding of Corporate Volunteering and reinforcing the importance and possibilities of using voluntary work under the Pact.

TRANSITION OF FUNDAMENTAL EDUCATION FOR MIDDLE SCHOOL
The workshop had as objectives to discuss and indicate strategies aimed at guaranteeing vacancies in High School for all students who complete Elementary School with prior definition of the school that they would attend. A working group has been set up to monitor the transitional period and to look for ways to reduce evasion rates during this transition.

MOBILIZATION AND COMMUNICATION

The main objective of this workshop was to provide support for the design of a Communication Plan. The event had the participation of SEDUC communication technicians and representatives of this area in the partner entrepreneurs. This plan was only implemented in 2015.

D. THE DESIGN AND IMPLEMENTATION OF THE PROJECT OFFICE

In addition to the implementation of Participatory and Decentralized Governance, the Pact presented a Collaborative Management proposal aimed at reaching the goal and agreed results. This required the creation, at SEDUC, of a body charged with the effective management of the programs and actions of the Pact, with a view to its results- a Project Office.

A Project Management Office (PMO) is a body or organizational entity to which various responsibilities related to centralized and coordinated project management are assigned.

The responsibilities of a PMO may vary, but in the case of the Office of Projects created at SEDUC, the proposal was that its exclusive role would be to manage the 35 projects contained in the Strategic Plan of the Pact, including those financed by the IDB. This proposal was built together with the SEDUC team, assisted by an organization (Integration) contracted for this purpose, with resources from the Pact Sustainability Fund.

The focus of the Project Office was therefore the management and not the execution of projects that would continue under the responsibilities of the "results owners" and project leaders. Due to the complexity of the Pact, the Project Office would have to play a very strong role in the interface

between different "areas" of SEDUC. For this, it would need to be an independent structure, linked only to the Secretary of Education, to guarantee exemption and autonomy.

The work of the Office of Projects in the monitoring would be done through a set of internal rituals to SEDUC.

The Synergos team, in addition to following the whole design process, provided support systematic and intensive (coaching) to the Project Office team.

Graph extracted from presentation on the Pact in 2013
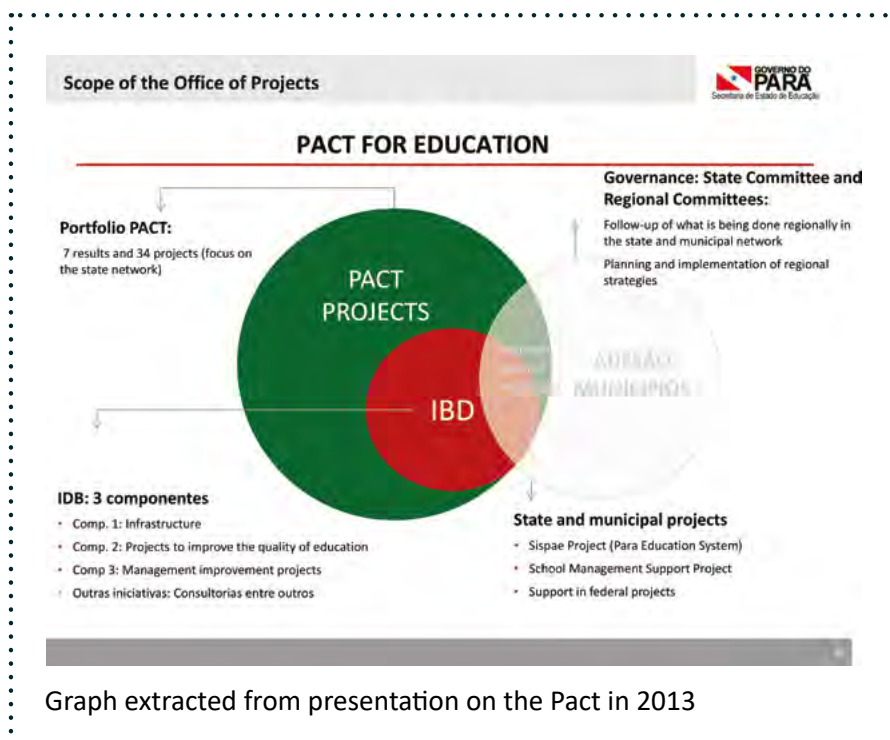
SYNERGOS ACTIONS REGARDING THE PROJECT OFFICE:

- ✓ Technical and operational support (face-to-face and remote) in the selection of the 13 priority projects for 2013/2014; its planning and implementation;

- ✓ Technical support in the elaboration and / or revision of Terms of Reference and guiding documents (focus: Project Articulators- Supervision, Coaching, Redesign of Macro-processes, Training of School Managers, Evaluation Nucleus, among others) for hiring and for bidding services, goods and materials needed to carry out the projects;

- ✓ Mobilization of the different actors and sectors of SEDUC for consolidation of reference teams in the projects;

- ✓ Design and elaboration of tools for routing, planning and control of Pact projects;

- ✓ Facilitation in the internal and external articulation for the formalization of the partnerships necessary for SEDUC's actions and projects and for the identification of gaps;

- ✓ Technical and operational support in the bidding and contracting of SisPAE (01.10- Electronic Call-Out) and Acceleration of Learning Project (Roberto Marinho Foundation);

- ✓ Technical support to the areas for dimensioning of needs, with the preparation of the Procurement Plan;

- ✓ Development of project flows and processes, for weekly follow-up of the actions of the project leaders.

Intense involvement of the Synergos team in the design, implementation and operation of the Project Office resulted in it being seen as a "Synergos body" and not as an important management tool of SEDUC. This perception seems to be behind a lack of understanding about the importance of the agency in the execution of the contract with the IDB, as well as in monitoring the priority projects of the Pact for Education. This perception is the result of experiencing the delay of designating a technical team, which meant that only a very long time later, "senior" professionals were filled in. This fact also contributed to the fact that the contract with the IDB was not executed as planned.

Just as there was a delay in assigning staff to the Project Office, the follow-up rituals also took a longer period to be incorporated into the routine of "results owners" and project leaders. This is a sign of resistance from SEDUC professionals to implement the agreed changes under the Pact.

E. SUPPORT FOR THE IMPLEMENTATION OF THE PARA EDUCATIONAL EVALUATION SYSTEM (SISPAE)

SISPAE was designed as an annual assessment system that provided information for managers, principals, teachers and technicians on the progress of student learning and associated factors.

It would allow the municipal manager to set goals for management and formulate guidelines for the training of professionals. It would provide the school manager with information for planning his / her management, monitoring the effectiveness of ongoing actions, and redefining pedagogical projects. To the teacher, it would open space for discussions about curriculum, besides providing inputs for the improvement of its own evaluation instruments and information for the revision of its pedagogical practice.

Its scope included: (a) the definition of a Diagnostic Line (base); (b) the establishment of a Reference Matrix and a performance scale; (c) the incorporation, every year, of a series of elementary education; (d) training for teachers in the elaboration of items for large-scale evaluation; and (e) training for technicians in the analysis of items and results.

SISPAE proposed to generate Pedagogical and Managerial Reports for the Secretariats of Education, as well as Pedagogical Reports and Results Bulletins for each school. Municipalities that wished to participate should adhere to the Pact and sign a "TERMS OF ACCESSION TO THE SISPAE". Through this document, SEDUC undertook: (a) to provide all materials for the application of tests and questionnaires to the municipal network, according to the information contained in the school census; (b) provide technical support to the pedagogical team of the Municipal Secretariat in the analysis and dissemination of results and (c) discuss actions for improvement.

On the other hand, the Municipal Secretariats undertook to: (a) withdraw the material at the Pole, apply at their schools and return the material within the deadline established for each stage; (b) indicate a server to coordinate the actions, based on the orientations of the central team; (c) ensure the participation of its technical-pedagogical team in the discussions, analyzes and dissemination of results.

The complementary advantage of SisPAE, in relation to Prova Brasil, was that it allowed to know the results at the beginning of the school year, and to monitor the evolution each year. It also made it possible to compare the learning levels with the national evaluation, since the tests were compatible, and to subsidize the technical team with qualitative data, for the strategic planning.

Synergos was instrumental in supporting the design and experimental application at the end of 2013.

3. RELEVANT CONSIDERATIONS

The year 2013 was very important for the Pact, since it represented the beginning of an idea. The milestone was undoubtedly the fantastic Launching Ceremony, when thousands of people shared the dream of, through the Pact, to guarantee a better future for the new generations of Para. Packed by this collective force, the implementation process began in the programmatic, management and governance areas.

The institutionalization of governance and the implementation of the State Committee and Regional Committees; the reorganization of the technical structure of SEDUC, according to the Strategic Plan, with the institution of results owners and project leaders; the functioning of Mixed Working Groups (SEDUCs and partners) with a view to designing, refining or expanding strategic projects; the design and implementation of a Project Office in SEDUC and support for the implementation of the SISPAE have undoubtedly been a major step forward.

The year 2013 was also a year of strengthening the trust relationship begun in 2012 between the teams of SEDUC and Synergos. The teams had to travel, work and eat together, which made it possible for them to be closer to those who were committed to improving education in the state. It was a year of hard work, numerous challenges, but also significant progress.

2012 DECISION AND DESIGN

2013 THE BEGINNING OF IMPLEMENTATION

2014 **STRENGTHENING AND EXPANSION**

2015 CLARIFYING THE MODEL

2016 FINALLY, RESULTS!

2017 INSTITUTIONALIZATION
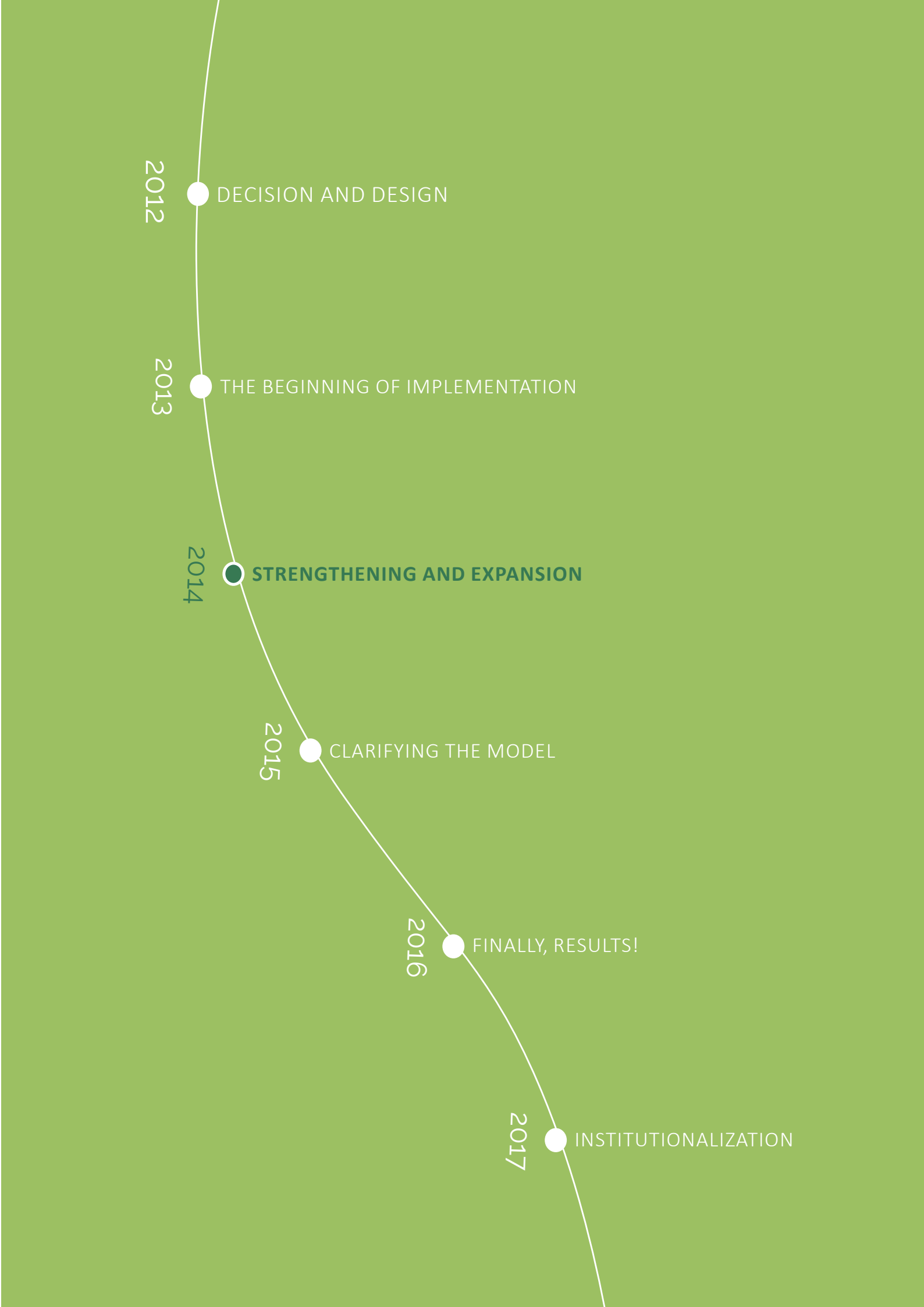
1. THE CONTEXT

This year, elections were held for the state government. The governor ran for a reelection, in a highly disputed election. Elections put him in political clashes backed by the two most powerful communication chains, which contributed to the sharpening of positions. Previously, a plebiscite had taken place to decide on a proposal of division of the state that ended up not being approved by the majority of the population. The main candidates defended opposing positions also in this plebiscite, which would have further aggravated the conflicts. There were, therefore, moments of deep social polarization that constituted a totally unfavorable context for a proposal for a multi-sector partnership such as the Pact.

The identification of the Pact with the administration in power, despite the narrative that it was a supra-party proposal, was consolidated, inasmuch as it was widely used as a piece of propaganda in the electoral campaign, during high valued ad time such as worth of the highest-rated soap opera on TV. The great fear was that an opposition victory could affect the continuity of the Pact. However, the Governor won.

2. MAIN ACTIONS

In 2014, Synergos' action was structured in the areas of: (A) institutional strengthening of SEDUC; (B) operation of the Governance System; (C) communication; (D) mobilization; (E) support for the implementation of SisPAE; and (F) design of a Recognition System.

A. INSTITUTIONAL STRENGTHENING OF SEDUC
The purpose of this line of action was to foster changes in SEDUC's institutional culture, consolidating the principles of management for results. This was done by continuing the work of: (i) strengthening the Office of Projects; (II) institutional articulation; and (iii) support to the program area.

I. Strengthening of the Project Office
Support for the Project Office (EP) was provided through a systematic work of coaching, complemented by an online technical assistance, offered to the EP team and to the "results owners".

The objective was to contribute to the consolidation of an institutional culture based on management for results and to increase SEDUC's technical capacity in designing and implementing the programs and projects that were part of the Strategic Plan of the Pact.

There was also a consistent, remote and operational technical support work that focused on monitoring the procedural flow of priority projects, aiming at speeding up the identification of barriers that require the Secretary to make a decision and / or the contribution of the partners. In order to follow up on the results, a database was prepared of the Educational Indexes of Pará and defined intermediate goals for progression of the final results of the Pact. Along the same lines, the Para Education Development Index (IDEPA) was designed to be compatible with the IDEB, based on the results of the SisPAE and the School Census.

The assistance provided to the Project Office has reached the operational level, as in the production and revision of documents: Project Articulators' Notice; NGCFOR Regulatory Ordinance; Term of reference of the Para System of Educational Evaluation, years 2014 and 2016; Term of Reference of Individual Consultancy; Management Company and Regulatory Ordinance for the Hiring of Individual Consultancy. This was due to the enormous managerial fragility detected in SEDUC in general and in the Project Office in particular, which, unfortunately, reinforced the idea that it was a "Synergos organ".

In addition, support was provided to the performance analysis of the leaders, regarding: (a) the volume of activities 'X' hours of stocking; (b) the survey of needs for the concrete execution of projects; (c) conducting a workshop for guidance on project management concepts; (d) indicators and information management.

A set of meetings was also held to design the Coordination Alignment Guidance Document with the National Education Plan (PNE) and the Municipal Education Plans (SMEs) for presentation to the 144 municipalities of Pará.

II. Institutional articulation

In order to broaden the learning context, visits were made to learn about other experiences.

In this sense, the Center for the Management of Knowledge and Training of Education Professionals (NGCFOR- CEFOR) and the Coordination of Technology Applied to Education (CTAE) carried out technical visits to professional training centers in Bahia, São Paulo and Minas Gerais. The Project Office team had the opportunity to make a technical visit to the unit of the São Paulo Education Secretariat.

On the other hand, a consistent articulation work was done between SEDUC and the program partners.

MEETINGS BETWEEN SEDUC AND PROGRAM PARTNERS:

✓ Fundação Itaú Social (FIS), for the elaboration of the Policy for Integral Education in Basic Education and for the presentation of the Project for Pedagogical Tutoring and Education Professionals. SEDUC opted to establish a partnership in this area to design the Coaching Program, which is envisaged in the Pact, with an implementation planned for 2015. A draft proposal was also drafted by SEDUC for the Itaú Social Foundation, of a pilot in 2014, aimed at Project Articulators.

✓ Legal School Project, with the objectives of: (i) gathering information about the stage of discussion of the Legal School Project; (ii) to gather parameters and understandings for the elaboration of a recognition proposal for SISPAE 2014, aiming to increase student participation rates in relation to 2013.

✓ Natura Institute and ICE, for the presentation of the Integral School model. The partnerships, for that, were established starting in 2015.

✓ Natura Institute, for the presentation of the project Communities of Learning. Initially, the demand was implemented throughout the state network (952 units) and in the municipal networks of the Education Support Network (27 municipalities), in addition to devising strategies to reach other municipalities progressively. The understanding was that this project would trigger a key process in schools, contributing to the ongoing actions, for the strengthening of School Boards and the Pact at school.

III. Support to the program area

a) Analysis and redesign of the Strategic Plan of the Pact
Confirming the characteristic of the collaborative processes, the Pact planning was not linear. Its essence was adaptive, changing in the course of the process, due to new data or transformations in the context.

Thus, there was a need to analyze and redesign the Strategic Plan of the Pact. This was done in a collaborative way with the participation of the Secretary of Education, the SEDUC team and pro-

gram partners at times. As a result of this process, a new, shorter and more integrated proposal emerged, followed by the clear definition of those responsible for its implementation, which resulted in the Strategic Plan Matrix of the Pact.

b) Organization of programmatic workshops

It was proposed in 2014 to continue the work of designing and / or improving projects that are still in the exploratory phase through programmatic workshops, with the participation of GPEP members:

FIELD EDUCATION

The objective was to establish a deliberative committee for the consolidation of the Field Education Policy. Participating in this workshop were important partners such as the Vale Foundation, Natura and the Natura Institute, as well as the Regional Association of Rural Family Homes of Pará (ARCAFAR), the Public Interest Group (GIP) and the State Field Education Forum by the University). As a result, Synergos participated in the meetings of the Special Commission of the Education in the Field project in July, August and September 2014. Unfortunately, the Field Education agenda was interrupted by the context created by the electoral period in Pará.

MOBILIZATION OF FAMILIES BY EDUCATION

Its objective was to create a network of partners interested in constructing a proposal on this topic in the context of the Pact for Education in Pará; map existing materials and contents and identify limits and possibilities of action of each partner. This workshop was attended by representatives of the Roberto Marinho Foundation (FRM), Canal Futura, UNICEF, All for Education, the Integrated Center for Studies and Programs on Sustainable Development (CIEDS). This workshop was fundamental for the later conception of the Educator Family primer.

TECHNICAL COOPERATION UNIT WITH THE MUNICIPALITIES

The objective of this workshop was to mobilize different sectors of SEDUC that dealt with municipalities, the National Union of Municipal Education Directors (UNDIME) and the Educational Evaluators (MEC) to present the proposals around the Nucleus.

c. Monitoring of Programs by Result

In addition to the follow-up function, carried out by the Office of Projects, this strategy consisted of semi-annual meetings, creating an institutional space for project owners and project leaders to present, for the direction and for the medium-SEDUC areas, actions under its responsibility. These meetings had the function of mapping advances, points of attention, articulation and integration needs, as well as designing the next steps. Synergos set out to technically support the holding of these meetings.

B. FUNCTIONING OF THE GOVERNANCE SYSTEM

In the first quarter of 2014, mobilization efforts were intensified with a view to the implementation of the Governance System, composed of Committees at different levels: state, regional, municipal and school levels.

The strengthening of this system was a basic and urgent condition, since the electoral process was approaching and due to the operational and political difficulties of the Regional Committees by prioritizing direct work with municipalities. Thus, the strengthening of the Governance Pact System in 2014 took the following actions: (I) production of support material for municipalities; (Ii) consolidation of municipal partnerships; (III) support to the realization of Regional Workshops, destined to the implantation of Municipal Committees; (IV) holding of Meetings between Committees; and (V) systematic monitoring of the functioning of the Committees.

I. Production of material
The focus was on reviewing, producing and disseminating, in particular on a virtual platform (site), support materials (booklets, roadmaps and follow-up forms), to support the functioning of Committees at different levels (state, municipal and school).

II. Consolidation of municipal partnerships
In view of the key role played by municipalities in achieving the results of the Pact, the Pact Operational Group was strengthened, consisting of representatives from SEDUC, UNDIME / Pará, Municipal Assemblies and Municipal Consortia, and Synergos to provide an alignment of the different levels of government, according to the goals, results and strategies of the Pact.

For the implementation of the Pact in the municipalities, it was proposed to articulate the Strategic Plan of the Pact, the National Education Plan (PNE) and the Municipal Education Plans (SMEs). To this end, it was agreed that the Municipal Committees and the Plan Development Committee should be composed of the same group, as was already the case in some municipalities.

III. Support to the realization of Regional Workshops, with the objective of implementing Municipal Committees

To complement the strengthening activities of the Regional Committees begun in 2013 follow-up actions scheduled to begin in 2014. In January, a telephone contact routine was initiated with the chairs of the Regional Committees in order to provide more systematic technical support to the actions taken place. During the same period, events were scheduled in the 13 Integration Regions of Pará, with the objective of holding training workshops for the Regional Committees and encouraging the implementation of Municipal Committees. The implementation of the Municipal Commit-

tees was fundamental, both for the mobilization of municipalities in favor of improving education in the State, and for monitoring the actions of the Pact in the municipality.

The Regional Meetings were an important learning space, where the Pact requirements were discussed, the role of the Governance System and, in particular, the Municipal Committees, as well as guidelines for its installation and tips for its operation.

Eleven Regional Meetings were held in the regions of Baixo Amazonas, Guamá, Lago de Tucuruí, Marajó I and II, Metropolitan Region, Caeté River, Rio Capim, Tapajós, Tocantins and Xingu. It is noteworthy that 13 meetings were scheduled, but, due to the agendas of the regional teams, it was only possible to hold 11 meetings previously described.

One of the relevant factors for the success of the Regional Meetings and the installation of the Municipal Committees was the articulation and mobilization of the key actors in the municipality, so that they could participate in the event. The presence of the Mayor and / or the Secretary of Education was fundamental, since they were the main mobilizers of the municipality, in favor of the improvement of basic education.

Graph extracted from presentation on Pact in 2014
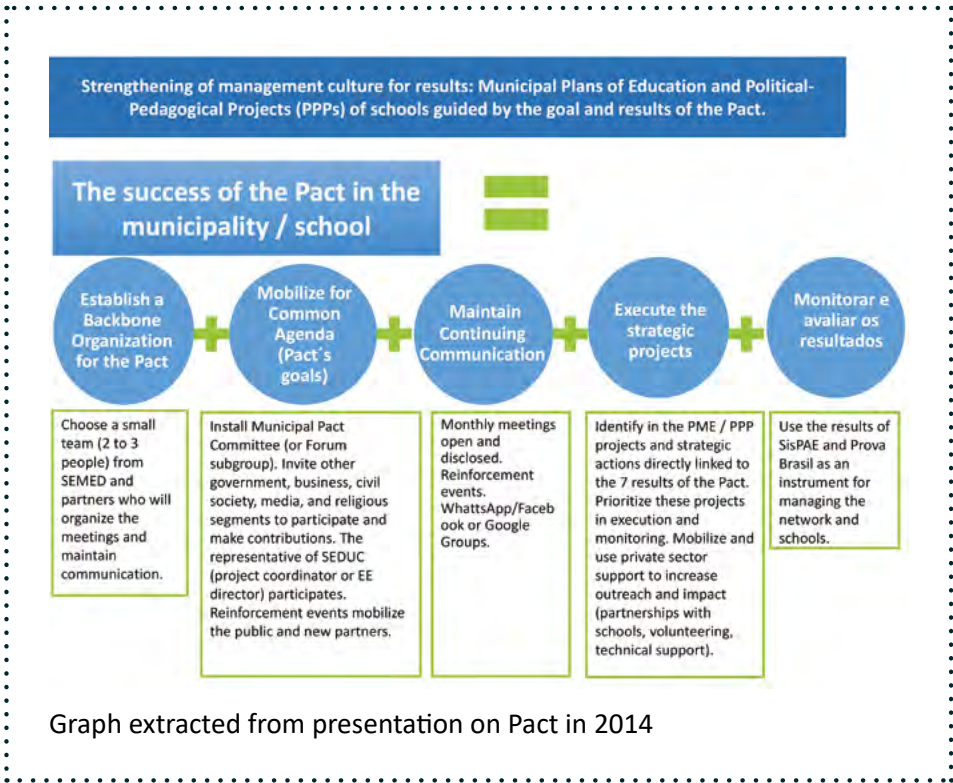
IV. Conduct Meetings between Committees

In order to promote the mobilization, the "Third Meeting to exchange experiences between the Regional and Municipal Committees of the Pact in Belém" was held (in July). This type of meeting, created in 2013 to promote the exchange of experiences and the collaborative learning of the members of the committees, with the participation of approximately 100 people. All 13 Regional Committees were represented. Of the 15 Municipal Committees already installed, only 5 were present.

According to the representatives' report, the composition of the Regional Committees was still difficult to obtain. Another worrying factor was the partial membership of the Regional Committees.

The process of mobilizing key players, strengthening actions of the Regional Committees and the management of SEDUC began to generate more spontaneous and directly coordinated actions. In the second half of 2014, there were 6 (six) Municipal Committees, without the participation of the Synergos Institute team. It was an indicator that the transfer process was already obtaining results.

V. Virtual systematic monitoring of the functioning of the Committees

The systematic follow-up and support to the Committees was carried out throughout the year 2014 through telephone or online calls, as well as in-depth interviews every four months to follow up on the activities developed by the Regional Committees. The purpose of these contacts was to collect information, ask questions and provide technical support, as well as to keep updating existing data (such as the current composition of the Committees, among others). As the elections approached, regional meeting strategies were cooling down and Governance's call center became more important.

C. COMMUNICATION

Considering the fact that the proposal was to establish a Pact, communication and mobilization actions were crucial to the achievement of objectives.

A major challenge in 2014 was to increase adherence to the Pact and to the partner group, mainly from local companies. For this, we focused on the dissemination of the Pact in meetings of associations or federations of companies, as well as in the conduct of talks with small and large entrepreneurs.

The first distribution of the folder took place at the meeting with the Commercial Association of Pará in October 2014. The Commercial Association of Pará added several other Associations, such as the Chamber of Tenants, the Construction Chamber, several Associations of Municipalities, among others. The folder was also distributed in November, during the Pará Business Fair, and on several other occasions where the disclosure of institutional material of the Pact became relevant.

II. Strengthening of the Website
The website (www.pactoeducacaopara.org) was created to meet a demand observed during the execution of the activities with the Committees, which needed an interactive space in which participants could exchange information, documents, experiences and doubts. In it, there was a public agenda with upcoming Pact events, information on planned programs and projects for municipalities, photos of the events held and presentations, among other information. On the site, the participants had the opportunity to publicize events, materials that they considered relevant and had the possibility to meet the members of the other committees that were registered. This was an important instrument for mobilizing the Pacts´ Committees.

In 2014, focus on the site was aimed at increasing and updating information on the implementation process of the priority projects of the State Pact, making it an instrument for the information flow of the Governance System.

D. MOBILIZATION- WAVE I: Mobilization of the Sector

I. Private Sector
One of the focal points of this wave of mobilization remained the private sector. Key piece in the proposed multi-sector partnership, entrepreneurs were still very resistant to participation.

After a first circle of partners, composed mainly of large national or multinational companies with a consistent performance in the area of social responsibility and private social investment, the Pact was not able to attract new members, entrepreneurs. In an attempt to broaden the number of private partners and create strategies to consolidate commitment and co-responsibility for results, a "Pact Accession Agreement" and a "Pact Partner Seal" have been established.

The Seal was offered by the Group of Strategic Partners of the Pact (GPEP) to its members, with annual validity. Its renewal would be made in accordance with the fulfillment of the responsibilities, formalized in the Instrument of Adherence to the Pact. The seal could consist of all promotional material produced by the company. The Adherence Term included the commitments assumed by the company for that year and was signed in a ceremony attended by the Governor.

II. Mobilization of schools

On 23rd of August, the second edition of the Pact Day in schools took place and it was proposed the participation of municipal public schools networks.

As the assessment was that the first edition had somewhat eluded the Pact theme, there was a strengthening in 2014 that schools would have a greater focus on school situation analysis (IDEB) and the challenge of 30% of this index.

The involvement of partner companies in this initiative led to a greater number of business volunteer actions.

E. SUPPORT FOR THE IMPLEMENTATION OF SISPAE

In support of the implementation of the SISPAE 2014, members of the Regional Committees, mayors and the municipal secretaries of Education were actively mobilized. The objective of this online mobilization was to sensitize the key actors for the adhesion to the Para System of Educational Evaluation (SISPAE). In addition, telephone contact with them has also become a valuable tool for mobilization.

In order to join SisPAE, it was necessary to participate in training, workshops and workshops to elaborate items, as well as to form planning, monitoring and study groups to multiply training in the Schools.

From this version of SisPAE, the vast majority of municipalities and schools of the state and municipal networks participated, which allowed the design of a Recognition System based on its results.

F. CONCEPTION OF A RECOGNITION SYSTEM

As the proposal for the Pact was collaborative, results-oriented management, it was essential to devise strategies that would allow the recognition of the most advanced ones. In this sense, a Recognition System was conceived in 2014, focused on the identification of the best performers and actors.

For this, there was a prior collection of perceptions, with the SEDUC team and partners, for the alignment of the guidelines of this Recognition System. In addition, the Synergos Institute met with the Peabiru Institute and UNICEF, for a partnership in the design and implementation of this system.

In summary, the Recognition System should recognize: (a) schools: management teams, classes, teachers and school boards; (b) SEDUC professionals: central bodies and regional teams; and (c)

members of the Regional and Municipal Committees. In this first version, municipalities with higher percentages of coverage of schools and students who carried out SISPAE tests were included.

The recognition criteria should take into account groups with better results and greater gains, based on the components of the IDEB (performance and flow) or advances in process indicators (adherence of municipalities, installation and operation of Committees, installation and operation of School Councils, as Pact Committees).

It should be noted that the proposal was for a Recognition System and not for awards. Those recognized were entitled to certificates delivered at an impressive Recognition Ceremony with the presence of the Governor, something like a true "Academy Award". The prizes, donated by the partners, were granted by lot, among those recognized.

The Recognition System was conceived and institutionalized in a 2014 announcement, in order to create a motivation regarding the SisPAE of that year and the implementation of Governance, but the first Recognition Ceremony only occurred the following year, after the results were released.

3. RELEVANT CONSIDERATIONS

The year 2014 was very difficult for the Pact. In relation to the work with SEDUC, we were able to identify important challenges, namely: (a) internal processes and the still very resistant structure; (b) Project Office lacking resources, physical structure and adequate equipment; (c) primary school projects requiring clear and operational strategies with partners to reach municipal networks; (d) high school projects without leadership or direction; (e) some priorities for 2014 had implementation commitments due to delays, ranging from the definition of scope and action strategies to the necessary bidding processes; and (e) leadership formation in the process of implementing the Pact needed to be encouraged.

The last quarter of 2014 was marked by the election period and, later, by the reorganization of every governmental apparatus, which of course included the secretariats involved in the Pact. In this sense, some activities could not be performed, due to the breakdown of agendas and pre-established routines.

After the electoral period, a letter was drawn up for the re-elected governor, Simão Jatene, and presented to him at a meeting with partners on the first day of December, highlighting the strategic importance of the year 2015 for the sustainability of the Pact.

At this meeting, there was alignment, definition and renegotiation of the partnership with the Pact. The Governor signaled that there would be changes in SEDUC, but he committed to the Pact

as a priority in its management. Prior to the meeting, meetings were held with the Pact´s Partners for prior alignment.

In spite of this context, the biggest problem faced by the Pact was the relationship between Synergos and SEDUC. After two first secretaries- Nilson Pinto (2012) and Claudio Ribeiro (2012/2013) - both of whom were absolutely in favor of the Pact and Synergos as a Backbone Organization, took on a new team from the university with no experience in basic education, or knowledge of the Pact's proposals. Even so, the secretary declared that he was not interested in what he called the "old secretary" and that his function was to lead the Pact, since it was a "SEDUC initiative".

It was then started a period of great confusion between the functions of a backbone organization and the head of the main partner organization, creating a climate of great conflict. Although conflict is an inherent feature of partnerships, its level has become so high that it has become difficult to establish a conciliatory process. Fortunately, the governor, realizing the danger of the initiative, made yet another change of secretaries.

2012 ● DECISION AND DESIGN

2013 ● THE BEGINNING OF IMPLEMENTATION

2014 ● STRENGTHENING AND EXPANSION

2015 ● **CLARIFYING THE MODEL**

2016 ● FINALLY, RESULTS!

2017 ● INSTITUTIONALIZATION
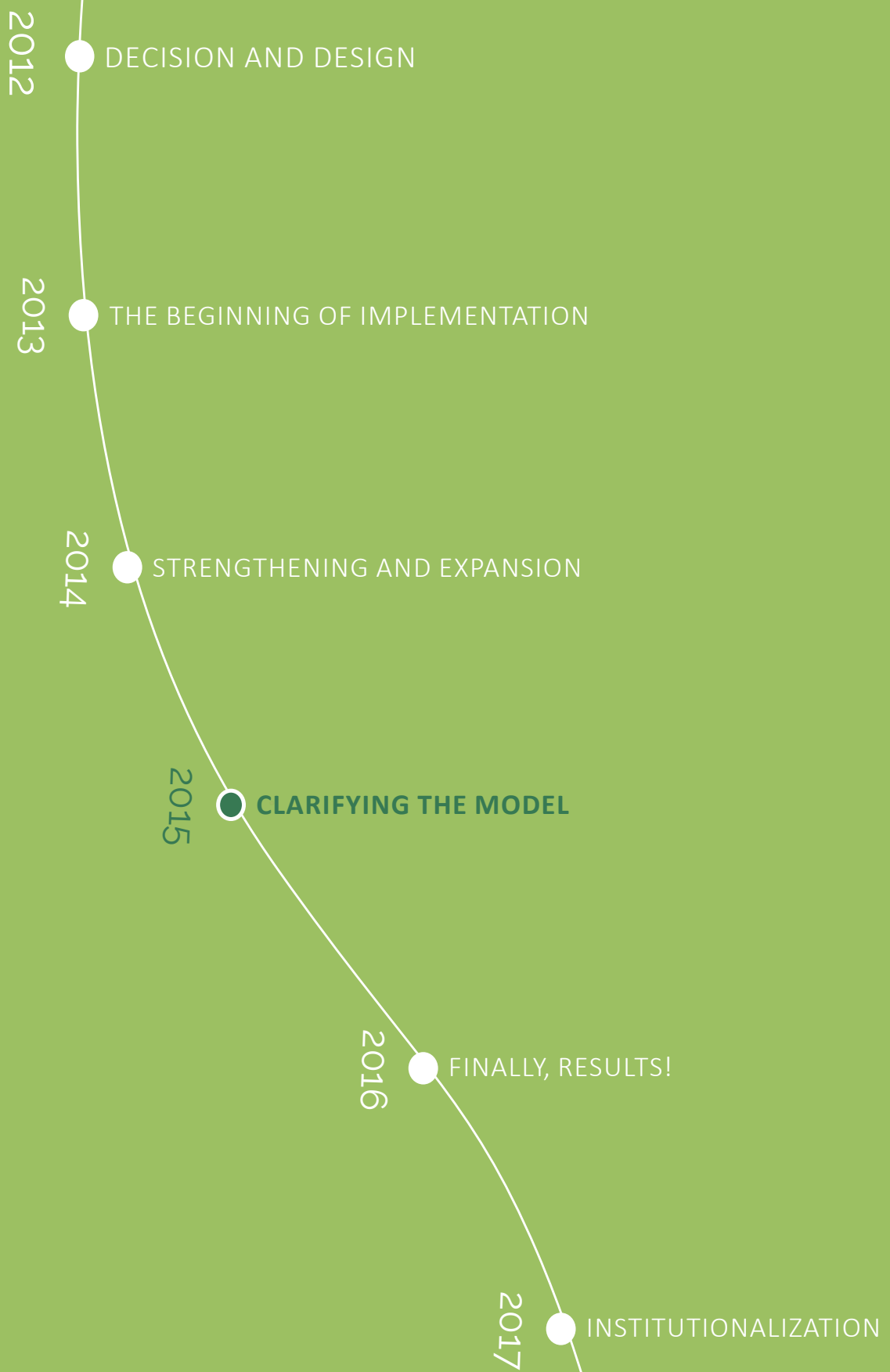
1. CONTEXT

In the year of 2015 Synergos Brasil was finally able, based on its two and a half year experience in the Pact for Education in Pará, to consolidate the design of a social technology, aimed at the conception, implantation and evaluation of a Multi-sector Partnership.

In 2012, when the Pact began, there were few examples of this type of initiative and limited academic output on the subject. Synergos, based on international experience, had consolidated a set of learning and identified some guiding principles, such as: (a) systemic thinking; (b) personal transformation for social change; (c) the need for leadership--bridge; and (d) the use of guidelines of a collaborative process, at all stages of implementation.

There was, however, an organic conception of what would become a Multi-sector Partnership and the role of an organization charged with structuring and functioning. The beginning of the process had been very intuitive, full of trials and errors, as well as full of doubts.

By 2015, when we had a clearer view of the process and prepared to draw it, we had contact with a rich bibliography on the subject.

With different names, Collective Impact Partnerships, Collaborative Governance or Partnership for Social Impact, these proposals included many of our conceptual and methodological "bets".
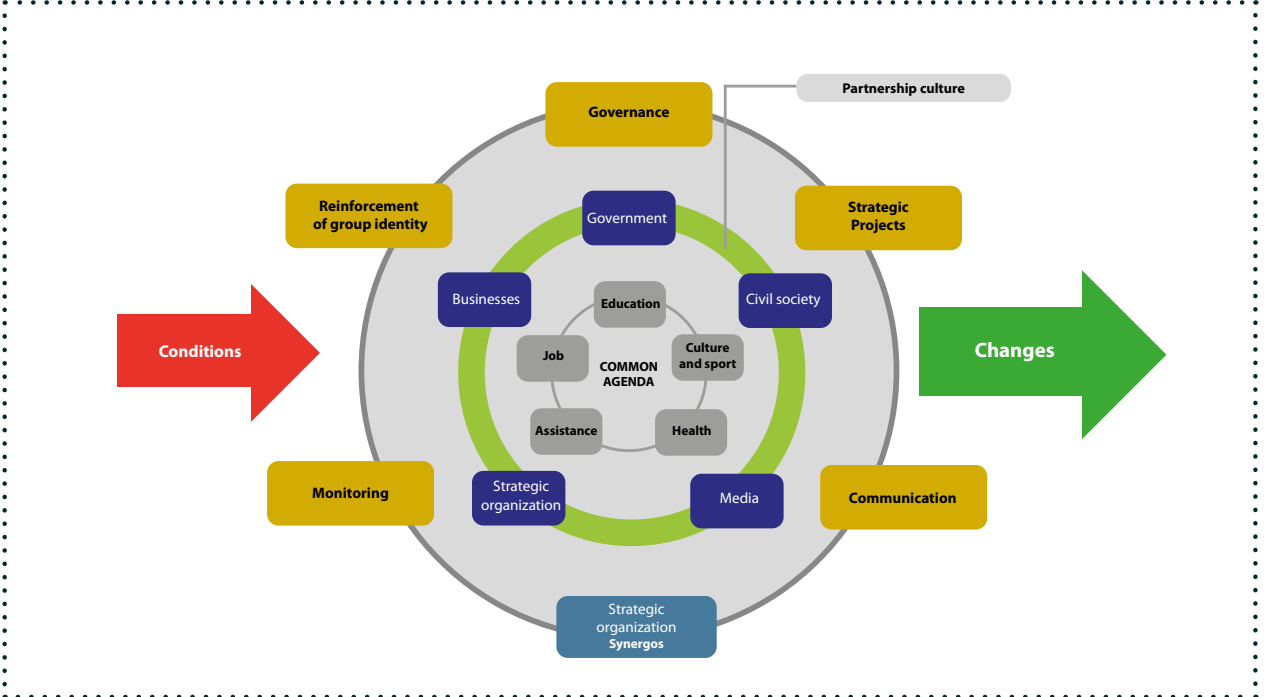
The design of the structure of this technology, result of our practice and other experiences, contributed strongly to clarify the role of the Synergos as a Backbone Organization of the Pact for Education in Pará.

From then on our responsibilities were more effectively defined: supporting the design and updating of a common agenda; mobilize strategic partners; support the institutionalization of governance through committees at different levels; support the implementation of a management for results, focusing on strategic projects; maintain continued communication; monitor the results and promote activities to reinforce the construction of a common identity and the maintenance of the motivation of the partners.

It was also clear that, in addition to the goal of increasing the IDEB by 30%, we would have to promote systemic changes, capable of fostering the sustainability of the initiative, such as: (a) greater involvement of society with the theme of Public Policy of Education; (b) greater awareness of the importance of Multi-sector Partnerships; (c) better alignment and integration of efforts; and (d) stronger, more effective and more institutionalized partnerships. We also reinforced our belief in the importance of using systemic thinking at all stages of the partnership process. Only this form of analysis would allow the identification of networks of causality and points of intervention, really effective in the collaborative change of reality.

In addition to this fantastic conceptual gain, we have made considerable progress in important indicators of the implementation process of the Pact: (a) in SEDUC, the consolidation of the Project Office, the substantive improvement of the management and the effective implementation of priority projects; (b) decentralization, the arrival of the Pact to municipalities, through the proposal of the Municipalities Pilot Pact (18 municipalities joined this year); and (c) in the mobilization of partners, increased participation of the private sector, due to the implementation of the proposed Pacto Partner Seal and the Pilot Municipalities initiative of the Pact.

On the other hand, despite the fact that we faced a 73-day strike, corresponding to 36.5% of the 200 obligatory school days this year, proficiency gains appeared in the comparison between SISPAE results between 2014 and 2015. In were substantive gains, with the exception of Mathematics in the ninth year. These gains were even higher in the average of the Pilot Municipalities of the Pact, demonstrating the assertion of this proposal.

Challenges were not lacking in the year 2015. The largest of them was, at the end, the retreat of many supporters of the Sustainability Fund, due both to the difference between the rhythms of the public and private sectors and to the responsible financial crisis by the retraction of some social investments.

2. MAIN ACTIVITIES

The most relevant actions carried out by the Synergos Institute were organized according to the functions identified for a Backbone Organization: (A) to support the design and updating of a common agenda; (B) mobilizing strategic partners; (C) support the institutionalization of governance through committees at different levels; (D) support the implementation of management for results focused on strategic projects; (E) maintain continuous communication; (F) follow the results and (G) promote activities to reinforce the construction of a common identity and the maintenance of the motivation of the partners.

A. SUPPORT DESIGN AND UPDATE OF THE COMMON AGENDA

I. Identifying other programmatic possibilities
Following the characteristics of an adaptive planning, typical of collaborative processes, we started to identify, at other levels of government and sectors of the state government, and in private sector initiatives, other initiatives that could enrich the Strategic Actions Plan and strengthen the inter-sector and public-private character of the Pact.

In this sense, we work in the identification of projects that could effectively contribute to the achievement of the 7 results, whether governmental initiative (federal, state or municipal), businesses, institutes, foundations and NGOs that could be implemented.

Our role was to identify them and to disseminate them to SEDUC and to the Municipal Secretariats of Education (SMEs). For this, a Project Menu was elaborated, with basic information so that the managing organs could implement them.

II. Support for the implementation of new projects
Some projects, institutes and foundations were already in the process of being implemented in some municipalities of the State.

This is the case of, for example, the ABCD Institute's Todos Aprendem project, which secured funding to implement it in spring, where it carried out 20 hours of teacher training. Another example was the Plinks project (Joy Street / Instituto Ayrton Senna), which was deployed in Salvaterra, where 440 students were involved in the activities.

SEDUC also implemented a new project, Learn More, in Salvaterra and Almeirim, training 41 professionals. This process was also supported by Synergos.

III. Support for regularization of School Boards

The flow of resources from the state and federal governments to the municipalities and from there to the schools depended on the existence of regularized and defaulting School Boards. In the vast majority of municipalities, there were schools without councils or with defaulting councils, which represented a major setback for the implementation of the Pact.

To deal with this problem, a task force was set up, composed of SEDUC, the State Treasury Secretariat (SEFA) and the Court of Auditors, to advise municipalities on the formation and regularization of their schools' councils. Technical meetings were held in 8 municipalities, involving 843 participants.

Synergos participated in all this programming, presenting the Pact, its Common Agenda - strategic goals, results and projects -, its management proposal for results and for participatory governance.

B. MOBILIZING STRATEGIC PARTNERS

I. Mobilization of the Private Sector

The adhesion of the local businesses was very timid in the first stages of implementation of the Pact. Based on this finding, it was decided to prioritize this group.

There was a need not only to mobilize a larger group of businesses, but also to formally commit them with the desired contribution, recognize the fulfillment of the commitment and qualify their participation.

To this end, the Partner Seal of the Pact (annual) and the Certificate of Commitment Accomplished were implemented, and a guide on "Private Sector Contribution to the Education Pact in Pará" was published and disseminated.

The Seal was intended to be a source of incentive to participation, since, being inserted in all promotional material of the company, would represent a true certificate of social responsibility with the education of the new generations of Para. The certificate, in turn, would be proof of the duty fulfill, adding value to the company brand.

But wanting to do it was not enough. It was important for companies to know what to do and how to do it. Hence the guide concrete options for collaboration were presented, along with specific guidelines for each option.

This guide was the basis for an annual Commitment Term to be signed at a ceremony attended by the Governor. At the beginning of the following year, also in a ceremony, a Certificate of Commitment was issued and a new annual seal was issued.

To disseminate these possibilities, 11 business mobilization workshops were held in different regional centers, such as Abaetetuba, Belém, Capanema, Castanhal, Santarém, and municipalities of the Marajó Island.

In addition, we have specific meetings with businesses, institutes and foundations to present the Pact: Dow Corning, Bunge Foundation, Telefónica Foundation, Imerys Rio Capim, Alcoa Institute, Natura Institute, Norsk Hydro Brasil, SIMineral and Timac Agro.

It is important to note that some of them have become PACT's programmatic or financial partners in 2015: Dow Corning, Imerys Rio Capim and Norsk Hydro Brazil.

By the end of 2015, fifty (50) organizations have been honored with the Pact's Partner Organization seal. Among these, there were important institutions in Pará such as the Pará Commercial Association (ACP), the Federation of Commercial and Business Associations of Pará (FACIAPA) and the Association of Sales and Marketing Directors of Brazil - PA (ADVB- PA), which develop a joint action in Melgaço, the municipality with the lowest Municipal Human Development Index (IDHM) in the state.

II. Mobilization of Municipalities: Pilot Municipalities of the Pact
The proposal of the Pilot Municipalities of the Pact (PMP) was to mobilize and support municipalities that proposed to act as a demonstration effect on the possibility of reaching the goals in 2017. They should also serve as an inspiration for new ways of improving results in education.

To participate in the initiative, the municipality should join with the approval of the mayor, the secretary of education and the representative of an organization (company of any size, NGO, religious segment, cooperative, foundation, university, among others) that undertakes to assume the responsibilities of Partner Organization of the Municipality.

The important thing was that the municipality was not chosen. It was he who chose to participate, assuring the supra-party character of the initiative.

a. The commitments
The commitments of the Municipality, the Partner Organization, SEDUC and Synergos were signed annually, in a public ceremony, always with the presence of the Governor.

SEDUC committed to: (a) prioritize PMP in the implementation of strategic projects; (b) provide infrastructure conditions for the state schools located in PMP; and (c) ensure the provision of teachers and technical professionals in the state schools of these municipalities.

The municipalities undertook to: (a) install the Municipal Education Plan Commission and the Municipal Pact Committee, in an integrated manner; (b) design and approve the Municipal Education Plan, based on the goals and results of the Pact; (c) create and / or support the functioning of the Municipal Education Council; (d) to use CONVIVA as a management tool; (e) implement mechanisms to guarantee the transition of students between Elementary and High School; (f) ensure that at least 90% of the state and municipal public schools have their School Councils regularized, functioning and complying.

The commitments of the Partner Organizations were: (a) participation in Governance as a member of the Municipal Committee or School Committees; (b) support for municipal management or public schools; (c) establishment of partnership with at least one school; (d) social investment directly in the municipality; (e) support for the expansion of programs and projects of initiative of other organizations; (f) provision of vacancies in Apprentice Law programs that prioritize students from public schools; (g) corporate volunteering, especially on School Compact Day and the Educator Family Campaign; (H) mobilize other partner organizations.

Synergos was committed to: (a) providing technical support; and (b) promote the exchange between the Pilot Municipalities of the Pact.

After intense publicity campaign, 18 municipalities joined the proposal, becoming Pilot Municipalities of the Pact 2015.

In this process, 19 organizations became partners of PMP: Fundação Jari; B & A Mining; Vale Foundation; Peabiru Institute; Alcoa; Associação Comercial do Pará (ACP), ADVB-PA and FACIA-PA; Agropalma; Mining Vieira; Juparanã Comercial Agrícola; Transportation Caliman; Votorantim Cimentos; Salinas Park Resort; Banpará; Supermarket CR Network; Cerâmica FM Lima; Instituto Brasil Solidário and Pagrisa.

As can be seen, they were companies of different sizes and sectors, as well as trade associations, institutes and foundations.

b. Fulfillment of commitments

Synergos provided the PMPs with support for local mobilization, especially the private sector, and for the installation of the Municipal Committees, organizing 13 local meetings, in which 71 businesses participated.

The Partner Organizations, which were committed to mobilizing other local partners, started a real chain of mobilization. The most successful example was that of Pagrisa, a partner in the municipality of Ulianópolis, which managed to mobilize 32 local entrepreneurs.

We also held, in partnership with SEDUC, meetings to exchange experiences among the PMPs and present the progress made. The State Governor participated in these spaces of collaborative learning.

As for SEDUC, there was a certain internal delay in engaging in the proposal, and the commitment to prioritize these municipalities was not fully met, especially in relation to construction works, adequate provision of human resources for state schools, meals and school transportation. Despite

an atmosphere of mistrust regarding the proposal had been created, the motivation generated by the challenge itself, the success in mobilizing local partners, and the gains from exchanges of experience and collaborative learning seem to have neutralized negative feelings.

III. Mobilization of Families

Parallel to the mobilization of the private sector, we concentrated our efforts on the involvement of the Pará families in the school life of their children. This was not something new in the Pact, but it was only in 2015 that we were able to carry out these particular actions.

The mobilization of families was carried out by the Family Educator Campaign, which included a primer developed by a group of technical partners- CIEDS, Educar para Crescer, Futura, Todos pela Educação and UNICEF- coordinated by Synergos.

Initially, we prepared a Communication and Mobilization Plan for the Campaign, with the identification of key actors, as well as an "Activity Menu", with suggestions for using the Booklet in and out of school.

From the content of the booklet, the rights and duties of the family were in relation to the education of their children. It was also identified other sectors that could be involved in this mobilization, such as: Guardianship Councils, Rights Councils, CRAS (Social Assistance Referral Center), CREAS (Specialized Reference Center for Social Assistance) of Health, churches and other religious segments, Community Centers and Trade Associations, among others.

We made the proposal of the Campaign to the Pilot Municipalities of the Pact, with adhesion of 12 PMPs. We sent Campaign support material to them, such as printed booklets, in addition to the logos of the partner companies that opted to print and distribute. We also prepared a tutorial on the campaign, with a menu of possible activities to be developed with the school community.

If we compare the State's average earnings with those of the 18 Pilot Municipalities of the 2015 Pact, we verified that this group, using more effectively the principles of the Pact- results-oriented participatory management, mobilization and institutionalization of partnerships (implementation of Municipal Committees) they obtained average gains, in general, higher than the State average.

It is interesting to note that these gains also happened in the High School of these PMPs, under the direct responsibility of the state level. This result seemed to be an indicator that the idea, much reinforced by the Pact, that municipalities would be responsible for the improvement of their entire educational system, regardless of whether the schools were municipal or state, should have been signed.

Família Educadora — Pacto pela Educação do Pará

3. RECOGNITION SYSTEM CERIMONY

As mentioned earlier, the Recognition System was conceived and instituted in 2014. It aimed to create a motivation regarding SisPAE. In 2015, we held, in partnership with SEDUC, the first Recognition Ceremony, after the dissemination of SISPAE results.

Those recognized presented the greatest gains and were awarded with certificates delivered at an important ceremony attended by the Governor, something like a true "Academy Award". The prizes, donated by the partners, were granted by lot, among those recognized.

The Recognition Ceremony took place in July 2015 and awarded (according to the results of 2014) two female teachers participating in a one-week Learning Day in New York and two students taking a one-month English course in London. The Ceremony was an important instrument for the mobilization of the municipalities to participate in the SisPAE.

4. RELEVANT CONSIDERATIONS

We knew that there was a huge discrepancy between private sector expectations and public sector responsiveness. In the State of Pará, there were serious problems to be faced that delayed the proposed transformation processes.

However, we could see significant advances in all lines of action, such as the strengthening of a culture of partnership between entrepreneurs and education professionals.

Although we only had the results of the SisPAE gains between 2014 and 2015, we were already convinced that we were moving towards validating the proposal of the Multi-sector Partnerships.

The Synergos team felt that the social technology that had just been conceptually devised could be validated in its ability to generate a collective impact in improving the quality of Brazilian public education in Pará, even in a context of socioeconomic crisis.

2012 DECISION AND DESIGN

2013 THE BEGINNING OF IMPLEMENTATION

2014 STRENGTHENING AND EXPANSION

2015 CLARIFYING THE MODEL

2016 **FINALLY, RESULTS!**

2017 INSTITUTIONALIZATION
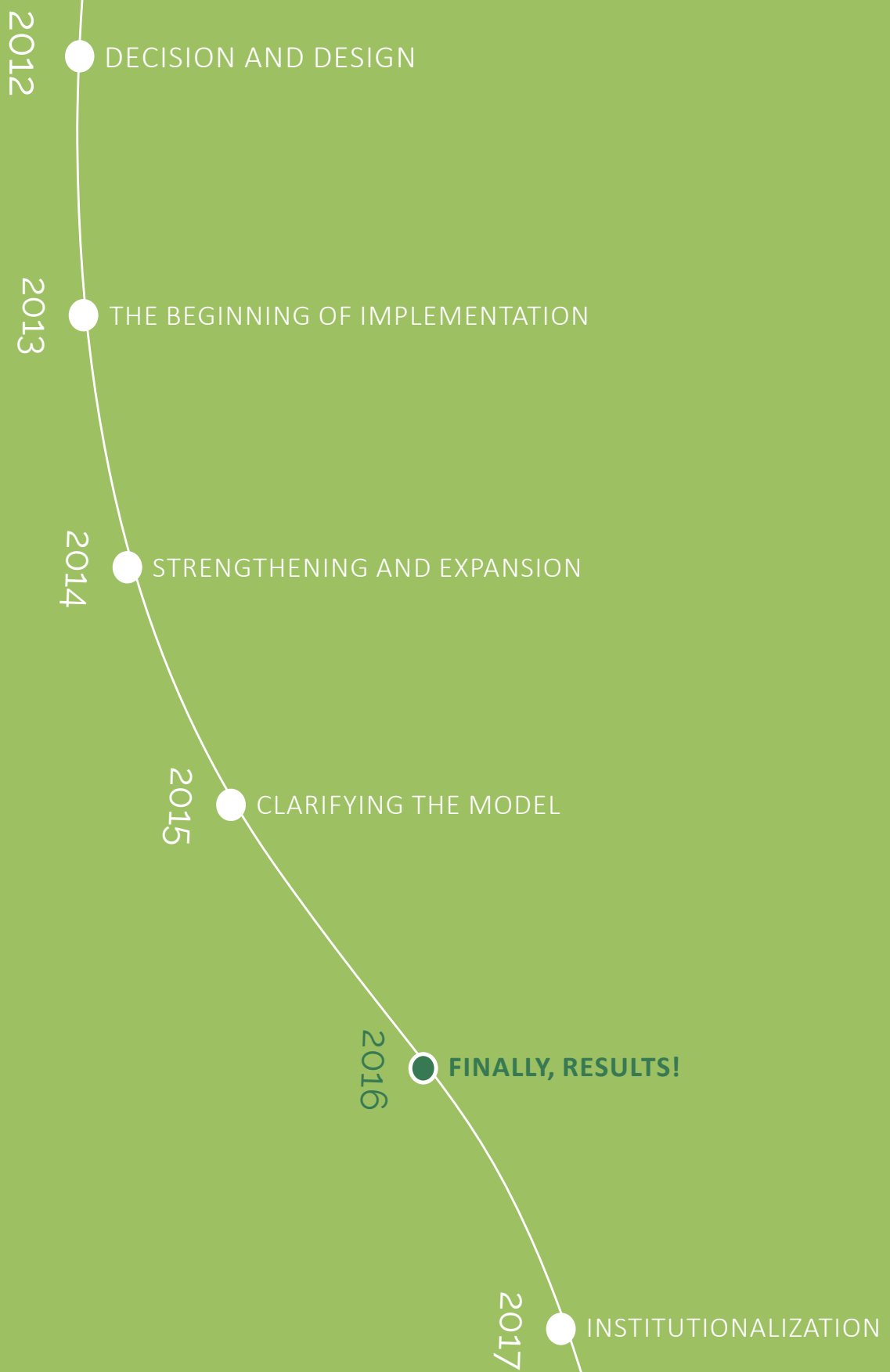
1. CONTEXT

If 2015 was the year in which we progressed in the consolidation of technology, 2016 was the moment of jury with the dissemination of intermediate results. Following the withdrawal of most financial partners at the end of the previous year, especially due to lack of data on progress, IDEB 2015 was finally released in August 2016.

The results were very encouraging, especially in relation to the Pilot Municipalities of the Pact, which served to demonstrate the impact of this proposal on the territories that effectively committed to implementing its principles.

2. MAIN ACTIVITIES

A. SUPPORT THE DESIGN AND UPDATE OF A COMMON AGENDA

While the Governance System represented a means to institutionalize the partnership process, the Common Agenda served as a concrete path towards achieving goals and results.

In this sense, it was essential to support what has been identified by projects as effective instruments for the achievement of each of the 7 results. These projects were both state-level and municipal initiatives, businesses, institutes and foundations, partners or other states.

In addition to identifying them, the role of Synergos was to support the managing body (SEDUC or SMEs), at some stage in the planning, implementation, monitoring and / or dissemination process.

The Menu of Projects had been of great value, and it contained basic information to implement these initiatives in the municipalities. This year, there was already a great advance in the implementation of the strategic projects focused on each of the 7 results.

RESULT 1: INCREASED PERFORMANCE
The main projects implemented, improved or disseminated in the context of the Pact, aimed at achieving this result, were: National Literacy Program in the Right Age (PNAIC / Trilhas, MEC and Natura Institute); Project Learn More (ABCD Institute) and Project Learn More, from school reinforcement for 5th year EF, 9th year EF and 3rd year EM (Unibanco Institute and Belém State government level.

Also included in this relationship was the ProEMI / Jovem de Futuro (MEC and Unibanco Institute), which preceded the Pact and had its universalization initially hampered by problems in its implementation. Another project considered strategic - the definition of an Integral Education Policy - which, in the version referring to Primary Education, had the technical support of the Itaú Social Foundation, interrupted its implementation process when the proposal for High School did not advance.

RESULT 2: DECREASE OF EVASION
In this result, the Mundiar- acceleration of learning program, whose objective was to minimize the "age and grade" distortion, and to combat school evasion using the Roberto Marinho Foundation's Virtual Classrooms methodology in the school units was highlighted.

In seeking to establish a nexus between education and work, which is not present in Regular High School, and a great evasion factor, the expansion of the Young Apprentice program, associated to the secondary schools, was encouraged. The strategy used was to include the proposal in the menu of contributions of the partner companies of the Pact.

Another project that was proving to be very effective in this result was the Coordination of Parents, developed by Itaú Social Foundation, which did not have continuity, also, by problems in the implementation process.

RESULT 3: TRAINING
In this result, the highlight was the support to the consolidation of the Center for the Training of Education Professionals (CEFOR) in SEDUC, which also allowed the extension of vacancies in training programs for professionals in municipal networks.

RESULT 4: IMPROVEMENT OF PHYSICAL NETWORK
This was a field where projects were not well advanced, despite the existing financial resources (65% of the budget of the IDB operation) and the technical support provided by the IDB and Synergos for streamlining the processes. A great possibility of progress could be the proposal of contribution of the Brazilian Army in the monitoring of the works of reform and construction of new schools.

RESULT 5: MANAGEMENT IMPROVEMENT
One of the main challenges for the implementation of strategic projects was the improvement of the management of SEDUC. One of Synergos' main contributions in this field was offer support to the implementation and strengthening of the Projects Office (PO). In view of the new context of the Projects Office, Synergos' systematic performance has practically ceased, occurring only on

specific issues. We had great success in the proposal of designing, validating and transferring.

A second line of action was the support for the implementation of the Para Educational Assessment System - SisPAE, a fundamental instrument for improving the management of the state and municipal systems, for the improvement of teaching practice and for monitoring and measuring the results of the Pact.

On the other hand, Synergos continued to support the proposal of the Project Articulators. This proposal has also suffered setbacks in its implementation that privileged the Pilot Municipalities of the Pact.

RESULT 6: MOBILIZATION
The main sources of mobilization were the private sector, schools and families. Efforts were also continued with the religious segments, organized civil society and artists but with little success.

RESULT 7: USE OF TECHNOLOGY
In a state such as Pará which faces problems such as great geographical distances, transportation difficulties and teacher shortages, the use of technology can represent a real "leap into the future". It would allow any student or teacher, even in conditions of geographic isolation, to have access to the best didactic experiences through the learning objects available on the internet.

In this sense, Synergos was supporting the implementation of projects: Geekie Games, SEDUC Digital (Digital School), Rural Connected School and Plinks.

The problem to be faced in this result was the internet access infrastructure that, despite having advanced a lot, mainly through initiatives such as Navega Pará, was still far from satisfactory.

B. MOBILIZING STRATEGIC PARTNERS

The main focus of mobilization this year was on the private sector and families.

I. Mobilizing the Private Sector
Regarding businesses, in addition to consolidating the initiative of the Partner Seal of the Pact, the seminar "Public-Private Partnerships for Education", promoted by the Synergos Institute, was held on March 3 at the Government Palace in Belém and by the State Government.

Its purpose was to increase private sector mobilization around the Pact and recognize the action of already active partners. The event was attended by the founder of the Synergos Institute, Peggy Dulany, governor Simão Jatene, Secretary of Education of the State Ana Cláudia Hage, managers of the educational and business sector. At the time, thirty-five Pact partner organizations were recognized.

In 2016, it was already possible to offer the certificate of fulfillment of the commitments assumed by the Partner Organizations in 2015.

II. Mobilizing families

The Family Educator campaign, implemented in an experimental capacity in 2015 in the Pilot Municipalities of the Pact (PMPs), was expanded in 2016, also involving health care systems and partner organizations.

Its purpose was to raise families' awareness of the importance of participation in their children's school life. The main recipients were families, students and schools with the following proposals: students from public networks were considered the target of the campaign's objectives; school managers, the strategic public to reach the goals by being able to influence directly in the school; families of students, the priority public in function of the direct bond with the main beneficiary-the student- and of being determinant for the abandonment or the stay of this one in the school.

In addition to these, key actors were considered: (a) programs aimed at students or young people in general, such as ProPaz and Bizuu, due to the possibility of young people being disseminators of the campaign; (b) Guardianship Councils, Municipal Councils for the Defense of Children and Adolescents, and the State Council for the Defense of Children and Adolescents, for having direct contact with socially vulnerable families whose children have already evaded from school or are imminent to evade and (c) employees of partner companies that are parents or relatives of students in public education networks.

The campaign was effectively multi-sector, both in design, involving many technical partners, and in planning and execution. Within the state government, there was a real inter-sector involving, from the previous work plan, several organs. The partner companies contributed in the reproduction of the campaign material to their collaborators.

III. Mobilizing Municipalities: the proposal of the Pilot Municipalities of the Pact

a. A new wave of adhesion

Since 2015, the Pilot Municipalities Pact (PMPs) initiative has been implemented in order to mobilize municipalities for full participation in the Pact, with the participation of 18 municipalities.

In 2016, the proposal was resubmitted, receiving new accessions. On March 30, a ceremony was held to sign the Pact Pilot Municipality Terms of Accession (PMPs).

At the time, 16 municipalities joined the initiative, followed by another 6 (six), which formalized the adhesion afterwards, totaling 22 (twenty-two) Municipalities Pilot Pact 2016.

As a result, in 2016, the initiative began to count on 40 of the 144 municipalities in Pará, which committed themselves to implementing the Pact's guidelines, including the institutionalization of Municipal Committees.

With the accession of Belém and Ananindeua in 2016 and Santarém in 2015, the initiative included three of the most populous municipalities of Para.

LIMOEIRO DO AJURU
CACHOEIRA DO ARARI
SALVATERRA
PONTA DE PEDRAS
SALINÓPOLIS
TRACUATEUA
SÃO JOÃO DE PIRABAS
PRIMAVERA
CHAVES
BREVES
BONITO
SANTA BÁRBARA
S. IZABE
ANANINDE
MELGAÇO
CURRALINHO
BELÉM
ALMEIRIM
SÃO MIGUEL DO GUAMÁ
OURÉM
TERRASANTA
ORIXIMINÁ
JURUTI
PRAINHA
SANTARÉM
PORTO DE MOZ
MOJU
VITÓRIA DO XINGU
BREU BRANCO
IPIXUNA DO PARÁ
PARAGOMINAS
TAILÂNDIA
ULIANÓPOLIS
NOVO REPARTIMENTO
GOIANÉSIA DO PARÁ
JACUNDÁ
NOVA IPIXUNA
CANAÃ DOS CARAJÁS
XINGUARA
REDENÇÃO

MUNICIPALITIES 2015   MUNICIPALITIES 2016

b. Collaborative learning: the exchange of experience between Pilot Municipalities of the Pact (PMP)

An important component of the Pilot Municipalities of the Pact proposal was the promotion of peer learning spaces through the exchange of experiences. In this sense, the first joint meeting of the 40 PMPs was held in June 2016.

These meetings, on a quarterly basis, represented not only mutual confidence and reinforcement of the partners' motivation but based on concrete experiences of the PMPs, issues related to the main challenges in the implementation of the Pact in the municipalities were discussed.

C. GOVERNANCE

I. State Committee
Following the creation in 2015 of the Working Groups (WGs) for each of the 7 results provided for by the Pact, priority criteria were discussed, and the Work Group was defined as the first to be installed.

The WG was composed of nine institutions:
a. Coordination of International Relations- CORI
b. PROPAZ Foundation
c. United Nations Children's Fund- UNICEF
d. Synergos Institute
e. Secretary of State for Social Assistance, Labor, Employment and Income- SEASTER
f. State Secretary of Education- SEDUC
g. Secretariat of State for Public Health- SESPA
H. Extraordinary State Secretariat for the Integration of Social Policies- SEEIPS
i. National Union of Municipal Education Directors- UNDIME

Among the initial actions of this WG, the following stand out: (a) the production of a diagnosis about the problem in the public state and municipal teaching networks; and (b) the identification of convergent individual initiatives, such as the Unicef Approved Municipal Seal which, in its agenda, proposed actions that strengthen access to and permanence of students in schools.

Other important complementary initiatives identified were: (a) work with Bolsa Familia families, developed by the State Secretariat for Assistance, Labor, Employment and Renewal (SEASTER); and (b) the actions of the Health and Prevention Project in Schools (SPE) by the State Department of Public Health (SESPA).

One of the outcomes of this WG's work was the participation of Synergos in the 1st Workshop of the Education Module of the Family and Citizenship Project, carried out by the Articulation and Citizenship Center (NAC), in partnership with SEDUC.

The theme of the workshop was "The Pact for Education and the permanence of students in school" and aimed to contribute to the qualification of actors from different areas of knowledge such as Social Assistance, Education, Health, Employment and Income, so that these could act as territorial leaderships, helping to prevent and combat evasion through inter-sector and integrative actions.

At the end of the year, the group established as priority actions for the agenda for 2017: (a) mapping evasion factors in municipalities; (b) prioritization of articulated actions among secretariats in the 40 Pilot Municipalities of the Pact; (c) reducing the gap between Social Assistance, Education and Health in the monitoring of Bolsa Família specificities; (d) monitoring evasion made by the State Coordination of the School Census, initially in relation to 40 MPPs; (e) the prioritization of the advisory and training of professionals of the municipalities for Prova Brasil and Learn More; and (f) the creation of the Network of Technical and Normative Assistance to the Pilot Municipalities of the Pact.

The preliminary result of the GT work was presented at the last Meeting of the Pact in November.

Graph extracted from presentation on Pact in 2016
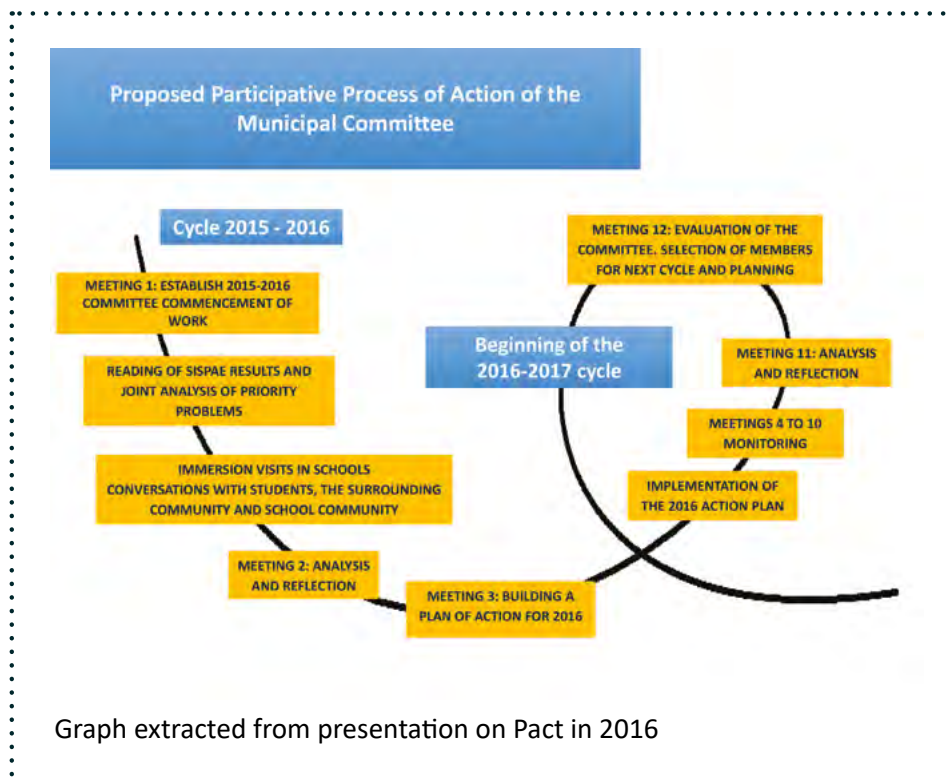
II. Municipal Committees

This year, we continued to provide advice to municipalities, especially PMPs, for the installation of the Municipal Committees. In this sense, proposals for a collaborative process in the functioning of the Municipal Committees were strengthened, using methodologies such as U Theory, in the design of Action Plans. Thus, the following adaptive planning model was suggested: The activities of the Partner Organizations were also strengthened. In this sense, it was suggested that they organize a group to engage the largest number of local companies, with specific attributions.

In the Municipal Committees, the Partner Organizations should:

- Monitor and support the articulation between the proposals of the State Pact in the Municipality and the Municipal Education (PME) approved;
- Monitor and support the identification of projects and strategic actions in the PME / PE as a function of the 7 results of the Pact;
- Mobilize and articulate local resources (companies, civil society, local leaders, universities, religious segments and media) that could complement or qualify strategic actions;
- Monitor the execution of the SME (Strategic Actions) and monitor its results;
- Support the articulation between the state network and the municipal network;
- Encourage and support the establishment and operation of School Compact Committees;
- Mobilize interest groups in education to adhere to the Municipal Pact for Education and contribute to the achievement of results.

III. School committees

In order to implement the PMPs in the implementation and qualification of the Pact Committees in the School, guidelines on the subject were systematized and disseminated.

In defining the common agenda, it was suggested for the school: (a) to define the specific challenge of the school (IDEB 2011+ 30% = IDEB 2017), "where are we" and "where should we arrive"; (b) Identify, in the PPP of the School, strategic actions planned for each of the 7 results; and (c) devise other possibilities for strategic actions.

In mobilizing partner organizations, schools should: identify, in the private sector (local trade, industry), local organizations (community associations, NGOs), local media (community radio) or religious segments, potential strategic partners of school.

In order to institutionalize the Pact at school, it was proposed: (a) to install the Pact at School (CPE) Committee, in a public ceremony to sign a Term of Commitment, preferably on School Day at School; and (b) define a person responsible for organizing monthly meetings, elaborating a memory of the decisions and circulating the information among the members of the CPE.

To follow up the results it was suggested: (a) to monitor the implementation of the strategic actions, linked to the 7 results of the Pact; (b) mobilizing and using support from other partner organizations (volunteering, technical support) to increase the scope and impact of actions; and (c) monitor the impacts of strategic actions on results.

For the communication, it was indicated: (a) monthly meetings open and disclosed; (b) reinforcement events, such as Adhesion and Recognition Ceremonies, graduations, etc; (c) creation of WhatsApp, Facebook Group or Google groups; and (d) creation of the School Site.

D. SUPPORT IMPLEMENTATION FOR MANAGEMENT OF RESULTS

If in previous years, Synergos' main focus had been on SEDUC, especially the Office of Projects, in 2016, given the great progress made, the priority was the municipal level.

In this sense, our efforts focused on direct support to the Pilot Municipalities of the Pact, having as main instrument the Project Menu and being carried out, mainly, through the Exchanges of Experiences Meetings.

E. COMMUNICATION

In 2016 Synergos Institute's support in the area of communication focused on mobilizing new municipalities and encouraging the implementation of Pact actions, such as the Family Educational Project and the installation of Municipal Committees.

To this end, presentation pieces and "step-by-step" materials were created along with videos and guidance documents. We supported SEDUC's Communication Department in disseminating themes, events and results of the Pact.

We also supported the organization of the Pact for Education Recognition System Ceremony. This ceremony, which in 2015 was organized by the Synergos Institute with the support of SEDUC, was promoted by SEDUC in 2016 with the support of Synergos, who transferred to the Secretariat its experience in the design, organization and dissemination of the event.

The great ally in the spreading and sharing of information were social networks, especially WhatsApp. A few examples:

F. ACCOMPANY RESULTS

I. Overall results

Education in Pará faced, in the years prior to the Pact, the so-called "lantern syndrome". Taking the last places in the national ranking and still astonished the indexes going downhill, despite efforts.

Pará had been living with the sad reality that only three out of ten young people could finish high school. Not to mention the fact that only one of them revealed performance considered adequate in math. In view of this, the Pact for Education in Pará was launched in 2013. It was almost three years of hard work, facing strikes, lack of confidence, skepticism, pessimism, withdrawal and beginning of discouragement. For all this, the dissemination of IDEB 2015 was so important.

Firstly, it allowed a comparison between 2013 (the year of launching of the Pact) and 2015, becoming the first indicator of progress of the initiative. Secondly, it provided a national comparison of this progress. We had so much to celebrate! The public education of Pará had grown in all levels and series evaluated by the IDEB 2015.

The initial years of elementary school- grade 4 and grade 5- registered an IDEB of 4.3, reaching the goal proposed by the MEC for the year 2017. The growth of 0.5 between 2013 and 2015 was supplanted by only 3 states: Ceará (0.7), Alagoas and Maranhão (0.6).

In the final years- 8th grade and 9th year-, the growth of the public network (0.2) corresponded to the national average, representing a reversal of the downward trend in the last years of evaluation of the IDEB (2011 and 2013).

In High School, when the national average of the state networks was stationed since 2009 and in which there were decreases in states such as Minas Gerais, Rio Grande do Sul, Santa Catarina and Rondônia, there were significant advances in Pará. There was a reversal of the downtrend and a significant increase of the IDEB, of the order of 0.3. With this, it obtained the 2nd largest growth in the IDEB, rising four positions in the national ranking.

Finally, the results of the IDEB 2015 seemed to demonstrate that when there is a mobilization of goals and common goals; when the efforts of education professionals, students, family members, entrepreneurs and society are integrated; after all, when you all gather around the same dream, that dream becomes achievable.

Since Pará started from a very low level of results, these advances served as fuel to maintain the belief that the dream is possible, but the reach of the Pact goal still required a lot of effort, mobilization and competent management.

IDEB RESULTS IN 2015

ELEMENTARY SCHOOL
FIRST YEARS
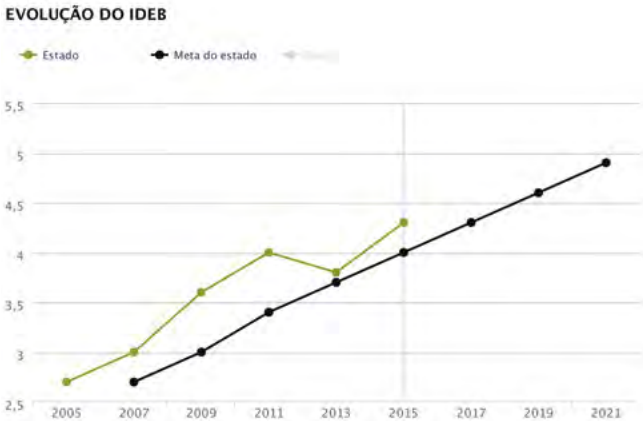
ELEMENTARY SCHOOL
FINAL YEARS
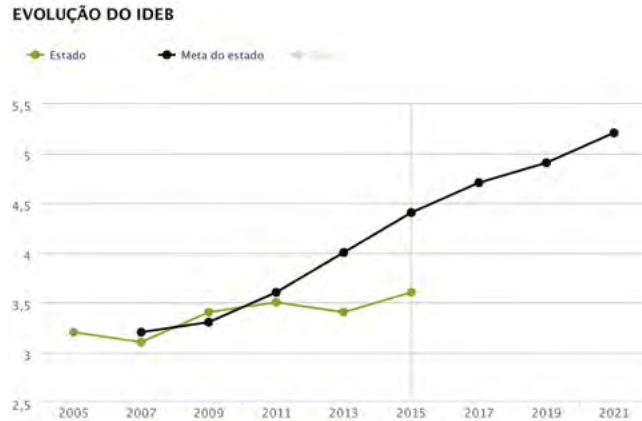
HIGH SCHOOL
12TH GRADE
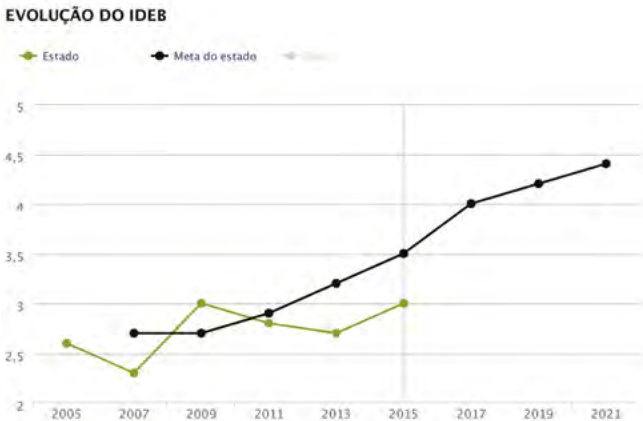
HIGH SCHOOL
12TH GRADE

Data extracted from the presentation on the Pact from 2016.

Data extracted from the presentation on the Pact from 2016

Data extracted from the presentation on the Pact from 2016

IV. Results in Pilot Municipalities 2015

Pilot Municipalities had committed themselves to implementing the main guidelines of the Pact in order to demonstrate the concrete impact of the use of these premises in educational management. And the results were very positive.

In Elementary Years, 72.2% of MPPs had gains equal to or higher than the state average, and 50% of MPPs in Final Years of Primary School.
The municipality of Ulianópolis, which managed to mobilize the largest number of partner companies (32), exceeded the target set for 2021, with the IDEB of 5.9. Five other MPPs had already met the targets set for the medium and long term for the years 2017 and 2019.

These results offered an overall view to the possible effects of the Pact in the case of a large percentage of municipalities in Pará.

G.TUTORING ACTIVITIES

In addition to the set of membership ceremonies, fulfillment of commitments, conclusion of results and launch of proposals, some initiatives of public recognition of the importance of the Pact were highlighted.

I. Participation of the Pact in the Olympic Games

The invitation for the participation of the Pact, in the passage of the Olympic Torch through Belem, represented not only a recognition of the importance of this initiative, but also a reinforcement of the feeling of pride and belonging of the partners involved. As a result, the Olympic Torch was carried in the streets of Belém by the director of Synergos Brasil and one of the students with the best results in High School in 2015.

II. Title of citizen of Pará

The Legislative Power of Para granted the director of the Synergos Institute, Wanda Engel, the honorary title of Citizen of Pará. The honor was held in a solemn session held on September 20, 2016, at the Newton Miranda Plenary Assembly of the Pará Legislative Assembly (ALEPA).

The homage was granted in recognition of the work of Synergos as the Statutory Organization of the Education Pact of Pará.

III. Recognition System

One of the most important motivational tools proposed by the Pact was the Recognition System. In fact, Collaborative Management for Results could not exist without a system that recognizes advances in process and results.

To this end, the Pact´s Recognition System was implemented in 2015, based on the results obtained in 2014 in the SISPAE (Para Educational Assessment System). In that year, the initiative was the Backbone Partner of the Pact under the responsibility of Synergos, with the support of SEDUC.

In 2016, the Recognition System was consolidated, now as an initiative of SEDUC, with the support of Synergos. This change represented an institutionalization of the proposal, guaranteeing its continuity, and was an indicator of success in the proposal to transfer the Pact.

The recognition was based on the results of SisPAE 2016, the gains between 2015 and 2016, in addition to the results of IDEB 2015.

Students, teachers, managers, pedagogical coordinators, among other education professionals were recognized in a certification and awards ceremony in November, with the presence of Governor Simão Jatene and Secretary of Education Ana Claudia Hage. Teachers of students and classes with better performances and greater gains were awarded but it is important to highlight that, in addition to recognizing the best results, there was a special focus on other achievements since the Recognition System intends to highlight the greatest gains. Even schools and students with low initial performances, could be rewarded for their effort.

Recognition was made through a Certificate of Recognition, and the beneficiaries could have access to prizes, offered by the Pact's partners, through a lottery.

Three teachers from public schools in Pará were awarded during the 2nd Ceremony of the Pact Recognition System, with a Learning Day in Rio de Janeiro (RJ). The prizewinners had been recognized in the category of teachers, whose students obtained better performances in the Para System of Educational Evaluation (SISPAE), in 2015.

The costs of all PTA awards - Learning Journey, English Course Scholarships, Tablets, Smartphones and reading kits - were secured through fundraising, together with Pact partners, Synergos Institute and by SEDUC itself.

3. CONSIDERATIONS

The most important lesson of these early phases of the Pact for Education in Pará may have been that implementing a multi-sector partnership is an extremely arduous, complex and time-consuming but extremely relevant task.

The common perception is that everyone agrees with the importance of this type of approach, especially in a crisis scenario, where complex social problems are sharpened, funding sources are shrinking, and institutions' credibility is diminished.

It is as if we are living a true social catastrophe, and unlike the natural disasters around which partnerships are rapidly established, corporatism, sectarianism, and individualism still predominate.

Indeed, the general idea of the need for multi-sector complexity seemed to be almost unanimous. The problem was in its execution.

An organization like Synergos, which proposed to structure a PMP, around goals and results, faced daily resistance, mistrust of the real purpose of its action, fear of diminished power, problems with credit and, especially, expectations about short-term results, which eventually led away important partners.

In this sense, after three years of investment, four supporters ceased their participation. Among the reasons presented were the financial crisis, other priorities and the lack of local institutional responses. There really seems to be a huge discrepancy between the private sector's expectations and the responsiveness of a state like Pará.

In this state, as in most of those with the lowest educational outcomes (and therefore, the need for this type of approach), there are serious problems to be faced - which slow down transformative processes - such as strong partisan political influence, constant changes in educational management, and frequent and protracted teacher strikes.

Even before the official IDEB 2015 results, we were already aware of the encouraging results provided by SisPAE. In addition, 2016 had been the year with the highest number of students from state schools, approved in public universities (about 2,000 students). At the State University of Pará, for example, 66.19% of those approved came from public schools. None of this encouraged the funding partners. Perhaps the situation would have been different if we had defined, more clearly, and agreed with the partners, intermediate results, both process and final.

One of the effects of this success was that the government, through SEDUC, assumed functions of Backbone Organization of the Pact from the second half of this year. In an attempt to assert its leadership in this process, SEDUC has substantially restricted Synergos' field of activity, even as a supporter. In short, the difficulties faced at this stage made our practice as an EO in practice limited to the first half of 2016, without our being certain that the transfer process was consolidated and that SEDUC already mastered the necessary skills to exercise their new role in the collaborative process.

2012 — DECISION AND DESIGN

2013 — THE BEGINNING OF IMPLEMENTATION

2014 — STRENGTHENING AND EXPANSION

2015 — CLARIFYING THE MODEL

2016 — FINALLY, RESULTS!

2017 — **INSTITUTIONALIZATION**
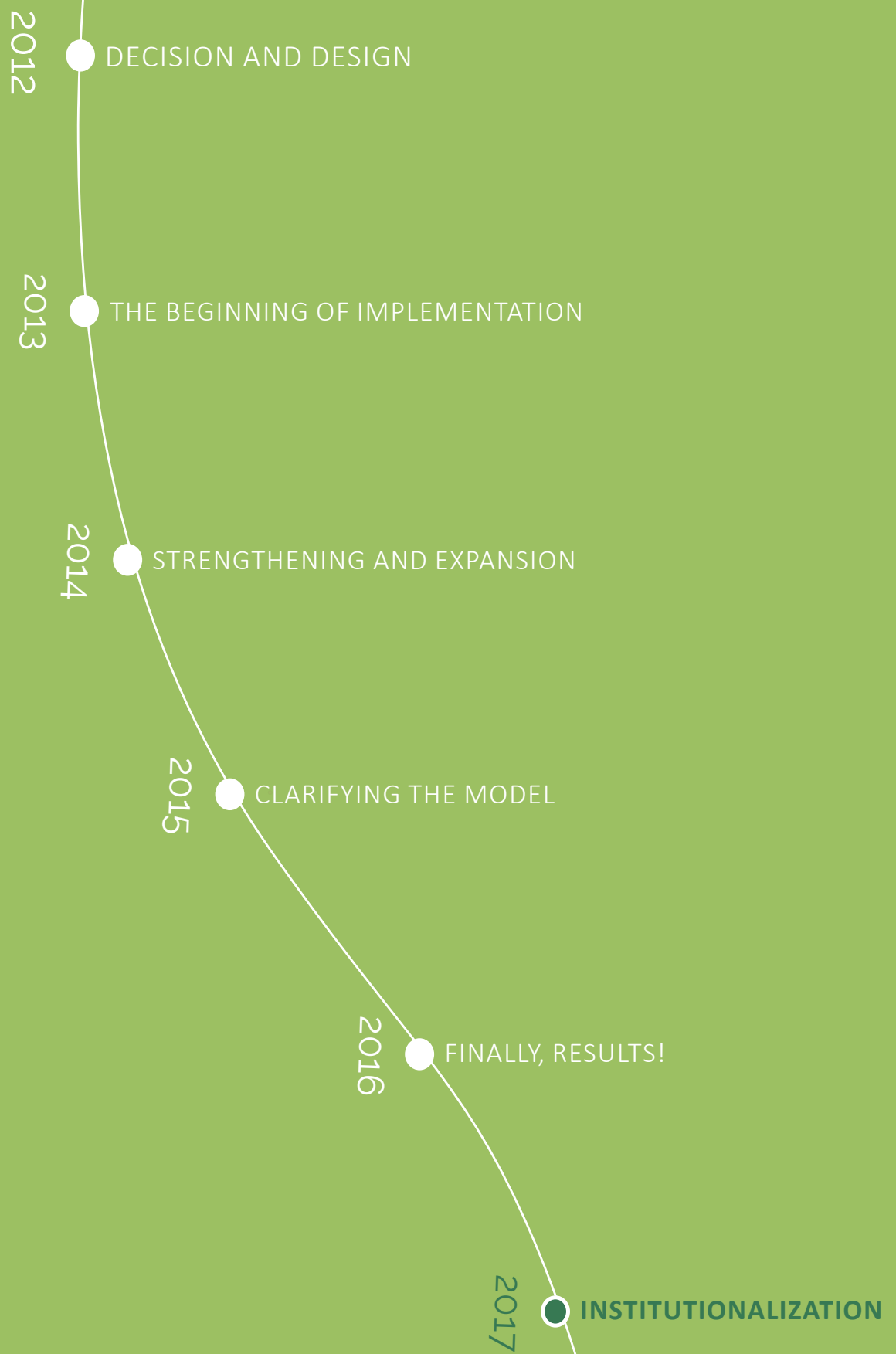
1. THE CONTEXT

This particular year consolidated the institutionalization of the Pact with the conclusion of the transfer of technology to the State Secretariat of Education, which was already assuming the functions of Backbone Organization (BO) in the second half of 2016.

CONCEIVE, VALIDATE, TRANSFER

Design and planning	Implementation	Consolidation	Institutionalization
TRANSFER →			
>> STARTING PHASE 2012/2013	**>> INTERMEDIATE PHASE** 2014/2016	**>> CONCLUDING PHASE** 2017	**>> SUSTAINABILITY** AS OF 2018
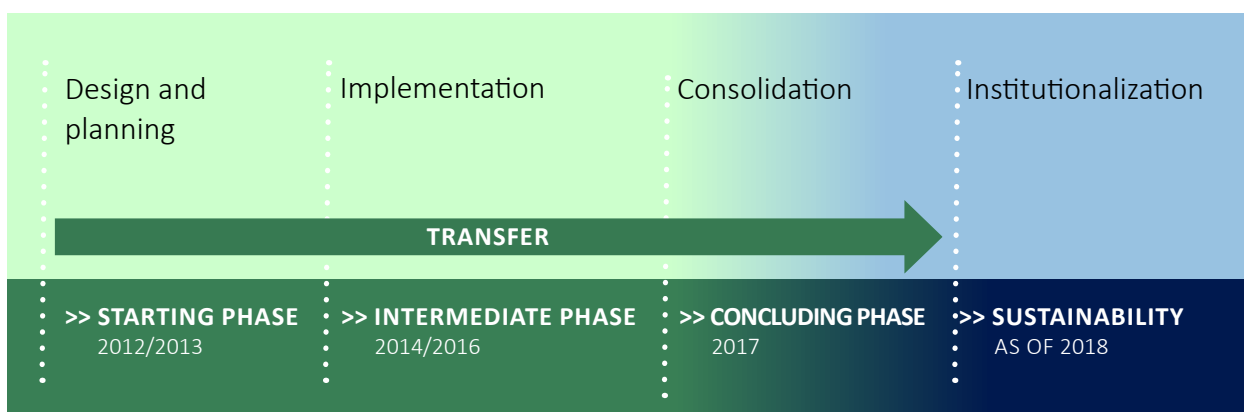
It should be noted that this transfer process, which went through all the phases of the Pact, and had its final phase in 2017, faced enormous challenges, having as a great favorable factor the intermediate results achieved. With the dissemination of these results, the Pact has become a true "object of desire", which strongly contributed to SEDUC's role as BO.

But since it was not enough to "want to take over", it was necessary that they had developed the basic skills to act effectively as a Backbone Organization. In this sense, there was no clarity about SEDUC's real capacity to take on a collaborative process, despite acknowledging the efforts made, especially by the secretary who had been in charge since 2015, in order to improve the performance of that body.

In this way, SEDUC gradually became responsible for the functions of: (A) updating the common agenda; (B) mobilizing strategic partners; (C) institutionalizing governance, through committees at different levels; (D) implementing management for results, focusing on strategic projects; (E) maintaining continuous communication; (F) monitoring results; and (G) promoting reinforcement activities to build a common identity and maintain motivation among partners.

2. DEVELOPED ACTIVITIES: SYNERGOS/SEDUC

This year, a few joint actions were still carried out, as a way of transfer process.

A. IMPLEMENTATION OF STRATEGIC PROJECTS

In this sense, with a view to supporting Pilot Municipalities of the Pact, a guide- Guidelines for the Implementation of the Pact for Education- was published with basic information to instrumental municipalities in the implementation of this initiative. This guide, prepared by Synergos, was launched at the first meeting of SEDUC with the new presidents elected in February 2017.

B. SOCIAL MOBILIZATION

A new and important social mobilization initiative was the support to the Reading Incentive Campaign, promoted by the Secretary of Communication (SECOM) of the State Government, under the Pact for Education. This campaign has contributed with more than 3,000 books to school and public libraries.

C. INSTITUTIONALIZATION OF GOVERNANCE

In order to facilitate the institutionalization and sustainability of the committees, support was given to the proposal of articulation between the State and Municipal Councils of Education and the Pact Committees at these levels.

MUNICIPAL COUNCIL OF EDUCATION

MUNICIPAL PACT COMMITTEE

MUNICIPAL PACT COMMITTEE

PRESIDENT: Municipal Secretary of Education
VICE-PRESIDENT: Representative of SEDUC
EXECUTIVE SECRETARY: Municipal Council of Education

COMPOSITION:
- Department of Social Assistance
- Secretary of Health
- Secretary of Sport
- Secretary of Culture
- Strategic organizations:
  - Religious Leadership
  - Local Media
  - Universities
  - Police station
- Private sector
- Civil society
- Public Ministry
- Municipal Council for Children and Adolescents

Data extracted from the presentation on the Pact from 2016

Thus, the Executive Secretariat of the Municipal Committee of the Pact would be in charge of the Municipal Council guaranteeing its operation and the systematics of its meetings.

In addition to some members of the Committee, the Board also expanded its constitution with representatives from other sectors (health, sports and leisure), other actors (private sector, NGOs, Public Ministry), other strategic organizations and other councils.

This proposal, the implementation of which is not known, aimed not only at the sustainability of the Municipal Committees, but also at introducing into the Councils the multi-sector dynamics.

D. PROPOSAL OF THE PILOT MUNICIPAL OF THE PACT (PMP)

The government of Pará decided to design long-term planning, with the same goal as the Sustainable Development Goals – for the year 2030.

The initiative later won the name Pará Sustentável, composed of three pillars: economy, environment and social: Pará Social 2030.

The planning of Pará Social 2030 was in charge of Synergos, and represented a great incentive to the proposal of the Pilot Municipalities of the Pact.

Using the same logic, Pará Sustentável proposed to the municipalities a process of adherence and commitment to its guidelines and goals, which made them a "Sustainable Municipality".

As the Pact was an integral part of Social Pará and consequently of Pará Sustentável (Sustainable Pará) the municipalities that joined were also committed to the proposal of the Pilot Municipalities of the Pact. During its launching close to 50% of the municipalities in Pará have signed this double commitment. Synergos did not follow the implementation of this initiative.

3. THE PACT AND SOCIAL PARÁ INITIATIVE 2030

The results of 2015 revealed an unmistakable truth: students from public schools in the state of Pará were learning more and improving their school attendance.

Moreover, these results had the power to rekindle the flame of hope in the possibility of transforming education into the state.

In practice, students, teachers, school administrators and administrators have proven the importance of converging efforts towards a common agenda, through the institutionalization of partnerships, in which each one was clear about their role and outcomes.

The success achieved in the implementation of the Pact led the state to adopt its main directives (multi-sector partnership, collaborative management focused on results, programmatic integration, decentralization of actions, monitoring and evaluation of processes and results, continued communication, social mobilization; and reinforcement events) in the new Sustainable Pará initiative.

Due to its work as a backbone organization of the Pact and the intermediate results of this initiative, Synergos Institute was invited to coordinate the planning of the social component of the Pará Sustentável- Pará Social program.

This was a long-term planning effort (2030), referred to in the Development Objectives (DOS) proposed by the United Nations (UN), revealing a government option to adopt a collaborative approach, based on multi-sector partnerships, as indicated by the 17th objective of this initiative.

In this way, the principles of the Pact became directives of the government for the economic, environmental and social areas.

Planning for Social Pará followed the canons of the Pact regarding: (a) a systemic view of reality; (b) involvement of all the sectors (assistance, education, health, justice, sport and leisure, culture, work, planning, finance, environment), different actors (governments, civil society, international organizations); (c) collaborative methodology in all phases; (d) identification of already existing projects of proven relevance; (e) identification of programmatic gaps; (f) integration and program organization according to defined guidelines; (h) institutionalization of decentralized management (Sustainable Municipalities) and collaborative (committees).

Because of the alignment of Social Pará with the DOS proposed by the United Nations, there was a consistent approach of Synergos with UN agencies. In addition to UNICEF, which was already part

of the State Pact Committee, there was a joint work with the United Nations Development Program (UNDP) with the International Labor Organization (ILO) and the United Nations Population Fund (UNFPA) in the planning process of Social Pará.

As a result of this approach, Synergos was invited to compose the Brazilian UNFPA Committee and to be part of the group responsible for the selection of organizations, representing states, municipalities and civil society to be part of the National DOS Commission.

The expansion of Synergos' performance from the experience of the Pact and the adoption of the principles and guidelines of this proposal in a long-term planning action seem to reveal possible systemic changes underway in Pará.

Systemic changes include consolidating a culture of partnership building, collaborative, results-oriented management, and participatory, multi-sector and decentralized governance.

4. CONSIDERATIONS

During this phase of implementation, a set of results can be highlighted. First of all, the objective and reliable results for the sustainability of the partnership. The results of the IDEB 2015 were essential to maintain the motivation of the main stakeholders and facilitate the transfer process to SEDUC, which effectively took ownership of the initiative, including its dissemination in Brazil and abroad.

Unfortunately, these results took a while to be released, making it available only in August 2016, following the discontinuation of important supporters. This fact, combined with the deepening economic crisis, made it difficult to seek new support, almost making the continuity of work unviable.

The positive results enabled Synergos to use the guidelines of its work in the Social Pará / Sustainable Pará experience that greatly expanded the use of its basic principles. On the other hand, it seems that the action of an institution such as Synergos, in a given universe, in this case the government of Pará, especially in SEDUC, tends to lose effectiveness as of the fourth year of operation. As the teams gain competence and strengthen themselves institutionally, the tendency is to gain more and more autonomy, "dispensing" with support for the functions of Structuring Organization.

This fact seems to be an indicator of success in the technology transfer process, which should be one of the main objectives of a backbone organization of multi-sector partnerships. However, the transfer process, which should have occurred since the initial phase, depended on the definition of what would be the entity destined to assume the functions of BO after the departure of Synergos. There have been several attempts to involve non-governmental bodies, such as UNICEF, as well as articulating bodies within the government, such as the Extraordinary State Secretariat for the Integration of Social Policies (SEEIPS), but with no success.

The effective definition of the new BO only occurred with the disclosure of the intermediate results when SEDUC assumed these functions. However, only with the final results measured with the disclosure of the results of the IDEB 2017 in August 2018, it was possible to perceive the probable consequences of this change, even before the process of being able to portray the success of the transfer of these functions to the government. Based on the evaluation of the process and intermediate results, regarding Synergos' performance as BO (second half of 2012 to the first semester of 2016), this experience should serve as a basis for the systematization of a Multi-sector Partnership.

5. FINAL RESULTS

The results of the 2017 national evaluation revealed the size of the problem of Brazilian education. Comparing the results of the public-state and municipal network between 2015 and 2017 there are almost insignificant gains or stagnation of the national average at all levels.

Pará, after celebrating, in 2015, growth results equal to or above the national average at all levels, and in Secondary School was the second highest gain in the country, rising 4 places in the ranking, in 2017 only managed to be equal to the national results in the initial grades of Elementary School, with a growth of 0.2 of the IDEB. In the final grades of Elementary School, growth was zero, while the national indicator was 0.2.

At High School level, worse than the stagnation of the country's public network, Pará decreased by 0.2 in its IDEB between 2015 and 2017. If we only analyze the general results of the public net-work, it is observed that the improvement of the results educational institutions of the state of Pará, which occurred in the period from 2013 to 2015, did not continue. However, as one of the main proposals of the Pact were the so-called Pilot Municipalities of the Pact (PMP), a prototyping initiative, in which municipalities committed themselves to effectively implementing its principles, a closer look at the results is necessary.

Based on 2011 and 2017, as there may already have been some small impact of the initiative launched at the end of 2013, it is found that, on average, the growth of the MPIs of the PMPs was well above of other municipalities. As can be seen, at the end of Elementary School I-5 th grade, while the average percentage of IDEB growth in MPPs was 14%, in the other municipalities the average growth rate was only 9%. In addition, at this stage of EF I, of the 40 MPPs, 35% had higher growth than the state and national average, and 10%, such as Bonito (0.9), Moju and Oriximiná (0.7) grew more than double the average, and 42.5% exceeded the target set for 2017.

IDEB Growth Rate 2011-2017

IDEB 9º Ano Público

02%

-02%

■ Municípios Pacto   ■ Demais Municípios

Fonte: Elaborado a partir de dados do MEC: INEP, 2018.

By the end of Elementary II- 9th grade, while PMPs had a positive growth of 2%, other municipalities decreased their IDEB by 2%. In this phase, more than half of PMPs presented positive growth and 40% were equal to or higher than the national average, 6 of which grew more than double the average, especially in Breves, in Marajó, Ourém and Breu Branco Island, which obtained a gain of 0.9, 4.5 times greater than the national average.

If we discriminate between PMPs 2015 (18 municipalities) and 2016 (22 municipalities), we will see that in the Initial Years of Elementary Education, 40% of the MPPs 2015 and 32% of the MPPs 2016 obtained gains higher than the state and national averages. Regarding results of the final years of the EF, 40% of MPP 2015 and 55% of MPP 2016 exceeded these averages.

Another demonstration of the success of prototyping is the fact that of 144 municipalities in the state, among the 10 that obtained the highest gains, 6 PMPs are included in the initial years and 5 in the final years of the ES.

Unfortunately, since high school is state-owned, it was not possible to check the history of specific PMP gains at this level.

Results of elementary schooling seem to indicate that although there has been a decrease and / or reversal of the process of improvement of results, in the state average between 2015 and 2017, in those municipalities where the principles of this initiative have been implemented more consistently results were much better.

We can verify, however, that the final results were far from the 30% target of the IDEB increase at all levels until 2017. We could search for reasons in the inadequacy of the stipulated target since, since 2009, when the IDEB began to be benchmarked. No other state has achieved this level of increment although there are cases of obtaining the same result in one of them.

On the other hand, the results of the PMPs seem to point to the possibility of approaching this goal, when the principles of Multi-sector Partnerships are implemented more effectively. Another important factor seems to be that of the Backbone Organization: what type of institution is most appropriate for the exercise of this function and what time is necessary for an effective transfer process.

MAIN
LESSONS

MAIN LESSONS

In 2007, Synergos Institute published an article written by John Heller for Alliance Magazine, analyzing lessons learned from his experience with four multi-sector partnerships: The Partnership for Child Nutrition (India), African Public Health Leadership and Systems Innovation Initiative (Namibia), the Aboriginal Leadership Initiative (Canada), and the Agricultural Transformation Agency (Ethiopia).

A decade later we present the results of our experience of conception, implementation, validation and transference of the Pact for Education in Pará, developed between August 2012 and July 2017, which ratifies or rectifies previous and adds new insights on the subject.

The proposal is to begin by discussing the 10 previous lessons and then presenting the new findings.

1. Go alone ... if you can

This guideline was based on the realization that working in partnerships is almost always very difficult and requires more time than acting alone. From that point on, it suggested that a deep reflection should be made on the nature of the problem and the possibility of achieving satisfactory results without necessarily working in partnership.

Despite agreeing that it is possible to have meritorious results in a "solo career", we can see the limit of isolated actions in terms of coverage, impact and sustainability. The enormous spraying of social actions seems to be a crucial factor in reducing the impact of resources and efforts invested. Individual actions can be highly meritorious, but very little relevant.

The issue of educational outcomes in the state of Pará was typically a problem requiring a collaborative approach. It was a phenomenon of high complexity that affected different social sectors and which already had a certain awareness both on the part of the government and the private sector about the gravity and urgency of finding a solution.

Pará, Brazil's 2nd largest state, with a rich biodiversity, mineral and cultural diversity, faced human, social, economic and environmental problems, with the greatest challenge being to reverse the educational scenario, responsible for the reproduction of poverty and inequality, low productivity, violence and environmental degradation.

The seriousness of the problem was a large number of government, business and civil society initiatives that could not reverse the vicious cycle in which it was plunged.

Given the structure of Brazilian education that divides the responsibility between different

levels (federal, state and municipal), transformation of the results required a vertical partnership between these levels. The fact that education affected and was affected by various social sectors (assistance, health, security and rights) and economic (economic growth, labor and productivity) required the establishment of inter-sector partnerships between public and private entities.

Finally, moving forward in the search for solutions to the serious problem of education in the state of Pará demanded the construction of a multi-sector partnership.

2. Getting Started is Half the Battle

The Brazilian experience confirmed the enormous importance of devoting time and reflection to the formulation period of the process. One of the initial conditions indispensable to the beginning of a partnership is the political decision of the head of government. In this sense, the state governor understood the depth and breadth of the problem, as well as the value of partnerships to address it. This "wanting to do" requires, for its operationalization two other components: "to be able to do" and "to know how to do".

In the field of financial resources to 'be able to do' is a factor of enormous importance that worked as a trigger for its proposal, made possible due to a loan operation with the Inter-American Development Bank (IDB) with resources on the order of US $ 356M for the area of education. There remained "know-

how", that is to say, the existence of an organization capable of carrying out the functions of a Backbone Organization of the partnership, whose role is now being exercised by Synergos.

Based on the international experience of Synergos and the proposal of Social Impact Partnerships, Synergos Brasil proposed to design, validate and transfer a social technology, aimed at the implementation and operation of a Multi-sector Partnership, aiming at improving the educational results of the State of Pará. Despite the support of the head of state, it was necessary to involve those responsible for educational policy implementation at different levels to raise awareness of the need to implement collaborative, results-oriented management. In addition, it aimed to build a perception of belonging to the proposal. This led to the holding of meetings, involving 738 education professionals working in 144 municipalities to disseminate the idea and raise suggestions on the guidelines of a collaborative strategic planning.

On the other hand, strategic partners were identified for the formation of an Initial Group, made up of educational managers from the State Secretariat of Education (SEDUC) and leaders of businesses, institutes and foundations. Part of these institutes started to contribute with a fund of financial support to the performance of Synergos as a Backbone Organization.

It was defined, as Synergos' guideline of work, not to receive financial support from the Government

as a way of guaranteeing a certain autonomy of action and reinforcing the idea that the Pact was a society initiative of a supra-party nature.

3. Do your homework

The previous document emphasized the importance of carrying out a research that would allow a correct diagnosis of the situation ("situation analysis"), main stakeholders ("partner analysis") and the most appropriate approach ("process planning").

Our experience corroborates this premise, especially with regard to the analysis of the situation, which must be done through the so-called systemic thinking. However, it is possible to visualize the multidimensionality of the problem, to establish causal links and to envisage vicious or virtuous circles that help in the definition of inter-segment strategies.

This systemic analysis of reality needs to be performed with each group of new partners to break the dominant sector logic. The lack of clarity about the importance of this recurrent exercise has caused us to face serious problems of misunderstanding about the importance of including partners from different social sectors in the partnership and envisage vicious or virtuous circles to assist in the definition of inter-sector strategies.

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In the case of Pará, after the "analysis of the situation", which resulted in the definition of goals and main results and setting up a framework of demands, we started with a "supply diagnosis".

In this sense, a survey of existing projects and programs was carried out in different sectors of government, as well as those of the initiative of civil society. The diagnosis confirmed the enormous fragmentation of programs and actions directed to the problem. A second step was the selection of those considered really relevant to the achievement of the goals and results. Gaps have also been identified that should be targeted by new programs. It was then started to plan the process, with the definition of a Strategic Plan of the Pact, with goals, results and strategic projects, which became the Common Agenda, around which new partners were mobilized.

4. Identify bridge leaders

Previous learning acknowledged the importance of identifying the so-called bridge leaders, which are essential to a collaborative process typical of multi-sector partnerships.

Our experience in Pará ratifies the importance of this identification, but also highlights the difficulty of finding them in relevant sectors. Especially in government teams, this type of

leadership is very rare, sometimes at lower levels of the hierarchy with little power of action. Identifying them and empowering them may be one way, but encouraging leadership-bridge-management attitudes seems to be as effective as difficult to accomplish.

Experience seems to demonstrate the need to design and implement a specific program for the formation of bridge leaders with a focus on different strategic sectors, with priority for government partners.

5. Release
Earlier learning emphasized the fact that working in partnership involves giving up entrenched beliefs, altering worldviews and renouncing control.

Our experience has also demonstrated the difficulty of dealing with different origins, values, knowledge, logics, beliefs, and cultures with a variety of collaborative propositions.

What attracts the partners initially is the commitment to a common agenda, but the maintenance of the partnership depends on an intense work of building mutual confidence needed to establish dialogue. This work includes changing the partners' perceptions about themselves, about others and about the world and requires intentionality and technique.

Another line of detachment experienced in our experience in Pará, refers to the very role of Backbone Organization. In our role, as a

catalyst for processes, we seek to act in an increasingly discreet way, in order to reduce "jealousy", strengthen feelings of belonging and co-responsibility, and guarantee credit to partners involved. The consequence of this strategy it was a gradual invisibility of the work of Synergos, which made the process of fundraising difficult. The question in this case is how to find an optimal level of detachment.

6. Engage the community
We said, ten years ago, that partnerships often acted on a single level, separated from the realities lived by the people we wanted to help, wasting their knowledge about the problem and the possible solutions they formulated.

In this sense, the great challenge of the Pact, which began at the state level, was to reach out to schools and support them in mobilizing their community considering the characteristics of Pará with its 1,248,000 square kilometers, 11,037 schools, 226,918 education professionals, with a great environmental and ethnic diversity that includes indigenous peoples, slave descendants and ribeirinhos (traditional population in South America, who lives near rivers).

The strategy was to mobilize the state system and municipal systems to involve their schools in the School Pact proposal.

Schools were given a guideline for activities that could be developed that included prior mobilization, workshops and play activities,

involving the school's main partners.

It was suggested that the school should discuss with the community its main challenges in order to reach the goal proposed by the Pact, raise suggestions on strategic actions and identify possibilities for collaboration. The school should take advantage of this event to establish its School Pact Committee.

A second strategy to reach the community, in this case the students families, was the Family Educator Campaign. This initiative counted on the participation of local companies that were responsible for the reproduction of the material (booklet and posters), besides divulging with its collaborators.

7. Think big, but start small

The initial document emphasized the importance of articulating visions for large-scale changes and, at the same time, adopting small steps and suggesting the use of prototyping. Our experience in Pará confirmed the assertion of this proposal.

The major advance in the process of implementation of the Pact occurred with the proposal of the Pilot Municipalities Pact. The municipalities that adhered to this initiative, which represented a commitment to the implementation of the set of Pact proposals, would be treated differently by the State Government, which did not happen.

The proposal was launched in 2015, counting on the adhesion of 18 municipalities, reaching 40 municipalities in 2016 and 67 in 2017, that is, almost half of the 144 municipalities in the state. The adhesion should be formalized in a Term of Commitment, signed by the Mayor and the representative of a Partner Company, in the presence of the Governor.

Although it does not count on the "differentiated treatment", the mobilization process carried out in the municipalities has in fact generated "differentiated results". Comparing the results of 2013 with those of 2015, the 18 Pilot Municipalities Pact, which joined in 2015, grew above the state average. The municipality of Ulianópolis, which managed to mobilize the largest number of partner companies (32), exceeded the projected target for the year of 2021, becoming a true success case. The Pact of the Municipality of Canaã dos Carajás, whose partner company is Vale, had its experience disseminated and awarded in international events.

8. Work in multiple levels simultaneously

In order to bring about comprehensive changes, Synergos found that it was efficient to work at multiple levels, focusing on three areas: macro level (leadership and policy), medium level (management and supervision) and micro level (field work).

In our experience, acting at different levels represented acting in a decentralized way at the state (macro), municipal (middle) and school (micro) levels.

In a state with dimensions and geographical characteristics such as Pará, reaching these levels was already a great challenge. There was a danger that decentralization could result in fragmentation of the proposal.

In this sense, the question was how to act, in a decentralized and coordinated way, at macro, medium and micro levels in order to make the Pact work with its multi-sector partnership, operate in an organic way.

The Pact was initially launched at the state level, around a Common Agenda that included the goal of increasing education outcomes by 30%, as measured by the Basic Education Development Index (IDEB), at the levels of Elementary School I and II and High School, until 2017.

To achieve this goal, seven outcomes have been defined: improving student performance, reducing dropout, training education professionals, improving infrastructure, qualifying management, mobilizing society, especially families, and using information technology.

The governance of the Pact would be exercised, at that level, by a State Committee with a public-private and inter-sector composition.

This same proposal was made to each municipality, which should align its Municipal Education Plan with the goals and results of the Pact and establish its own Municipal Committee. It

was also made to each school that it should do the same with its Political Pedagogical Plan and to create a School Committee of the Pact.

The Pact became an articulated set of many Pacts, at the state, municipal, school and even personal levels, whose backbone was a Common Agenda: one goal and seven outcomes. It should be widespread the notion that the Pact would succeed only if every Para inhabitant made a personal pact to improve education in his own state.

9. Change the institutional arrangements

In 2007, it was said that a key component for achieving change often called for changes in "institutional arrangements", changing not only the nature of institutions but the relationship between them. The Pact promoted important institutional changes within the State Department of Education. Initially, the implementation of the Strategic Plan required changes in the institutional arrangement of the redefinition of roles and responsibilities, creation of a structure composed of one responsible for each of the seven outcomes and a leader for each program related to these results. The need to monitor the implementation process defined the creation of a Project Office, with the support of Synergos.

On the other hand, we sought to institutionalize the governance proposal of the Pact. Thus, a Pact Governance System was created by

decree, made up of committees at the state, regional, municipal and school levels. This decree regulated the structure, composition, and funding of these committees, including roles and responsibilities for each member. A second step towards the institutionalization of these committees was their articulation with the existing Education Councils at different levels, which provided the sustainability of these committees.

10. Measure the tangible as well as the intangible

In our previous learning, we emphasized the importance of both tangible changes and less tangible factors such as institutional arrangements, relationships and changes in attitudes.

Our experience has demonstrated the crucial role of this monitoring in maintaining the partners' spirit. It depends, however, on the clarification of indicators for each type of outcome and the setting of shorter-term goals for partners to be clear about progress and challenges.

In the case of the Pact, the tangible results had as their source the National Evaluation System that measures, every 2 years, the Index of Basic Education Development (IDEB). This system allows checking the progress of the results and their comparison with other units of the federation.

With the Pact, the Para System of Educational Evaluation (SISPAE) was also implemented

yearly and with a high degree of comparability with the national system. It was deployed experimentally in 2013 and has been gaining consistency since 2014.

These systems, especially the national one, take about eight months to publicize their results. Thus, the first results that made it possible to evaluate and compare nationally the gains were those measured in 2015 and released in August 2016.

In this long period of almost four years without tangible results, coupled with the severe economic crisis that was taking place in the country, it affected the partners who subsidized the work of Synergos as a Backbone Organization and implicated in the discontinuity of the financial support of these institutions.

With regard to intangible results, we have learned the importance of making them explicit in a participatory way, of defining indicators and, if possible, annual or bi-annual targets, of accompanying them and of disseminating the results. As changes in the social field are slow, it is crucial to identify possible "miracles" to nourish the faith that transformation is possible and the certainty that victories depend on the energy generated by partnerships.

NEW LESSONS

A decade later, and five years of experience as a Backbone Organization of the Pact for Education in Pará, we have learned 10 new lessons.

1. Governments cannot be left out

The definition of strategic partners can be made through a systemic analysis of reality, after that begins a gradual process of mobilization.

Whatever the purpose of the partnership, it is important to keep in mind that some sectors cannot be lacking. As we have pointed out previously, these cannot be outside the direct beneficiary assessment of the partnership, but beyond them there are organizations and individuals that must necessarily be included.

In the first place government stands out. It is not possible to think about effective social impacts on issues related to poverty and inequality without involving, as priority partners, governments. Only governments can ensure the coverage needed to reach an effective impact.

When we talk about government we refer to its different areas. If the problem is linked to poverty and inequality, cannot miss social assistance so that we can ensure the minimum conditions for the development of poor families. On the other hand, broad-based education seems to be at the root of social, economic and environmental problems. Whatever the theme, it is faced with factors related to health, work, housing, security and economic development.

Finally, the systemic analysis of reality allows us to identify priority areas, but the government needs to participate in an inter-sector way.

In addition, even in highly centralized governments, there is a division of responsibilities with local administrations. Thus, different levels of government need to be involved. Inter-sector relations and the articulation between different levels is not a usual practice in governments, which requires a new type of governance that allows integration. It must be considered that governments are political entities, more specifically political-partisans, which clashes head-on with what one of the principles of a multi-sector partnership: supra-partisanship. In practice, political interests permeate all actions taken by their representatives in the partnership to the political use of the initiative, the most obvious consequence of which is the removal or opposition of the rival political groups of the government on duty.

In Pará, where clashes between rival political forces were historically very heated, the Pact has been suffering more from being identified as a government initiative than for its failures.

As for political use, the Pact became the main banner of the current governor in his re-election process which could represent his inter-

ruption in the case of defeat. It is hoped that, with more positive results and greater adherence from different sectors, the initiative will consolidate its survival, even with administrative changes.

Administrative changes appear to be a major risk factor when engaging the government. Multi-sector partnerships, with strong public support, can be an antidote to this risk.

Finally, regions with the greatest poverty tend to have corrupt governments with low technical capacity to implement their part in the Common Agenda. As this factor is normally substantive, may jeopardize the whole initiative. Thus, technical support to the executing agencies of strategic actions becomes crucial, both from the programmatic point of view and in the follow-up and evaluation processes.

In this sense, it was crucial in Pará to implement in the Education Department at the Project Office, the Para Educational Assessment System and the Training Center.

As for corruption, the institutionalization of collaborative governance seems to be a good way to tackle it. Pact Committees at different levels play an important role as an instrument of social control and accountability. The question, however, is about the level of corruption that a priori prevents the involvement of a government in a partnership.

2. Who else can not miss

In addition to governments, there is already a consensus on the need to involve the third sector, which is the protagonist in most focused projects aimed at providing for vulnerable groups.

Non-governmental organizations, however, need financial resources to fulfill their role. In this sense, the participation of this sector depends on the existence of specific resources destined to its performance.

A third social actor that has been gaining prominence in the efforts to build more just societies is entrepreneurship. The contribution of this sector grows, both through corporate social responsibility actions, through institutes and business foundations, or even through the philanthropy of individuals or families. The mobilization of this sector depends, however, on the trust placed in the other partners, on the awareness of the limits of their performance and on the understanding that, with an action articulated around a Common Agenda, to increase the impact of their specific performance. The third sector understands the importance of maximizing results also in the social area, but they need to be convinced that only the synergistic effect of partnerships can allow an effective social impact.

In addition, they need to be clear that their role is not limited to the provision of financial resources. Thus, it is important to offer

to this sector a menu of possibilities of co-operation so that they can choose the most appropriate one. The Pact has published a guide on the Private Sector Contribution to Pact for Education in Pará, which played an important role in the mobilization process.

It is important to emphasize that the municipality, which was able to mobilize the largest number of businesses and define roles and responsibilities, was the one that advanced the most in achieving the results. On the other hand, a multi-sector partnership, whose main component is the mobilization of broad sectors of society and the integration of these efforts, cannot fail to involve opinion leaders, including both the media and "celebrities" who are ready to mobilize public opinion and promote the cause of partnership. This group includes artists and athletes, as well as religious leaders of different faiths. In addition, the enormous contribution that can be made by universities through their main functions: teaching, research and university extension.

The participation of young people, during their formative years in an integrated action, directed towards the most vulnerable social groups; the production of knowledge that generates fundamental evidence for the planning, monitoring and evaluation of a partnership; and the direct contribution of young students to university extension programs can be crucial to reach the goals.

The Pact found it very difficult to effectively involve the academy. Despite the participation of university representatives in committees and programmatic working groups, little progress was made in the operationalization of the contribution. A case of success was the participation of students in the area of education in the program Entre Jovens, aimed at filling learning failures of students in the final grades of Elementary School I and II, considered prerequisites for the later levels.

Finally, the involvement of international bodies linked to the United Nations or to development banks adds international experience to the partnerships proposals and contributes to increasing their credibility and legitimacy. In the Pact, initially had the participation of Inter-American Development Bank and the Inter-American Development and UNICEF. In phase of integration with the Sustainable Pará initiative, it was included UNDP, ILO and UNFPA.

All partners need to be aware of the seriousness of the problem and the urgent need to implement more effective solutions, which necessarily involve the articulation of the contribution of these different sectors through collaborative, results-oriented governance. Finally, the different partners need to be convinced of the need for a multi-sector partnership, capable of promoting the synergy necessary to increase the impact of each one's actions.

This progressive process of mobilization requires a strategy of almost individual conviction, even if carried out in groups. Specific techniques and dynamics need to be used to break down resistances, allow personal reflection and transformation as well participation in collaborative proposals for social change.

In the case of Pará, we had many difficulties both in the mobilization process and in the maintenance of the partners due to misunderstandings, lack of mutual trust, political-partisan dynamics, hierarchical structures, administrative changes, delay in gauging results, and logics and differentiated cultures.

In short, we had a group of musicians, some very talented, other beginners, with the challenge of, through a partnership, become an orchestra.

3. Do not be discouraged by constant restarts

The structuring of a Multi-Sector Partnership (MP) is a progressive process that resembles a "wave" with advances and retreats, due to misunderstanding, to the great turnover of the partners, differences between discourse and practice, credit issues and motivation time.

Since the proposal of the MPs includes quite different components of the daily life of organizations and individuals, this generates difficulties of understanding and acceptance between

partners, triggering conflicts and breach of trust.

The set of partners of a MP changes continuously (inclusions, substitutions and withdrawals), which requires a continuous process of information, convincing and commitment. Fundamental in this respect is the design of a Welcome Kit, with basic information on the problem, the proposals for transformation, the principles and the process. Often there is a discrepancy between what is said and what is done, undermining trust and generating delays in the process and the expenditure of energy with false promises.

The dispute for loans is high, creating jealousy, sometimes in relation to the BO itself. It is inherent to the process and needs to be explicit and negotiated. Motivation needs to be constantly renewed with continued communication, dissemination of results, recognition and celebration of advances.

4. The orchestra needs a score

Multi-sector partnerships are social networks formed by organizations or individuals directly or indirectly involved with a given issue, of high complexity and multidimensional character.

The constitution of this type of partnership depends, in most cases, on the existence of a serious problem, awareness of the seriousness of this problem, and the perception of how much it affects the lives of different sectors.

At the limit, the strongest example would

be a major natural catastrophe, in which everyone is prepared to contribute, regardless of economic, social, cultural, religious or ideological position, in a horizontal dynamic, without a defined hierarchical structure.

The issue of education in Pará resembled a catastrophe that condemned 65% of young people in Pará who could not complete their basic education, unemployment or underemployment. That condemned society to live with high levels of inequality and violence. That condemned the private sector to having to deal with low levels of human capital and productivity which induced the state to admit that it could not, alone, reverse the situation.

There were conditions for "musicians" from different sectors to express their desire to participate in the proposal of a Multi-sector Partnership to address the problem. Between intention and actions there is, however, a long road of challenges.

First, it is important to emphasize that there seems to be a basic contradiction between experience in everyday life - based on individualism, competition, sector division, vertical relations - and the proposal of a partnership, founded on the logic of a common good, cooperation, integration between sectors, and horizontal relations.

This contradiction greatly hinders the process of constituting an "orchestra", requiring

that a collaborative process be instituted between the "musicians" from the first stage of the implantation process. And the first step is the conception of a "score" that allows everyone a common vision of the starting point, the point of arrival, the best way and the responsibility of each one in this journey.

This score, which acts as a catalyst and harmonizes actions of the different partners, is the Common Agenda, built in a collaborative way, based on a systemic analysis of reality. The common agenda contains the goal, the results and a Strategic Action Plan.

In the case of Pará, a single goal was to increase the Basic Education Development Index by 30% in a period 5 years - to be achieved through seven outcomes (improve learning, reduce dropout levels, education, qualify management, improve physical infrastructure, use of information and mobilize society). From then on, strategic actions were identified that could act directly "in the vein" of these results, constituting the Strategic Plan of the Pact.

Roles and responsibilities for each type of partner were identified and progressive process of mobilizing partners for the Common Agenda was intensified. It was not enough to support generically the idea of the need to improve education in the state. It was necessary to comply with the Common Agenda and to formally accede to the Pact. Only with the collective explanation of each partner's adher-

ence to this Common Agenda did it become the first version of the "orchestra", added progressively with the new accessions.

5. Be proud to be a member of the orchestra

Although they are convened around a common agenda, partners are not yet an 'orchestra' at an early stage. This is because they come from different sectors, organizations and social status. They present a very diverse sets of knowledge, values, meanings, logics, times, beliefs, and expectations.

The solidification of a Multi-sector Partnership depends on building a "common culture" with which partners identify and can consolidate a process of positive group identification. Partners should be proud to participate in an initiative aimed at equating a crucial problem for the future of a community, that is, to be part of the collective effort to build a common good of high social value.

This is how the Pact for Education in Pará created its logo, has a hymn, performs ritual ceremonies with different objectives, and has established a "seal" of an annual Pact Partner Organization that identifies its members. The rituals are for "inauguration", "initiation" or "celebration and recognition".

Among the "inauguration" rituals, the Great Pact Launching Ceremony, attended by more than 3 thousand people; the installation ceremonies of the committees (state and munici-

pal) and the launching of the Pact in municipalities and schools (Pact Day in Schools).

With the "initiation" rituals, we have the numerous accession ceremonies, in which new partners sign a Terms of Accession, which contain concrete commitments of collaboration.

The rituals of "celebration and recognition" take place at the end of each stage and aim to recognize the partners who have honored the commitments, as well as municipalities, schools, teachers and students with better results or greater gains.

6. Recognize and celebrate progress

In order for a Multi-sector Partnership fulfill its role of enhancing the impact of each partner's action, it needs to be based on collaborative, results-focused management. As we saw earlier, we are talking about results of various natures: tangible and intangible; processes or products, which may be intermediate or final.

We must also aim for long-term systemic changes, such as the valuation of partnerships by different social actors. For these different types of results, it is necessary to define, in a collaborative way, indicators that will be the basis for a system for monitoring intermediate goals, preferably on a semi-annual or annual basis. In the Pact, we did not clearly define and agree on the indicators and the process targets, impairing advances in this area.

With regard to the final goal and its evolution, we had the national evaluation, the biannual evaluation and the state assessment (SisPAE), with an annual assessment, implemented only after 2013. Based on these results, the Pact Recognition System was created to encourage students, classmates, teachers, school principals, coordinators and supervisors to present the best results or the greatest gains in that school year. These are incentives of a symbolic nature (certificates) or some form of awards, such as travel, courses or material goods such as smartphones. The delivery, with the participation of the Governor, is made in a Ceremony in the presence of the general public, almost an "Oscar of Education".

7. If thou shall not communicate, thou shall not mobilize

The great challenge of a MP is the constant mobilization of different actors, which demands strategic work in the area of communication, beginning with the constitution of the concept and the identity of the initiative. Among the goals of the communication of a MP are: mobilize around the Common Agenda; provide information about the partnership and its thematic universe; maintain transparency of the process; encourage; and strengthen group identity.

In this field, the principle of collaboration must be used, articulating the media of different partners. Another important mobilization action is the campaigns aimed at the beneficiaries or the general public. The use of social

media and communication applications is crucial, not only for the dissemination, but for intra-partners contact.

8. Multi-sector partnerships are expensive

The implementation of a Multi-sector Partnership demands specific resources in both the programmatic and the organizational fields.

In the program field, implementation of the Strategic Action Plan of a partnership may include the need to improve or increase the coverage of existing actions and to create new projects according to the identified labs. This requires an amount of resources that must be carefully scaled up.

In the case of Pará, the new resources for the program area came through the loan operation of the state government with the IDB. These resources, especially those destined to improve infrastructure, could only be used to benefit the state network, excluding the needs of municipal networks. In addition, it suffered a huge delay in financial execution due to the technical fragility of the staff of the education department. The Pact was an important tool in accelerating this process through the Office of Projects and the technical advice provided to that body.

As for resources for the organizational field, designed for the design, structuring, operation, monitoring and evaluation of the partnership, carried out in the first five years by Synergos, a

contribution was made by a group of business-es, institutes and foundations for a Pact Sustainability Fund. It must be careful while not to involve the government in this funding in order to preserve a minimum level of autonomy for Synergos. This set of resources, demanded by a partnership, must be captured and managed according to the principles of cooperation and articulation. Each partner must dimension its contribution, in addition to identifying and collectively seeking new sources of resources. Our experience with the Pact has seen a huge fragmentation between different sources of funding, including development banks that often act in parallel and even concurrent. There were also alternative sources, such as those arising from socio-environmental counterparts linked to environmental licensing and loans to development banks, which are lost due to a lack of orientation and articulation. The Common Agenda for a Multi-sector Partnership can function as a shared goal for the integration of these large sources of resources.

9. Who should be the teacher and for how long?

As can be seen, the design, implementation and operation of a Multi-sector Partnership requires contribution of a Backbone Organization. It's like an orchestra that does not exist without the work of a teacher. It is the responsibility of this Backbone Organization to establish an initial group of partners, to coordinate a cooperative planning process that produces a Common Agenda (goals, results and Strategic Action Plan), to mobilize progressively strategic

partners according to this agenda, responsible for the implementation of priority projects, maintain a continuous communication between partners and with society, develop strategies to reinforce group identity, monitor and evaluate the results, promote recognition of advances, as well as design and support the implementation of multi-sector and decentralized partnerships.

The first question about the Backbone Organization is who can play this role more effectively. Our experience seems to show that it should not be any of the partners directly involved. The existence of a more "neutral" organization helps in further distancing structure of the context of the partnership. This organization, however, needs to have legitimacy with the main partners in order to be able to play its role as the "master" of the partnership. It should also be clear that its role is to help plant the seed, to ensure that it is able to germinate and grow, and to identify the right moment when the partner is already strong enough to be accompanied by one of the partners or another local organization. On the other hand, the Backbone Organization (BO) faces resistance, distrust, fear of loss of power, problems with credit, and expectations of short-term results.

In this sense, it is necessary that the proposal of action of an BO explicitly contemplates a work of gradual transference of its functions. A second question arises: What is the optimal time for an BO to remain in the pro-

cess of implementing a partnership? In Pará, Synergos performed this function for a period of five years. Our intention in this experiment was to conceive, implant and validate a social technology.

10. Partnership has power

Experiences with Multi-sector Partnerships, such as the Pact for Education in Pará, ratify the hypothesis that they have the power to promote a synergistic effect, capable of increasing the collective impact of the contributions of different partners. With the clear definition of a common agenda, it is possible to identify the projects that are actually effective and to integrate them organically according to the expected results. In addition to speeding up and releasing the results, the MPs contribute to the greater involvement of society with the focus theme of the partnership, creating a context that is more conducive to transformations.

They also promote changes in the hegemonic culture, dominated by corporatism, sectarianism and individualism, promoting the valorization of collaboration, accepting differences, increasing mutual trust, and co-responsibility for results. MPs also function as social control mechanisms, promoting transparency in all sectors involved, especially in governments, and reducing the focus of corruption.

PROCESS
EVALUATION

1.Qualitative Evaluation

For the qualitative evaluation of the Pact for Education in Pará and, therefore, for the experience of implementing the Multi-sector Partnerships methodology, Synergos Institute prepared a questionnaire with 11 questions, which was made available to different audiences through the online survey platform Monkey (www.survey.com).

The objective of the questionnaire was to identify the perception of different stakeholders involved in the initiative, as well as to generate new insights and reflections about the learning process.

The questionnaire can be divided into two parts. The first, referring to questions 1 to 3, sought to identify the profile of the respondent, their involvement with the initiative, qualifying and characterizing the place of speech and the perception of it. Questions 4 to 11 had the objective of identifying the perception of the respondents regarding: the 7 Results of the Pact; to all processes, dimensions, objectives of the methodology / proposal, as well as its principles; the performance of the Synergos Institute as a Backbone Organization; the partnership itself; and on suggestions for the continuity of the initiative.

2. Profile of Respondents

By email, letters, phone calls and WhatsApp messages, 12 types of audiences were invited to participate in this evaluation:

1. State Network: Student (a);
2. State network: SEDUC employee - Teaching;
3. State Network: SEDUC official - Project Office;
4. State network: SEDUC employee - Management;
5. State network: SEDUC employee - SEDUC units in the School (USE) or Regional Education Units (URE);
6. State Network: Director of the school;
7. State network: SEDUC employee - other;
8. Municipal network: Official of the Municipal Department of Education;
9. Municipal network: Teacher (a);
10. Municipal network: Secretary of Education of the Municipality;
11. Representative of Association or Consortium of Municipalities;
12. Representative or official of partner organization.

In total, there were 71 respondents from 28 municipalities represented. Of these, 19 were from Pilot Municipalities Pact or Pact Municipalities. Of the 12 Integration Regions, related to the political and geographical organization of Pará, 10 were represented among the respondents.

MUNICIPALITIES PARTICIPATING IN THE PACT

OTHER MUNICIPALITIES

With regard to the Year of Entry into the Pact, the participation rate was more significant among respondents who joined the initiative as of the launching year, followed by respondents who participated since the strategy planning year, as can be seen in the graph below:
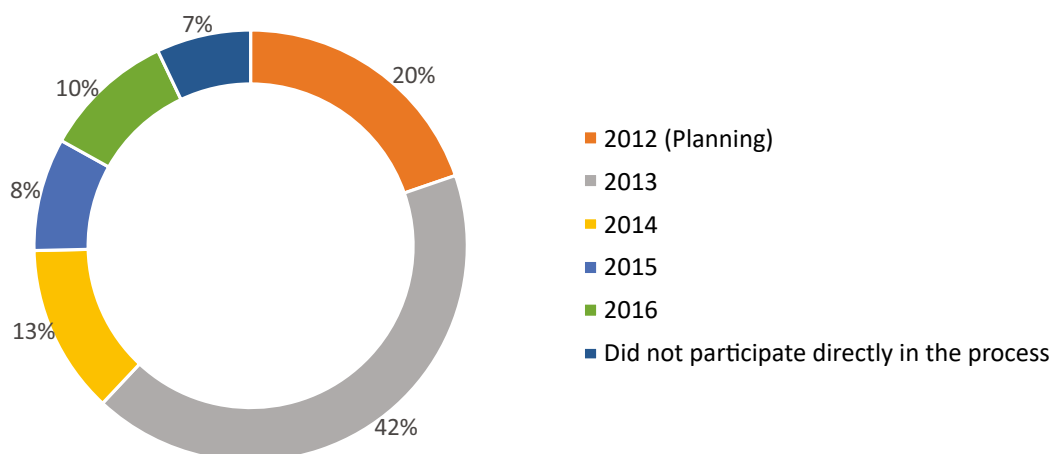
Another aspect to be observed is the type of respondent from the Network in which it is inserted or the type of partnership established: 44 respondents from the State Network, 20 respondents from the Municipal Network, 1 Association Representative or Consortium from the Municipality and 6 respondents from Representatives or Employees of Partner Organization.

Of the total of respondents, 76% of them are residents of municipalities that participated in the Pilot Municipalities of the Pact (PMP) in the year 2015 or Municipalities of the Pact (MPs) in 2016 and 2017. This participation occurred as follows:
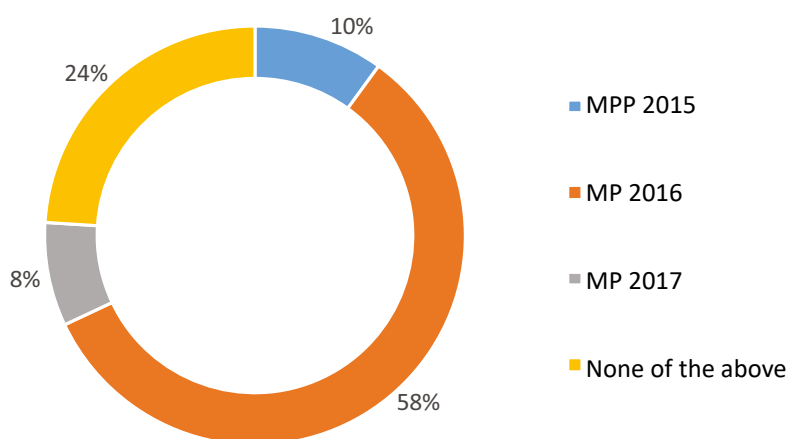
3. PERCEPTIONS

QUESTION 4:

IF SOMEONE ASKED YOU WHAT IS PACT FOR EDUCATION, WHAT WOULD YOU AN-SWER BE?

For the answers to this question, we generated the following word cloud:

Different Sectors Attempts Educational Program
Counties An integrated action
Quality of teaching Unity
Civil Society Process
Public Literacy Pact
Important An Initiative Basic education
Project Improvements in Education in Pará Actions Parents
State and Municipal

We emphasize the key words "Quality of Teaching", "Civil Society", "Municipalities", "Public", and "Pact" as the most recurrent and most relevant in the respondents' perception. Such a perception, together with "Integrated Action", "Actions", "Process", for example, refer us to confirm the understanding of the proposal, the concept idea and the key message of the Education Pact of Pará. When analyzing each answer, we can group them into three categories, as we can see below:

35%

54%

11%

- Perception linked to the mobilization of society, the articulation and integration of efforts

- Perception related to the initiative, to the authorship of the initiative, and to the leadership of the Government of the State of Pará

- Perception linked to strategy, methodology, program area, results and target of the Pact
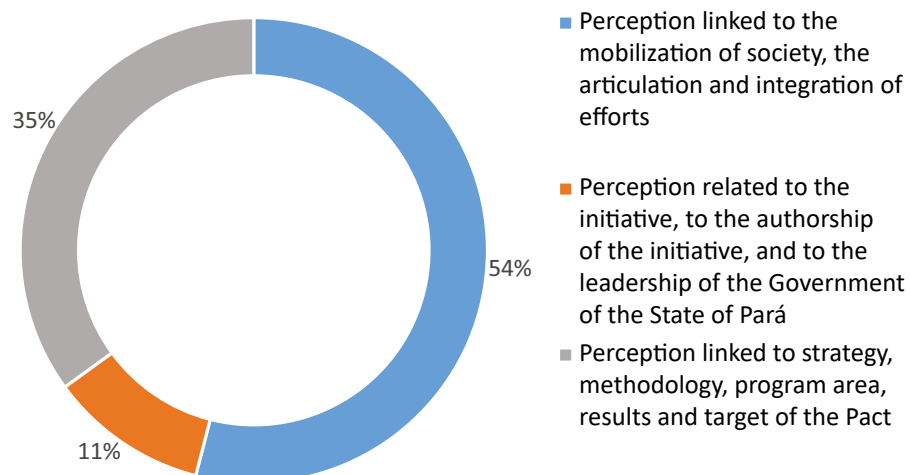
>> Perception linked to the strategy, methodology, program area, results and target of the Pact

"A strategy for coping with the problems of education, such as: the distortion of the students´ age in the stages of basic education and a major problem that society does not understand about the lack of maintenance of the school infrastructures in very poor conditions that contribute to growing school evasiveness among other factors. The Pact for Reading is a planning initiative to be carried out in five years, in order to reverse the difficulties facing the State, which is composed of different sectors and levels of government, school community, organized civil society, private initiative and with the purpose of promoting the improvement of the quality of education in Pará. With the proposal of educational conditions necessary for its inclusion in the intense process of economic development that takes place in the State, and even make possible the sustainability of this process".

"An incredible proposal in the search for overcoming educational inequality, a method that shows strengths and weaknesses of each institution, indicative of improvements".

"It is a program that sets goals to be achieved in a given period, focusing on development and advancement in the short, medium and long term".

"A macro action that supports Projects and Programs aimed at improving the learning process of the public school system".

>> Perception linked to the mobilization of society, to articulation and integration of efforts and to Governance

"Pact for Education is an initiative that contributes significantly to the implementation of a new culture in the field of Education in Pará, since, in essence, the Pact indicates that it is through the union of efforts (State, municipalities, private initiative and others) that we will achieve the desired results in order to raise the quality of public education in Para".

"It is a movement of mobilization of the civil society around the educational objectives proposed by the state. This mobilization focuses on the integration between state and municipal networks, private companies and all organizations / associations that wish to contribute to better the educational results of their locality".

"A pact between State and Municipality involving the commitment of all in favor of education, with decisive participation of all federative entities, private initiative and local community."

"That is an action that sees the cohesion of the Municipalities of Para along with private initiative seeking, with this narrowing, an effective and efficient evolution of the education of our state."

QUESTION 5

"HOW DO YOU EVALUATE PROGRESS (2013-2016) ON THE FOLLOWING OBJECTIVES OF THE PACT?"

On the objectives of the Pact, we obtained the following evaluation:
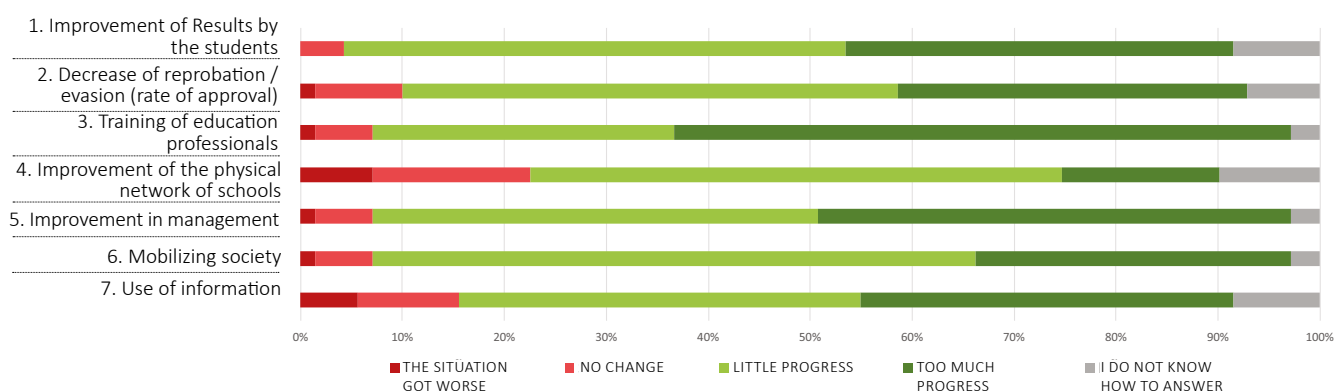
Based on this graph, we can qualify the answers of each Result as follows:

Result 1 | Improving student performance

Almost 90% of respondents attributed progress in the form of "Much Progress" and "Little Progress" to this outcome. It is inferred that this perception is linked to the results of the Basic Education Development Index (IDEB) of Pará in the year 2015, already showing advances, gains and growth towards the goal, especially in High School, which obtained the 2nd largest growth in Brazil. It is believed that the SISPAE results for the years 2014, 2015, and 2016, as well as the Recognition System and its referred Recognition Ceremonies were decisive in consolidating this perception.

Result 2 | Decrease of Reprobation / evasion (approval rate)

Also in this regard about 90% considered some kind of progress, although almost 50% of the respondents consider that this advance was small. The item combined the two components of the flow - evasion and reproof - that may have presented diverse behaviors. While reprobation is more rapidly affected by improved school quality, dropout, largely determined by out-of-school

factors - extreme poverty, the need to generate income, and pregnancy - is more resilient. Thus, the perception is linked to reality data that registered an increase in IDEB more linked to the increase of performance than to the improvement of the flux.

Result 3 | Training of education professionals
We can infer that the predominantly positive evaluation related to this Result is closely linked to the set of formations promoted by strategic projects in the context of the Pact: Learn More, Future Youth, All Learn, among others. Another fundamental initiative of this result was the creation of the SEDUC Teaching Training Center.

Result 4 | Physical Network Improvement
We can attribute the negative evaluation to almost 20% of this result, mainly due to the delay in the beginning of the execution of construction works and construction of schools with funds from the Inter-American Development Bank (IDB). The demand and expectation were broad and the response time was longer than expected. This component demands a long and wearisome process which, although minimized with the creation of the Project Office, took a long time to consolidate this body.

Result 5 | Management Improvement
This was the best evaluated aspect of the Pact. The proposal of collaborative management for results seems to have produced effects that were concretely felt by the beneficiaries. Firstly, the different management levels were based on the same goal and the same results. This common horizon provided a link not only between the levels - state, municipal and school - but also between different actors - governments, private sector and civil society. The synergy provoked by this integration of efforts was felt as an improvement in management.

In addition, proposals such as the creation of the Office of Projects at the state level and the availability of programs aimed at improving management (CONVIVA, Lemann Administration), represented important instruments for the qualification of municipal management. Another factor of enormous impact in the improvement of the management was the action of the Pact regarding the rendering of accounts. Statements on this subject, carried out in the municipalities, have reduced the number of defaulted school councils due to problems in the rendering of accounts. Finally, the Para System of Educational Evaluation (SISPAE), as a basis for an annual monitoring of the results and the Recognition System, based on these results, represented important management improvement factors.

Result 6 | Mobilizing Society

One of the main components of a Multi-sector Partnership such as the Pact is the mobilization of society around a theme. In the perception of the respondents, this was one of the best evaluated items. The result of a communication effort that included major events, creation of symbols, as an anthem and flag, publication of articles in the media, campaigns such as the Family as Educators, incentive to the participation of private initiative (Partner Seal of the Pact) and Recognition System, the Pact became known to broad sectors of society and mobilized a huge number of actors.

The mobilization really took root when it arrived in the municipalities, with the creation of the Municipal Committees, a process intensified with the proposal of the Pilot Municipality. This mobilization process finally reached the schools, through the School's Pact Day, an event responsible for publicizing the initiative, mobilizing key partners of each teaching unit and installing the School Pact Committee. Last but not least, the Pact became the theme of the governor's re-election campaign, being presented in prime time on main television networks.

Result 7 | Use of Information Technology

This result seems to have been the worst evaluation with 15% negative perceptions. It included both the didactic use of technology and its use in improving management. It occurs that its implementation requires data transmission infrastructure, very precarious in large areas of the state of Pará. Even the initiative directed to this end, Navega Pará (Pará Online), offers low quality internet access and great intermittency. Despite this condition, some programs offered in the Pact, such as Geekie Games, represented important pedagogical tools. The largest example in this line is the Interactive Educational System (SEI), which functions as an interactive television, recently installed and, as an example of experience in the same way as in Amazonas, to be able to play a strategic role in access to excellence classes, especially in more isolated areas such as the municipalities of Marajó. In the management area, CONVIVA would be the best example.

The perceptions of the respondents of the Pilot Municipalities were generally more positive, especially regarding the decrease of disapproval and evasion, to the improvement of management. It can be inferred that if reflexes of the initiative were slow to be perceived in general, when efforts were more intense, as in the case of the Pilot Municipalities, this effect was felt more quickly.

As for management, the commitments signed by the MP regarding both results (increase of 30% of the IDEB) and the collaborative process (inter-sector practices, effective participation of the private sector, articulation of the state and municipal networks) and governance Municipal Committees and School Committees) must have strongly influenced the transformations in municipal management.

It should be noted that there is no substantive difference between PMs and other municipalities regarding mobilization. The hypothesis was that the municipalities that concretely assumed the commitment to implement a Multi-sector Partnership, whose main pillar is the mobilization and the engagement of partners, would feel more clearly the advances in this area. As this result was very well evaluated by all, it can be assumed that the collaborative spirit has spread independently on the formal commitment to the proposal.

Municipalities Participating on the Pact
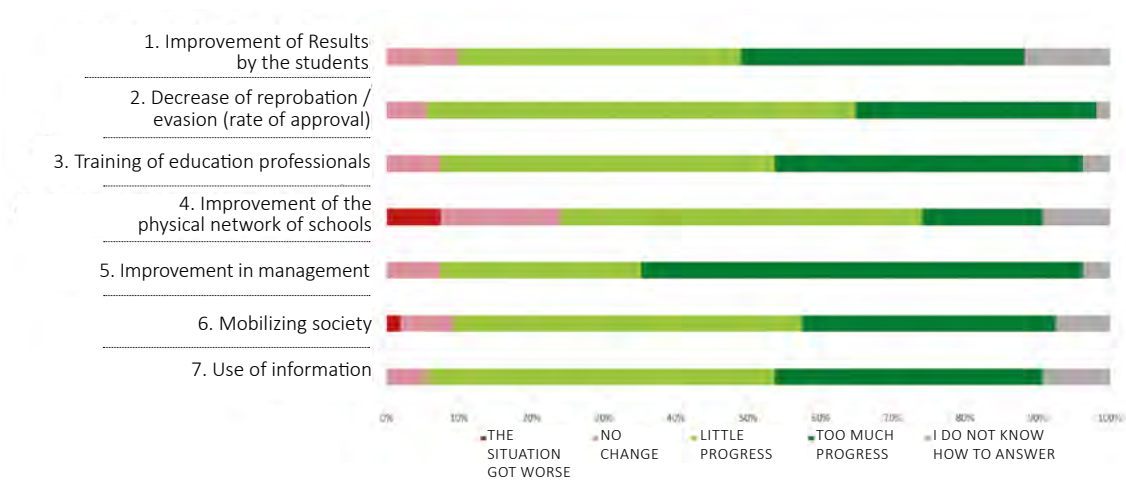
QUESTION 6

"HOW DOES THE EDUCATION PACT CONTRIBUTE TO YOUR WORK?"

The answers to question 6 generated the following word cloud:

Educational Projects Strategies Teaching Students
Improvement To see Pact YES Contribute
Learning Schools Mathematics Actions Evaluation
Job Enumerate Education Bringing Through
Student learning
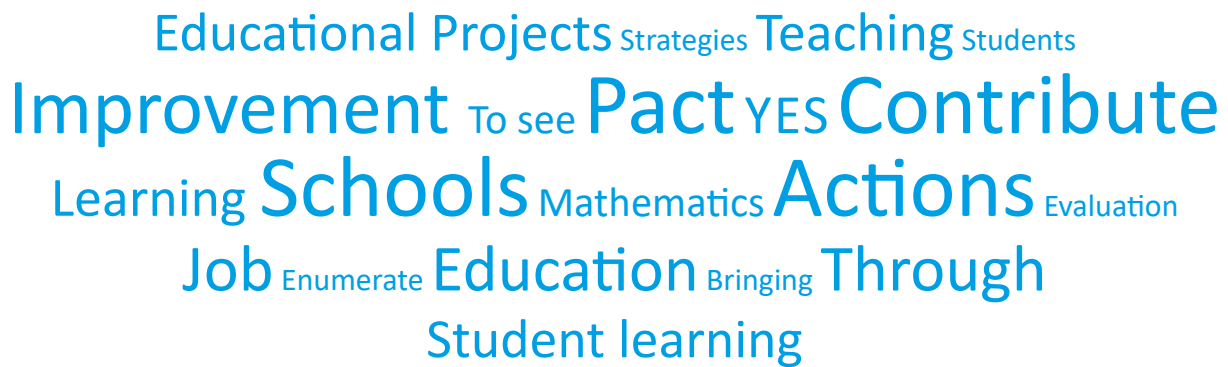
We have also organized this perception by key themes, with emphasis on the understanding that the Pact generates positive impacts on the work routine and on the qualification of the processes of these respondents, with 38% of the responses. Another highlight was the perception that the Pact contributes to the Qualification of the respondents, with 24% of the answers, according to the following examples:

- 22% ■ Contributes to the understanding and appreciation of the theme
- 38% ■ Generated positive impact on my work
- 24% ■ Contributes to my qualification
- 9% ■ Contributes in a programmatic manner
- 7%
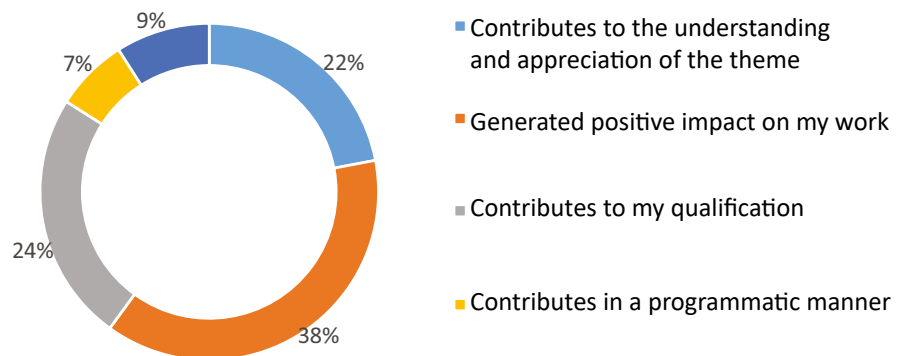
>> Contributes in a programmatic and technical way

> *"Through innovative methodologies." ."*

> *"Yes, it contributed significantly to the understanding of the evaluation process proposed by the Sispae and directed activities".*

"Through partnerships and analysis of the performance of the work carried out within Seduc we were able to carry out a more effective planning and to observe the greater participation of civil society interacting in the day to day of schools."

>> It contributes to the understanding and appreciation of the theme

"The Pact for Education has awakened in me the interest in Large Scale Assessments and how important they are as long as they are used appropriately by schools to improve student learning."

"It proved that joint efforts among these various sectors of society are a response to the restructuring of decaying situations, such as education."

"It has broadened my understanding of educational issues and increased my commitment and participation in improving the results of education".

>> Generated positive impact on my work

"It has reduced the number of defaults on school boards with an improved accountability."

"It contributes to the establishment of cooperative management within the school".

"It has contributed in a variety of ways, mainly in dialogue and communication with schools, thus facilitating a greater performance in the relation between school and community x management, and finding positive progress in schools."

"The management based on the valuation and training of education professionals, has obtained from the pact moments of significant construction with the formations in different modalities and educational levels. In this way, updated professionals provide a collective construction of political pedagogical projects closer to our community, with more targeted goals and positive results".

"From the implementation of the municipal committee and the partnerships, we can plan actions of our network together with the state network and develop joint actions in search of the results of the Pact."

>> Promoted integration and articulation with other actors

"The Pact helped us to be part of this dynamic work that requires greater control and monitoring of the activities developed within the scope of the Projects, providing us with new challenges at each stage, bringing us professional improvement in the scope of Educational Project Management".

"It strengthened the work of the association in order to make possible the articulation between areas: Assistance, Health, Education, Culture, Sports and Leisure".

QUESTÃO 7

"WHAT HAS BEEN YOUR CONTRIBUTION TO THE PACT?"

For question 7, we also elaborated the following word cloud. We have observed that key words related to the perception of the question have a close connection with the execution of pedagogical activities, mobilization and dissemination.

DOING Goals Launch WAS Work Activities Projects
Effective Actions Execution Schools
Our Contribution Students Develop Strategies
Pact Form Program Positive Pedagogical Beyond

We organized the key issues of perception regarding this issue in the categories below:

- Technical, operational or related activities in the programmatic area by the nature of its function or by means

- Contribution in dissemination of the idea and its activities and mobilization

- Contribution of the subjective field to the objective with the commitment of to the cause / proposal

18%
52%
30%
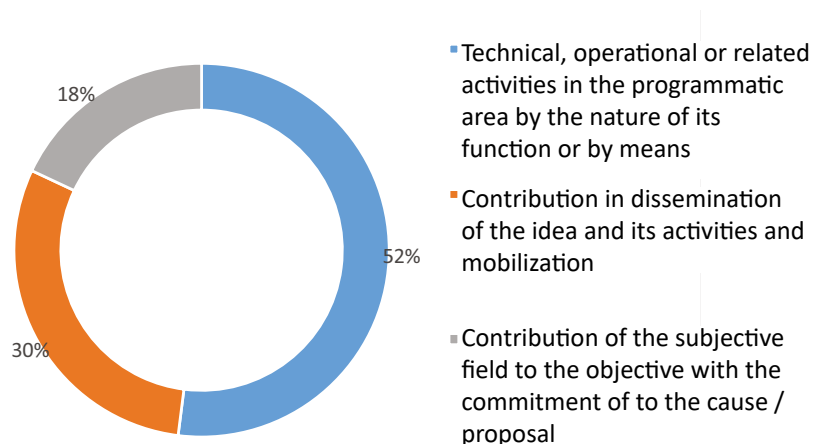
>> Technical, operational or related activities in the program area, by the nature of their function or by means of partnership

"Improved management, through strategic planning of actions, monitoring, evaluation of results and correction of flux."

"Strengthening of school councils, training of technicians, teachers, managers and students members of the councils of their respective schools. Attendance and pedagogical monitoring directly in the school units, by the Semed team and strengthening of the existing partnership between the Municipality and the Airton Senna Institute".

"Support in the implementation of teaching projects aimed at advancing the student's academic performance and continuing training of teachers and pedagogical professionals".

>> Contribution in the dissemination of the idea and its activities

"I am a promoter of the program and I say that it works when the teacher and the education secretary embrace the project."

"I seek to raise awareness and clarify the school community as a whole about the importance of involvement and participation of all for the improvement of IDEB in school."

"Encouraging city halls and municipal secretaries of education principals and others to start a discussion with social entities, seeking this improvement they so badly need."

>> Contribution of the subjective field to the objective with the respondent's commitment with the cause / proposal

"I strive to fulfill a right and a duty, to collaborate with my personal and professional abilities, as well as to ensure the proper functioning of the norms stipulated in the Pact."

"The contributions were made in a positive way towards the dissemination of the actions of the Program in the municipality, contemplating social control and mobilization and continuing education. In this context we have contributed significantly to the teaching and learning of our students".

"The promotion of actions in conjunction with the teaching and learning bodies alongside the community, the contribution on the qualification of the professionals and to the Program".

QUESTION 8

"OF THE ACTIONS PROPOSED BY THE PACT, HIGHLIGHT FIVE (5) THAT YOU CONSIDER TO BE THE MORE EFFECTIVE".

Question 8 presented us with the perception of the general public (all respondents), actions considered to be more effective
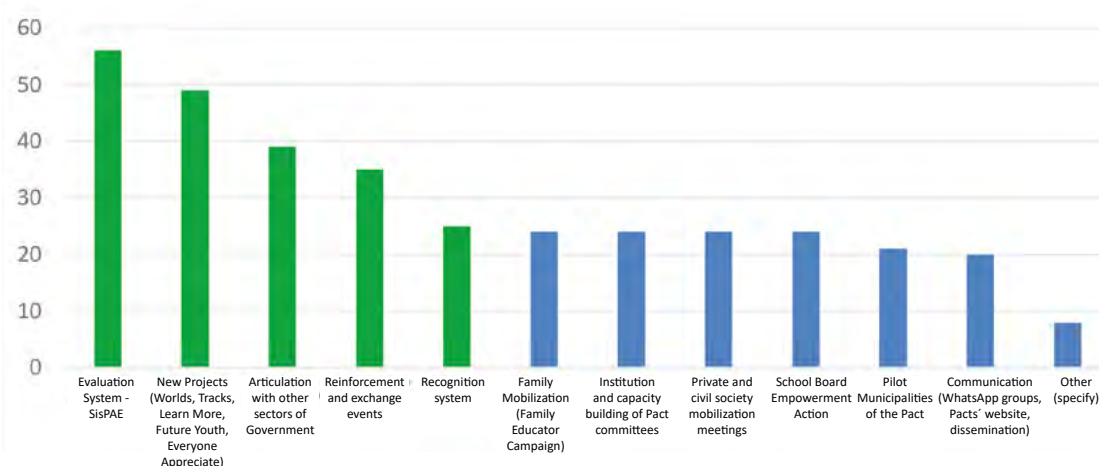
As the most chosen initiative among the respondents, the Para System for Educational Evaluation (SISPAE) obtained 56 votes. We believe that among the strategic projects, this has been the one with the greatest coverage: all public, state and municipal schools, of 141 of the 144 municipalities in Para. This project involved from the secretaries of education, its technical staff, teachers and students, representing a very important management tool for results.

The second most voted action, New Projects, with 49 choices, demonstrates that strategic actions such as the Mundial, Trails, Learn More, Future Youth, All Learn, and others projects are clearly identified as components of the Pact. The inter-sector dimension of the Pact is evidenced in the third most voted action "Articulation with other sectors of the government", with 39 choices. The basis of this dimension was in a systemic view of reality, which evidences concerning the inter-relationship between poor educational outcomes and factors from different areas. The concrete experience of this inter-sector approach, in activities mainly related to the Governance Committees, must have been fundamental in the awareness of the importance of this approach.

The fourth most voted action, Reinforcement Actions, which received 35 votes, demonstrates the importance of this component in the creation of a group identity and in the reinforcement to the motivation. A multi-sector partnership that brings together partners from different organizations

and social strata with diverse logics and values needs to foster the building of a common culture through symbols and rituals.

The Pact Recognition System was the fifth most chosen action, with 25 choices. We believe that this is due to the mobilization capacity and the effects of this initiative as motivating the parties involved. A collaborative proposal for results-oriented management requires the existence of a system capable of recognizing the greatest efforts in achieving results. As this system provided for recognition of both the best results and the largest gains, it was accessible to all.

Among the specific respondents of the Municipality Pact, the perception was:
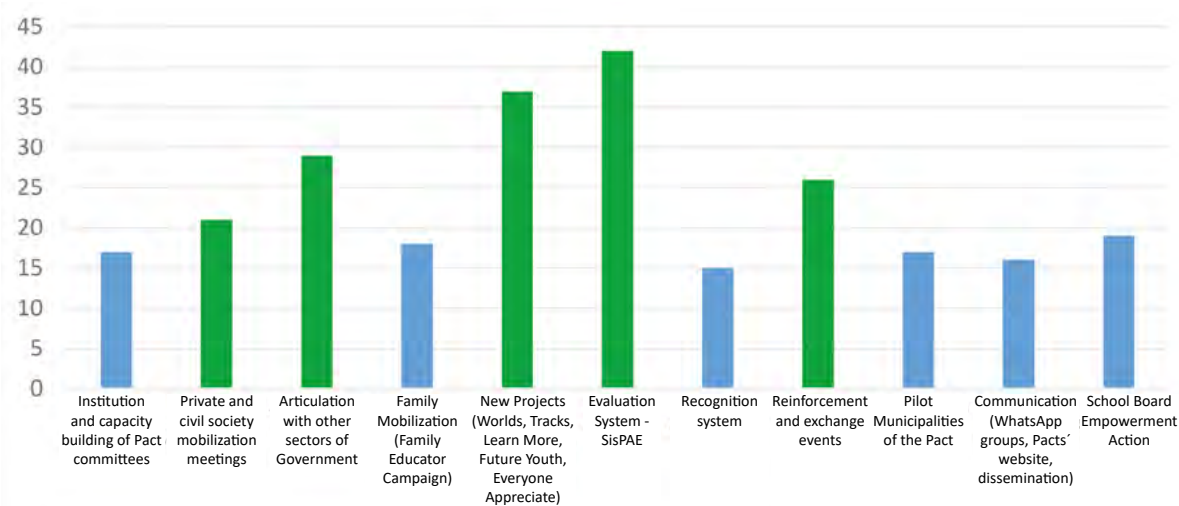
Among the respondents of the PMPs and MPs, the perception was similar to the evaluation of the group as a whole. It differs, however, in relation to the fifth most voted activity, "Meetings of mobilization of the private sector and civil society", which received 21 choices. We attribute this perception to the fact that one of the main commitments signed by MPs was precisely to involve these sectors, mobilizing governance partners (participation in committees), program partners and financial partners. Also in this regard, the concrete experience of the mobilization strategy has increased the value attributed to it.

The graph above reflects the diversity of perceptions when analyzing from the Network or the place of participation in the Pact. Among the respondents of the State Network, we emphasize the emphasis on "New Projects" and "Evaluation System".

In the Municipal Network, the evaluation was slightly similar to the State Network. We empha-

size that among these respondents and those of Partner Organization Communication was better evaluated in function, most likely, the PMPs / MPs initiative.

When grouping the answers by Network or by Partners, we find the perception below:

- ■ Institution and capacity building of Pact committees
- ■ Articulation with other sectors of Government
- ■ New Projects (Worlds, Tracks, Learn More, Future Youth, Everyone Appreciate)
- ■ Recognition system
- ■ Pilot Municipalities of the Pact
- ■ School Board Empowerment Action
- ■ Private and civil society mobilization meetings
- ■ Family Mobilization (Family Educator Campaign)
- ■ Evaluation System - SisPAE
- ■ Reinforcement and exchange events
- ■ Communication (WhatsApp groups, Pacts´ website, dissemination)

We noticed that among the respondents from Municipalities Associations and Partner Organizations, the themes related to Governance received more emphasis: Institution and Capacity Building of Committees, Mobilization Meetings of the private sector and civil society and Articulation among other sectors of Government. It is inferred that the proposal of governance with multi-sector composition represented a new and important institutional space for the participation of these actors in the field of education. From the programmatic point of view, SisPAE was a highlight for both educational networks and the associations of municipalities demonstrating their importance as a management tool.

QUESTION 9
"EVALUATION OF PARTNERSHIP"

Question 9 raised 11 questions related to the cultural results envisaged by the Pact:
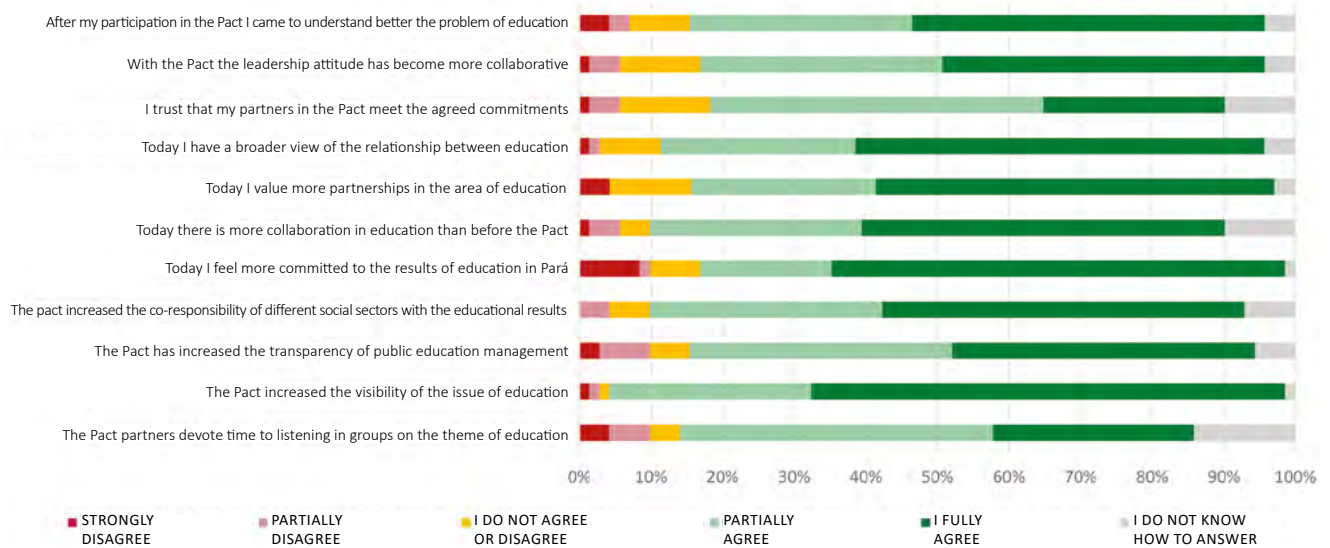
With this graph, we can infer that the Pact was a relevant success in the issues related to raising the visibility of education, compromising results, valuing partnerships, a better view of the multi-dimensionality of education, and increased collaboration in this area. This reveals a considerable impact of the proposal on the desired systemic results.

Among the respondents of PMPs and MPs, the responses were similar:

MUNICIPALITIES OF THE PACT

■ STRONGLY DISAGREE	■ PARTIALLY DISAGREE	■ I DO NOT AGREE OR DISAGREE	■ PARTIALLY AGREE	■ I FULLY AGREE	■ I DO NOT KNOW HOW TO ANSWER	
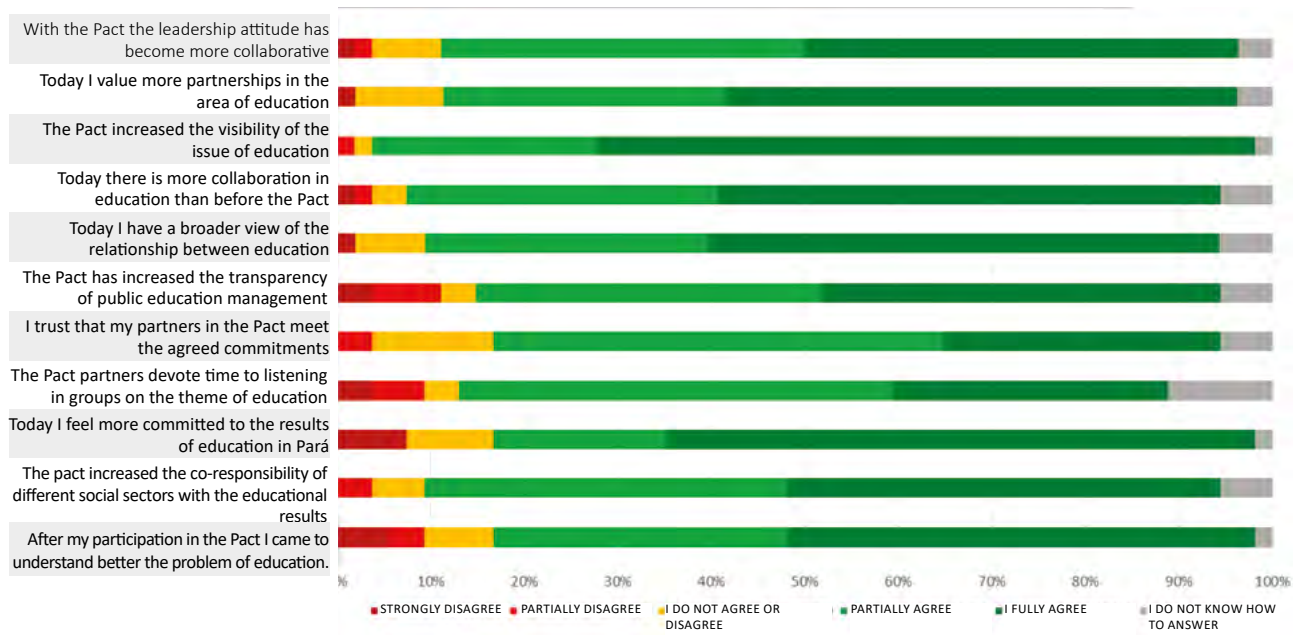
This perception can also be analyzed by the nature of the respondent's participation:

State Network

Municipal Network
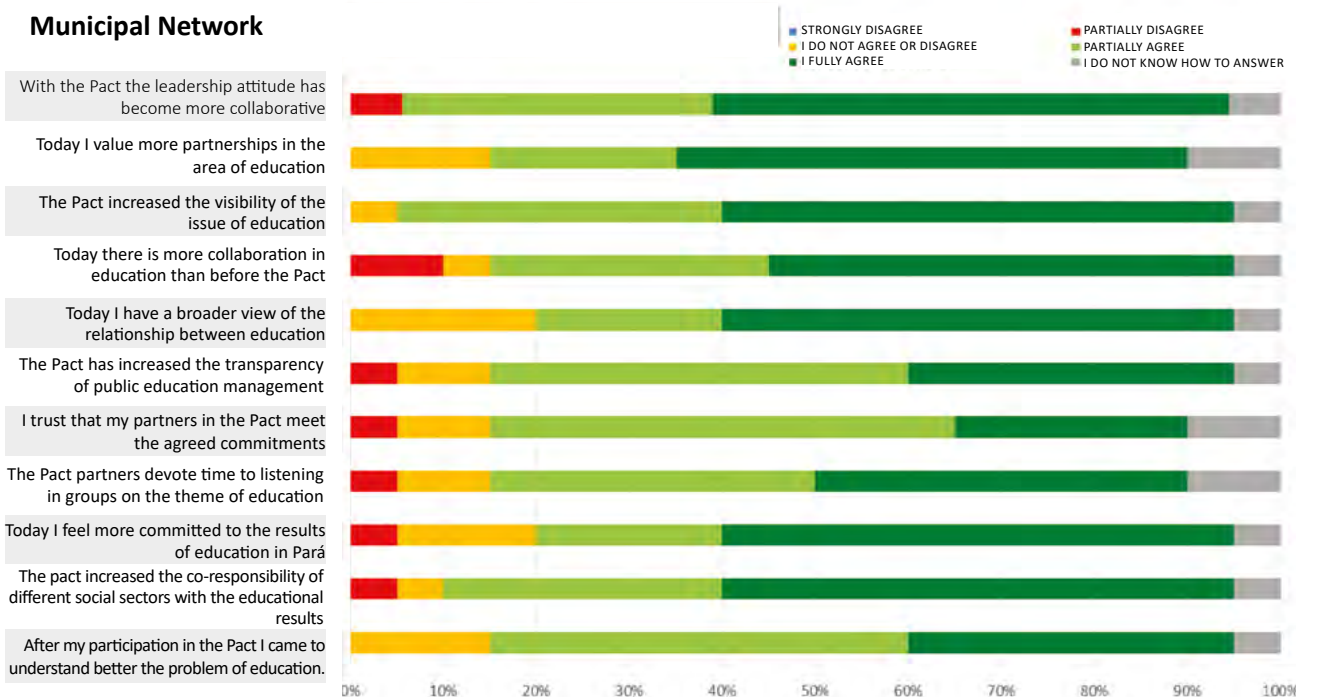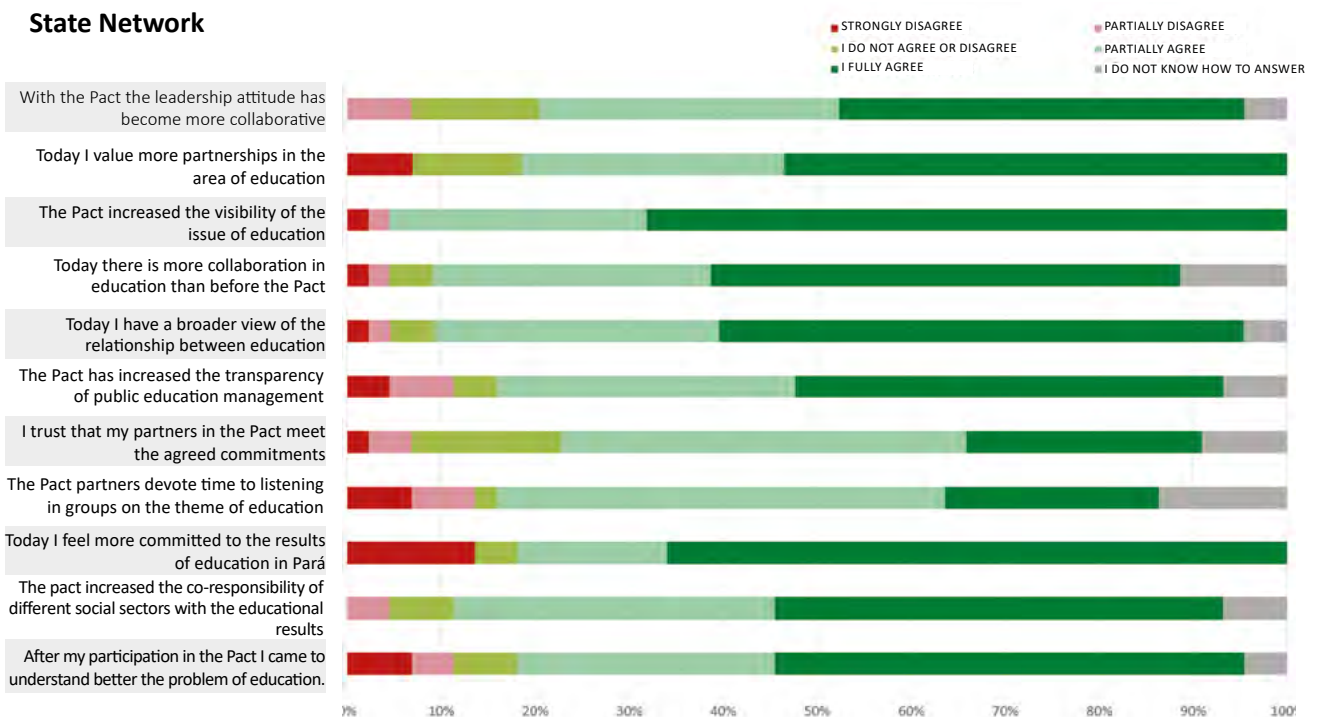
Entre os respondentes específicos da Rede Municipal, destacamos a avaliação da afirmação "Com o Pacto a atitude das lideranças tornou-se mais colaborativa", com 90% de avaliação positiva. Lembramos que uma dimensão para a qual empenhamos bastante esforço foi justamente a colaboração entre lideranças de diferentes níveis e setores.

Partner Organizations

With the Pact the leadership attitude has become more collaborative

Today I value more partnerships in the area of education

The Pact increased the visibility of the issue of education

Today there is more collaboration in education than before the Pact

Today I have a broader view of the relationship between education

The Pact has increased the transparency of public education management

I trust that my partners in the Pact meet the agreed commitments

The Pact partners devote time to listening in groups on the theme of education

Today I feel more committed to the results of education in Pará

The pact increased the co-responsibility of different social sectors with the educational results

After my participation in the Pact I came to understand better the problem of education.

In the replies of representatives or employees of Partner Organizations, we would like to repeat the totally positive assessment to the statement "After my participation in the Pact, I came to better understand the issue of education." This evaluation becomes even more relevant because the respondent's area of origin is not always education. We attribute the same value to the response to the statement "Today I value more partnerships in the area of education."

QUESTION 10

"EVALUATION OF THE SYNERGOS INSTITUTE IN THE PACT. HOW DO YOU EVALUATE SYNERGO´S CONTRIBUTION TO THE ... "

Question 10 brought us interesting observations regarding our participation on the Education Pact model:

Among the activities developed by Synergos as a structuring organization of the Pact, the creation of the Common Agenda of the Pact is better appreciated; the Mobilization of Partners; Dissemination on the importance of the topic of education; the Creation of Pact Governance; Communication between Partners; the holding of reinforcement events and meetings of partners. The actions that obtained a less favorable evaluation were: Transparency of actions and results; Information on strategic projects; and Integration and coordination of actions at different levels (state and municipal).

MUNICIPALITIES

Legend: RUIM | FRACO | BOM | EXCELENTE | NÃO SEI RESPONDER

Items (top to bottom):
- Communication between partners
- Creation of the common agenda of the Pact (goal 7, results and strategies)
- Creation of governance (committees) of the Pact
- Disclosure on the importance of the subject of education
- Reinforcement events and partner meetings
- Information about strategic actions and projects
- Integration and coordination of actions at different levels (state and municipal)
- Mobilizing partners
- Transparency of actions and results

Among respondents from the Pilot Municipalities of the Pact, the responses were quite similar, with a better evaluation of the Communication between partners, which is easily explained by the greater proximity and intensity in the relationship 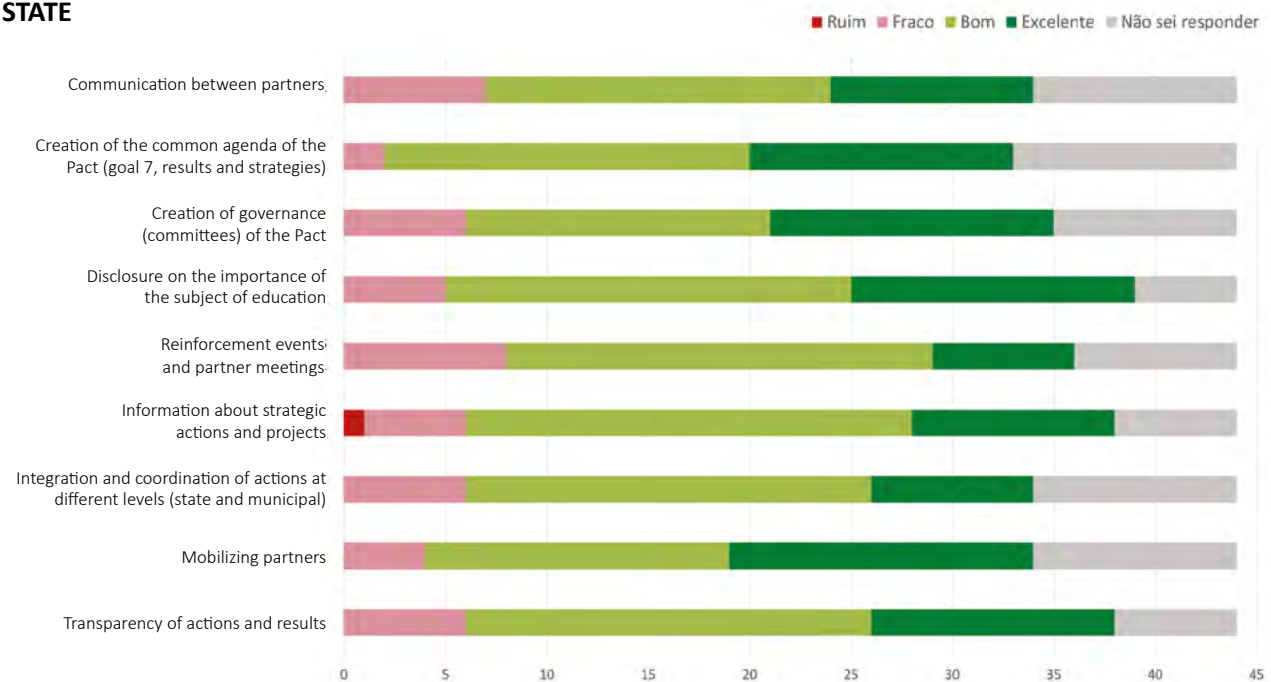with Pilot Municipalities of the Pact and different partners, such as Associations and Consortia of Municipalities, private sector, Municipal Committees of the Pact and managers of Regional Units of Education (ERUs) of SEDUC.

STATE

Legend: Ruim | Fraco | Bom | Excelente | Não sei responder

Items (top to bottom):
- Communication between partners
- Creation of the common agenda of the Pact (goal 7, results and strategies)
- Creation of governance (committees) of the Pact
- Disclosure on the importance of the subject of education
- Reinforcement events and partner meetings
- Information about strategic actions and projects
- Integration and coordination of actions at different levels (state and municipal)
- Mobilizing partners
- Transparency of actions and results

Among the respondents of the State Schools, the evaluation of all items is more positive, with the exception of the Activity on Strategic Projects, which presents a certain incongruity since, precisely, the professionals of the State Schools were the most involved in actions of design, implementation and monitoring of such actions.

MUNICIPAL NETWORK

Legend: Ruim · Fraco · Bom · Excelente · Não sei responder

Categories (top to bottom):
- Communication between partners
- Creation of the common agenda of the Pact (goal 7, results and strategies)
- Creation of governance (committees) of the Pact
- Disclosure on the importance of the subject of education
- Reinforcement events and partner meetings
- Information about strategic actions and projects
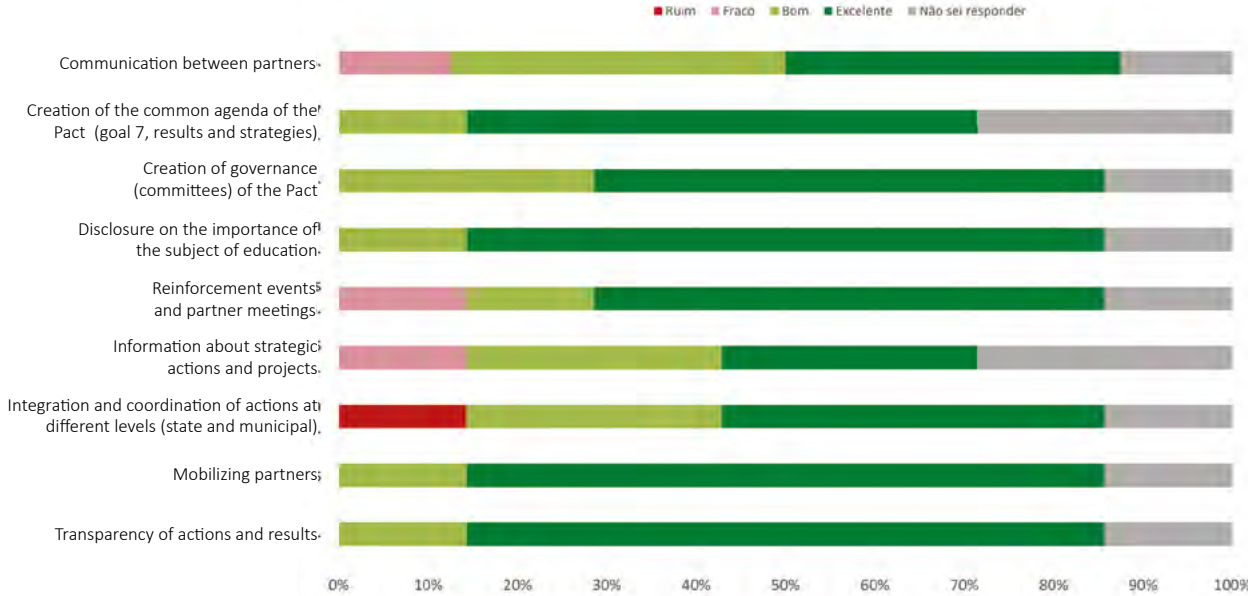- Integration and coordination of actions at different levels (state and municipal)
- Mobilizing partners
- Transparency of actions and results

Among respondents of the Municipal Network, the very positive response to the statement on the creation of the common agenda may be due to the fact that the definition of this agenda was part of the initial phase of the Pact, mainly involving the state level. When the Pact "went down" to the municipalities, with the proposal of the MPs, the common agenda was already established.

PARTNERS OF THE PACT

Legend: Ruim · Fraco · Bom · Excelente · Não sei responder

Categories (top to bottom):
- Communication between partners
- Creation of the common agenda of the Pact (goal 7, results and strategies)
- Creation of governance (committees) of the Pact
- Disclosure on the importance of the subject of education
- Reinforcement events and partner meetings
- Information about strategic actions and projects
- Integration and coordination of actions at different levels (state and municipal)
- Mobilizing partners
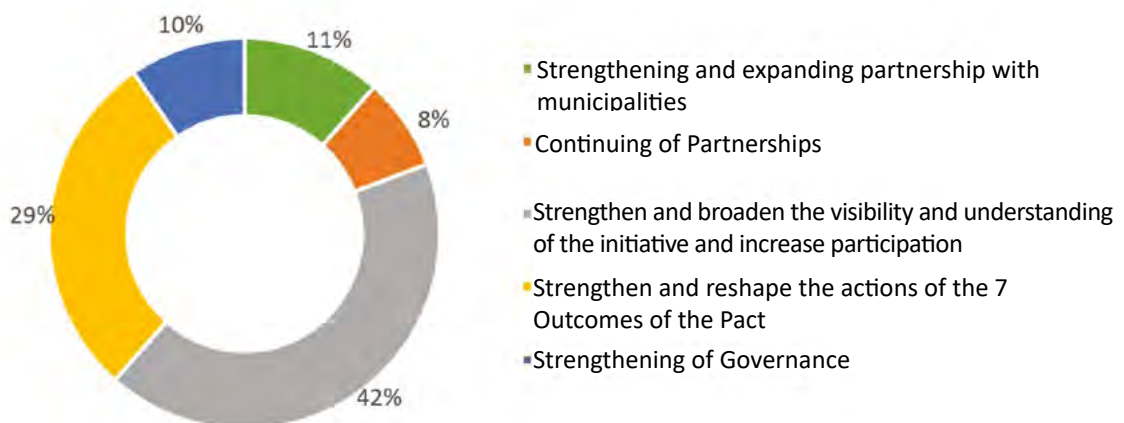- Transparency of actions and results

In the perception among the partners of the Pact, we highlight the positive evaluation of Synergos' contribution to "Partner Mobilization", "Transparency of Results", "Disclosure on the importance of education", "Creating Pact governance" as well as in "Creating the Pact Common Agenda."

QUESTION 11
"THE PACT CONTINUES? WHAT ARE YOUR RECOMMENDATIONS?

With the final question, we were able to collect reflections and suggestions for the continuity of the initiative. We can group them into 5 thematic groups represented below:

- Strengthening and expanding partnership with municipalities
- Continuing of Partnerships
- Strengthen and broaden the visibility and understanding of the initiative and increase participation
- Strengthen and reshape the actions of the 7 Outcomes of the Pact
- Strengthening of Governance

Here are some examples:

>> Strengthen and reshape actions of the 7 Pact Results, 29%, with 15 responses

"Creation of projects according to the reality of schools, based on the results of external evaluations; that is thought out for school principals, with the intention of charging a more committed performance within the projects".

"As a former student of the state education network, I feel very privileged, to this day, having received a trip to London, a huge incentive to study. As recommendations, I believe that encouraging the student with awards and recognition is essential, for several criteria such as income and lack of stimulation of school infrastructure among others. Finally, the students become more motivated, the teachers can see the results of their work and, consequently, education improves".

>> Strengthening and expanding the partnership with municipalities, with 11%, with 6 responses

"Intervene on the municipalities participating in the Pact, so that results of the students of the Municipal Network are as detailed as the students of the State Network, because we only visualize the general result and it would be important to teachers of the Municipal Network to have had this access. In doing do, the work would have more consistency".

"I would like to suggest that in the municipalities of western Pará, the Pact be implanted, since there are few that have. In the certainty that is working and will continue, we need to make it happen where we do not yet have it, in order to obtain similar results such as recognition of schools, more active teachers and committed management, as well as partnerships that work well, improvement of Education, and Synergos doing its excellent work".

"Continue to implement more actions within municipalities."

>> Maintenance of partnerships, 8%, with 4 recommendations

"That the actions and partnerships continue, the participation of professionals is more intense and the goal of the Pact is even more widespread so that its reach is greater and the success of the Program can reach its goal".

"Let the spirit of collaborative work remain. This was the greatest contribution made by the Pact, that is, persevere and go forward, we must go together, side by side towards the advancement of the quality of public education in Pará".

"That the State continues to seek partnerships with society, to communicate clearly the status of education in public education in Pará, its successes and weaknesses and its needs and make it known to a widespread audience".

"Evaluate results and build new bridges! We need to plan and believe so we can improve our education. And let us work with those who understand our problems and reach out to us together".

>> Strengthen and increase visibility and understanding of the initiative and increase participation, 29%, with 15 recommendations

"Actions established through the pact need to be better understood by some sectors of society so that broader participation can be promoted."

"More meetings should be held between partners so that they can dialogue more about the results pointed out for education and that we can draw up strategies that contribute to a social quality based on a political-pedagogical project that will transform the educational panorama in a positive way".

>> Governance Strengthening, 10%, with 5 responses

"Greater focus on the creation, training and follow-up of the Pact's governance committees. I believe that this measure has the greatest potential for strengthening the Pact".

"Strengthen governance and value our participation (SEDUC) in the actions carried out for the partners".

VIDEOS ABOUT THE PACT

Access by QR CODE or through the link:
http://syngs.info/pactopara

GROUP OF STRATEGIC PARTNERS OF THE PACT FOR EDUCATION IN PARÁ

Technical and Financial Support

- INSTITUTO UNIBANCO
- INSTITUTO NATURA
- FUNDAÇÃO TELEFÔNICA
- FUNDAÇÃO VALE
- FUNDAÇÃO ITAÚ SOCIAL
- ITAÚ BBA
- NORSK HYDRO
- CIEDS

Financial Support

- BANCO INDUSVAL & PARTNERS (JAIR RIBEIRO)
- TORA BRASIL
- DOADOR QUE PREFERE ANONIMATO
- CRISTIANO VALLE
- CIA REFINADORA DA AMAZÔNIA
- MARCOS DE MORAES

GROUP OF STRATEGIC PARTNERS OF THE PACT FOR EDUCATION IN PARÁ

Technical Support

- BANCO INTERAMERICANO DE DESENVOL-VIMENTO
- FUNDAÇÃO ITAÚ SOCIAL
- CENTRO INTEGRADO DE ESTUDOS E PRO-GRAMAS DE DESENVOLVIMENTO SUS-TENTÁVEL -CIEDS
- TODOS PELA EDUCAÇÃO
- INSTITUTO NATURA
- NATURA
- "INSTITUTO DE CO-RESPONSABILIDADE PELA EDUCAÇÃO (ICE)"
- GESTÃO DE INTERESSE PÚBLICO (GIP)
- FUNDAÇÃO TELEFÔNICA
- TELEFÔNICA | VIVO
- FUNDAÇÃO VALE
- INSTITUTO ABCD
- CORUJA EDUCAÇÃO
- INSTITUTO AYRTON SENNA
- ABRIL
- INSTITUTO PENÍNSULA
- UNIÃO NACIONAL DOS DIRIGENTES MU-NICIPAIS DE EDUCAÇÃO - UNDIME/PA
- CONSÓRCIO DE DESENVOLVIMENTO SOCIO-ECONÔMICO INTERMUNICIPAL - CODESEI

- ASSOCIAÇÃO DOS MUNICÍPIOS DAS RO-DOVIAS TRANSAMAZÔNICA, SANTARÉM--CUIABÁ E REGIÃO OESTE DO PARÁ - AMUT
- ASSOCIAÇÃO DOS MUNICÍPIOS DO AR-QUIPÉLAGO DO MARAJÓ - AMAM
- ASSOCIAÇÃO DOS MUNICÍPIOS DO ARAGUAIA, TOCANTINS E CARAJÁS - AMAT CARAJÁS
- ASSOCIAÇÃO DOS MUNICÍPIOS DA CALHA NORTE - AMUCAN
- CONSÓRCIO INTEGRADO DOS MUNICÍ-PIOS PARAENSES - COIMP
- ASSOCIAÇÃO DOS MUNICÍPIOS DO NOR-DESTE PARAENSE - AMUNEP
- ASSOCIAÇÃO DOS MUNICÍPIOS DA REGIÃO METROPOLITANA DE BELÉM – AMBEL
- FEDERAÇÃO DAS ASSOCIAÇÕES DE MUNI-CÍPIOS DO ESTADO DO PARÁ - FAMEP
- FEDERAÇÃO DAS ASSOCIAÇÕES COMER-CIAIS E EMPRESARIAIS DO PARÁ - FACIAPA
- ASSOCIACAO DAS CASAS FAMILIARES RU-RAIS DO ESTADO DO PARA - ARCAFAR

PROJECT PUBLICATIONS

▸ Cadernos de Acompanhamento do Pacto nas 12 Microrregiões do Pará

▸ Cartilha Família Educadora

▸ Cartilha Sistema de Governança do Pacto pela Educação do Pará

▸ Cartilha Sistema de Governança II

▸ Contribuição do setor privado para o Pacto pela Educação do Pará

▸ Folder Pacto pela Educação

▸ Pacto na Escola

▸ Pacto pela Educação do Pará no município: o regime de parcerias

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▸ Pacto pela Educação do Pará: orientações para a implementação

▸ Seja uma organização parceira do Pacto!

Access by QR CODE or through the link:
https://drive.google.com/open?id=1_v4dfVHUuDRF3yfROk3quJDddO0LVSVB

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Publication

ATTACHMENTS

Contribution of the Private Sector to the Pact for Education in Pará

1

SUMMARY

Contribution of the Private Sector to the Pact for Education in Pará

The contribution of the private sector in the social area has been gaining strength in Brazil, especially since the 1990s, with the emergence of the awareness that the action of companies could not be restricted to the economic field as generators of growth and job creation. It would be necessary to manage the business itself in a responsible way, both from a social and environmental point of view, as well as invest directly in the improvement of society.

Then, the concepts of corporate social responsibility and private social investment emerge. Social responsibility is referred to as responsible ethics in business decisions, and social investment, corresponding to contributions to the transformation of social and environmental conditions.

The various forms of social responsibility and investment that have been consolidating come to represent an enormous possibility of effective contribution of the private sector to the process of sustainable development.

1. Why focus on private contribution to education?

A consistent set of studies has demonstrated the close correlation between education and different economic, social and environmental indicators, placing it at the center of the sustainable development process.

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Figure 1 - Education at the heart of the process of sustainable development
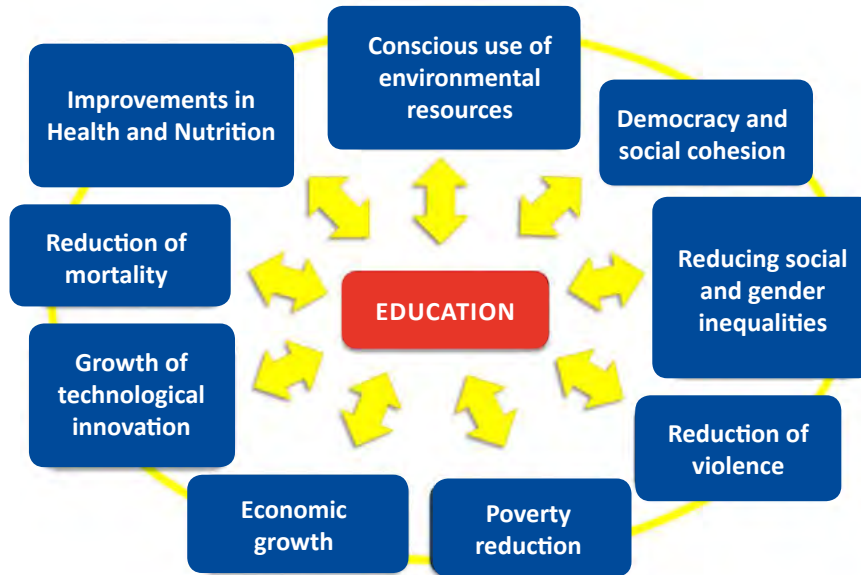
Thus, the quantity and quality of education of the population are directly associated with good environmental management, democracy and social cohesion (a condition that is indispensable for the proper functioning of a society in the task of producing common goods), the reduction of inequalities of increasing violence), economic growth (generating the necessary human capital) to poverty reduction (through the close association between schooling and income), growth and technological innovation (productivity base) and in the field of health, morbidity and mortality rates and child malnutrition (correlated to mothers' schooling).

Focusing on proposals for accountability and private social investment in the field of education can be strategic for increasing the impact and relevance of these initiatives..

4

2. How can businesses achieve greater impact and relevance?

Differing from the contribution of individuals, private social investment needs to aim for effectiveness.

In this sense, social investment must be able to go beyond the value of merit and achieve the impact and relevance characteristic of an effectively transforming action. He has to worry about the social results of his investment, seeking a focus, aligning his actions of responsibility and social investment with this focus, and identifying the most effective and effective strategies to reach the desired impact.

3. Why invest in education in Pará?

The educational situation of Pará has, over the years, maintained or deepened problems in all its levels of education.

In child education, which is an unmistakable basis for the human development process (75% of neurological connections are built up to 3 years of age) the most serious problems are coverage and quality of supply.

The goal of the National Education Plan for Early Childhood Education is to universalize, until 2016, the care of children between 4 and 5 years of age in the Preschool and to increase the number of places in kindergartens in order to attend at least 50% of children up to 3 years old by the end of 2024.

In the case of Para, which only attends 73.8% of children aged 4 to 5 years and where only 10.5% of children up to 3 years of age are in daycare centers, the challenge of achieving these goals (with quality) requires the contribution of the private sector.

Elementary School seems to be the most advanced, both in coverage and in quality. However, the gains occurred more in Elementary I (first to fifth year), than in Elementary II (sixth to ninth year).

However, the goals of the National Education Plan (PNE) to universalize nine-year primary education for the entire population from 6 to 14 years old and to ensure that at least 95% of students complete this stage at the recommended age, by 2024, seem almost unreachable.

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In Pará, although 94.8% of children between the ages of 7 and 14 are enrolled in school (the percentage decreases when 6-year-olds are included), only 50% of them finish primary school at that age.

As far as quality is concerned, although in Elementary I Portuguese and Mathematics performances are close to those expected, in Fundamental II the results are absolutely below expectations, indicating a serious problem to be faced. Although they are not verified by Prova Brasil, the results of the Sciences, when evaluated by PISA (International Student Assessment Program), are also worrying.

Thus, the contribution of the private sector to this level of education, whose direct responsibility is shared between the municipality and the state, could be decisive for the achievement of better results.

The major problems of Brazilian education, especially that of Pará, are in secondary education. PNE's goals of universalizing school attendance for the entire population aged 15 to 17 and raising the net enrollment rate in high school to 85% by 2024 are far from being achieved.

In the state of Pará, where approximately 75% of the population between 15 and 17 years of age are in school, only 39.9% attend secondary school (net rate). This is the lowest rate in the entire North Region and far below the national average (54.4%) and the average of states such as São Paulo (69%), Federal District 67.2%) and Goiás (61.0%).

To reach the whole of the population of this age group, Pará has to face the most serious problem of the vacancy deficit - by 2016 it would be 10668 (the largest in the country) - reaching 33 municipalities (TCU, 2013 - 007,081 / 2013-8).

As for reaching the goal of increasing the percentage of young people in high school from 39.9% to 85% by 2024, government and society must make a major effort to return to the 25% of schools that are out of school today, as well as accelerated learning programs so that the 35% still in elementary school reach this level.

In addition, it is necessary to develop strategies to reduce the rates of evasion and dropouts (20.6%), also one of the largest in Brazil.

The combination of these factors ends up defining one of the lowest rates of completion of basic education in Pará. In this state, only 35% of 19-year-

olds complete their education.

As the modern labor market requires at least 11 years of schooling, 65% of young people in Para are condemned to unemployment or to work in the marginal market.

As a final consequence, the average schooling of the population of Pará is 7.2 years, well below the national average of 9.8 years.

Local businesses of Pará know well the difficulties of selecting qualified human resources, or better, with a good schooling. The strategy of importing personnel, besides being more expensive, marginalizes the local population, with all the consequences already known.

Since high school is state responsibility, the very important social investment to be done must be in partnership with this level of government.

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## 4. Why contribute to the Pacto for Education in Pará?

The Pact for Education in Pará is an integrated effort of different sectors (education, assistance, health, culture, sports and leisure, among others) and actors (government, business, university, civil society and international organizations) led by the State, around goals, results and strategies, that is, according to a Plan.

It is a public-private partnership, federative (different levels of government), inter-sector (including education, assistance, health, culture, sport and leisure, among others) and implemented in a decentralized way (articulation of many Pacts: state, regional, municipal and school).

The Pact does not belong to governments, political parties, religious or ideological segments. It is the responsibility of the entire society. Its goal is to increase by 30% the Basic Education Development Index (IDEB) of all levels: Elementary School I and II and High School, in a period of 5 years (by 2017), demonstrating that it is possible to "turn around" "when all sectors of the state come together around common goals and results.

Increasing the IDEB requires an effort by all, in the sense that our students can effectively learn and improve their performance in national and state assessment systems (SisPAE), that they are approved and do not abandon schools before the end of their basic education.

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Figure 2: The expected results of the Education Pact of Pará
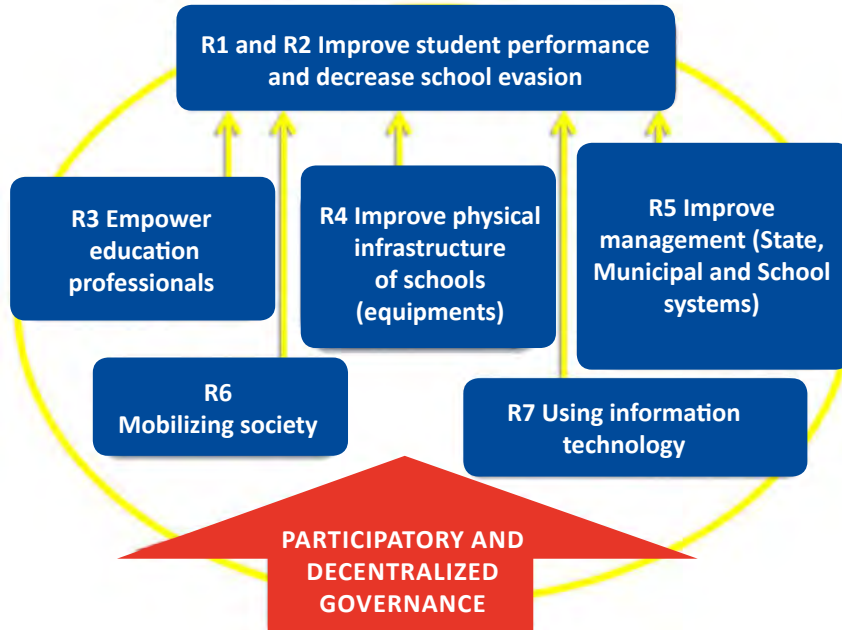
In addition to improving educational outcomes, and even for it to be sustainable, the Pact aims to institutionalize public-private partnership, through the implementation and strengthening of a Governance System that ensures the participation of different sectors, including businesses, in the management of educational politics.

This System of Governance, formed by a network of Committees (state, regional, municipal and school), each acting on the basis of specific plans (State Strategic Plan, Municipal Education Plan and the School's Political Pedagogical Plan) actions and articulation of efforts, contributing to the achievement of the goals and results of the Pact.

9

Figure 3 - Participatory governance: a Pact of many Pacts

State Committee	Regional Committee	Municipal Committee	School Council
PACT IN THE STATE	**PACT IN THE REGION**	**PACT IN THE MUNICIPALITY**	**PACT AT SCHOOL**
STRATEGIC PLAN	REGIONAL PLAN FOR MOBILIZATION AND INTEGRATION	MUNICIPAL EDUCATION PLAN	POLITICAL-PEDAGOGICAL PROJECT

INCREASE OF 30% OF IDEB
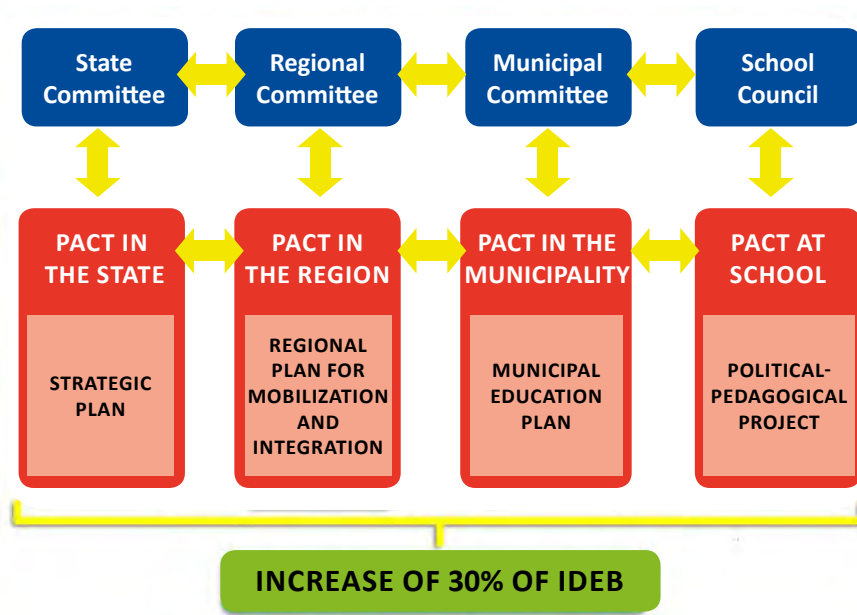
The institutionalized participation of the private sector in the governance system represents a major advance in the search for relevance of social investment in education.

Firstly, because the main proposal of the Pact is that social investment is articulated to public policy, integrating efforts of different sectors, according to goals and results, in order to create the necessary synergy to the effectiveness of actions.

Secondly, because in the same spirit, the Pact proposes that private sector participation be part of an articulated network of business efforts that will increase the impact of each one's actions.

This network, called the Strategic Partners Group of the Pact for Education in Pará (GPEP), has being constituted since 2012, with the combined contribution of businesses, institutes and foundations, which are committed to contribute to the improvement of public education in the state of Pará.

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4.1 Who can join the GPEP?

There is no limit of members, nor defined standard, being able to associate to the GPEP from large businesses, with national or regional action, to small local establishments, as long as they commit themselves with some form of participation.

There are two types of associates: partners and supporters.

The Joint Institutions are those that contribute in a systematic way to the Pact, being able to characterize like technical partners or of the system of governance.

Supportive Institutions are GPEP members who, in addition to contributing to investment and social responsibility initiatives, allocate financial resources for the implementation of Strategic Actions in Support of the Pact through annual contributions to the Pact's Sustainability Fund.

Businesses, institutes and foundations must formalize their adhesion to the GPEP, through their own instrument - Term of Adherence to the Pact - which defines the forms of participation, roles and responsibilities.

4.2 How is GPEP coordination carried out?

In a network, there are no hierarchical relationships between members. Its functioning, however, depends on an articulating action, exercised by a coordinating body.

The coordination of the GPEP has been carried out by the Synergos Institute, a non-governmental organization with international experience in public-private social partnerships.

It is envisaged that GPEP coordination could be exercised in a rotating manner by its members.

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Figure 4 - Composition of the Group of Strategic Partners of the Pact for Education in Pará (GPEP) in 2014

4.3 How can private entrepreneurs contribute?

A business, depending on its size and its activities, can contribute in different ways.

In order to enrich options, some alternatives are suggested:

- a. Participation in the Governance System;
- b. Assistance to the management of municipal systems or public schools;
- c. Social investment directly in municipalities;
- d. Establishment of partnership with a school;
- e. Support for the expansion of programs and projects of initiative of other companies and institutes;
- f. Business volunteering actions;
- g. Vacancy in Apprentice Law programs that prioritize students from public schools;

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h. Financial support to the Pact's Sustainability Fund. Apoio financeiro ao Fundo de Sustentabilidade do Pacto.

5. Participation in the Governance System

One of the most important forms of business contribution is its participation in the Governance System. As members of Committee (State, Regional, Municipal and School Councils), businesses have the opportunity to act directly in educational policy in their area of interest.

In the Regional Committees (RCs), the role of Vice-President, jointly with the SEDUC representative for the functioning of the RC, is reserved for businesses for monitoring and mobilizing other private sector partners, articulation and support to municipalities. As it is a more intense way of acting, it is expected that the minimum dedication time is approximately 8 hours per month.

In these RCs, other forms of actionis as a member, also responsible for mobilizing and monitoring actions. The minimum dedication time, in this case, would be 4 hours per month.

The Municipal Committees are coordinated by a triumvirate, formed by the Municipal Secretary of Education, the SEDUC representative in the municipality and the partner. Composing this triumvirate would also be a more intense way of acting, being responsible for the functioning of the CM, for supporting the conception, approval and implementation of the Municipal Education Plan, and for mobilizing other partners in the private sector. The minimum time foreseen for this case would be 8 hours per month.

Another option would be to participate as a member of the Municipal Committee, with a minimum dedication time estimated at 4 hours per month.

At the school level, the participation of businesses in the School Boards is of vital importance. As a member of these Boards, the private sector would have an intense role in supporting the design of the school's Political and Educational Plan and monitoring its implementation in mobilizing external resources, avoiding the serious problem of defaulting schools. The minimum dedication time foreseen for this case would be 8 hours per month..

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5.1 Advice on the management of municipal systems or public schools

The major contribution of the private sector in the area of education is in the field of management. By participating directly in the Committees or not, businesses can contribute with municipalities or schools on some crucial issues, such as:

- o Identification of sources of funding:
  There are important sources of direct resources at the school, from the federal government and unknown to the school administration. Identifying these sources and access mechanisms may be essential to achieve results.

- o Support to the elaboration of projects and proposal of financing.
  In general, access to these federal or private resources requires presentation of specific projects. It happens that the level of difficulty of these procedures is often a barrier for municipalities and schools in the design of these projects, mainly in the establishment of the correlation between the strategies of action and the budget.

- o Support in improving the management of human, financial and material resources (transportation, meals)
  Studies show that management is an "Achilles heel" of education and that the results are related to its quality. In the case of municipalities with up to 50 thousand inhabitants, it is suggested to encourage the implementation and cooperation in the use of CONVIVA[1] , an important instrument of municipal education management.

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[1] The virtual environment CONVIVA Education is a totally free technological tool that aims to assist the Municipal Secretariats of Education in the management of their networks / education systems, allowing a greater focus on pedagogical management, strengthen teaching and learning.

o Assistance in infra-structure / finantial monitoring and accountability. It is not enough to support municipalities and schools in accessing external resources. It is fundamental to provide advisory services in the process of financial monitoring and accountability. It is inconceivable the number of municipalities and schools that have become defaulted on account of these issues, thus being prevented from receiving new resources.

5.2 Social investment directly in municipalities

Many businesses already have private social investment initiatives with their own projects or actions, or wish to do so. In this case, what is proposed is to seek to articulate the initiative with all the effort to articulate with the Pact. In this sense, the following steps are suggested:

o Identification, together with the Municipal Committee, of priority actions, according to the Municipal Education Plan (goals and results of the Pact);
o Offer projects or resources, in an articulated way with other investments being made in the municipality (federal and state programs, university programs and other businesses).
o Follow-up of the implementation and results, in joint action with the Municipal Committee of the Pact.

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5.3 Establishment of partnership with a school

There are very interesting experiences with positive results. The goal is to establish a partnership, overcoming the idea of "adoption" that presupposes a situation of dependence on the school.

In the spirit of the Pact, the school's own choice should be to identify priority demands with the Municipal Committee, according to the Municipal Education Plan.

Once the school is defined, it is necessary to make direct contact with the management and the School Board to verify the real desire to establish the partnership. This desire should be formalized by means of a document that registers the formal adherence of the School Council to the proposed partnership.

From that point on, we propose the definition of priorities, together with the management team and the School Council, based on the School's Policy Plan, according to the goals and results of the Pact. It would be ideal the official participation of the business as a member of the School Council.

Once the priority needs have been identified, a Work Plan should be developed, together with the school staff, and the partnership formalized in a Term of Commitment, based on this work plan.

Finally, it would be of great importance to systematically monitor the execution of the Work Plan and the expected educational results.

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5.4 Support for the expansion of programs and projects of initiative of other companies

In the field of social investment, as in all others, the important thing is to "not invent the wheel".

So, if another company, institute or foundation has already developed and tested some social project or technology, the ideal would be to use it (evidently with the permission from who conceived it and with the necessary adaptations) in its territory of interest.

In the Pact this is facilitated, since the GPEP promotes the mapping of these initiatives and offers spaces of interaction that enable negotiations.

In this type of contribution, the following steps are foreseen:

- o Identify projects and programs of other companies considered strategic for their territory of interest (group of municipalities, municipalities or schools);
- o Define the possibilities of support for the expansion of this project (s) and programs in its territory of interest;
- o Establish partnership with the company or institute for (a) technical support for implementation or (b) technology transfer.

5.5 Business Volunteer Actions

In the space of intersection between the concepts of responsibility and social investment, the idea of corporate volunteering emerges. In this proposal the company encourages and supports its collaborator (social responsibility) so that it can contribute, with its time, resources or talent, to the improvement of social or environmental reality (private social investment).

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Figure 5 - Business Volunteering
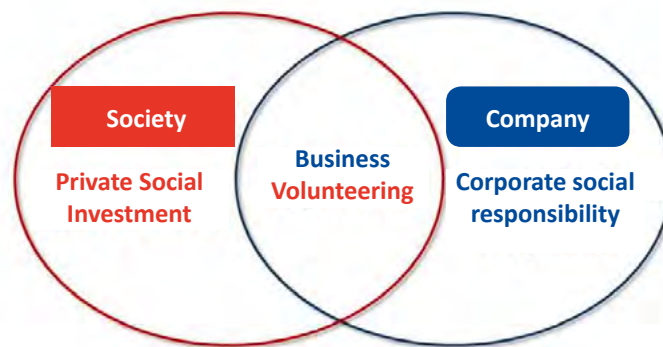
Business volunteering has turned out to be a real win-win game.

In addition to social gains, in this case the increase of human capital in Pará seems to leave no doubt as to whether the company itself benefits from the promotion of corporate volunteering.

Increasingly, the different forms of social responsibility and investment represent a differential for consumers. In contrast to products that are little differentiated by technical qualities, consumers are increasingly likely to opt for brands associated with ethical values and responsible practices. This new logic is reflected in the certificates and awards, increasingly desired by companies. Corporate volunteer programs end up contributing to increasing brand value. Reflections are also felt in indicators such as the increase in employee pride that are reflected in BPW (Best Place to Work).

One gain that is beginning to be perceived is the contribution of corporate volunteering to the development of corporate human resources. In this sense, it is important to restate that our current stage of development known as the knowledge society

In this sense, it is important to restate that our current stage of development known as the knowledge society is characterized by complexity, competitiveness, globalization and enormous technological advance, is bringing new demands to the market, demanding a new profile of collaborator.

This should be a true corporate entrepreneur, capable of having a systemic view of the issues, of being creative and autonomous, of articulating

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different information, of combining ideas with execution capacity, of acting in urgency and deciding on uncertainty, of sharing knowledge, of dealing with diversity, working in teams and being flexible with norms and hierarchies.

These would be precisely the skills and competences developed in certain types of work. Companies interested in participating in this "win-win" game, effectively contributing to the achievement of the Pact's goals, should:

- Identify more flexible business volunteer modalities to the reality of the business;
- Define a voluntary action or program designed to contribute directly to the goals (improve performance and reduce evasion) and the results of the Pact (training of professionals, infrastructure, management, mobilization and use of technology);
- Seek to articulate actions of corporate volunteering, with those developed by other companies.

5.6 Examples of the contribution of corporate volunteering to the Pact:

- Dissemination of the Pact in the company with mobilization of parents / employees to work on improving the education of their children (Educating Family);
- Campaigns developed in schools and communities: Estudar Vale a Pena, Família Educadora and Geekie Games;
- Support for teachers and students projects (project contest);
- Day of service in schools (physical improvements, beautification, lectures and championships);
- Mentoring of students;
- Language classes;
- Technical Support for Reform Projects (Solidary Engineers);
- Support to the accountability of municipalities and schools, in order to avoid default);
- Donor collection campaigns (school material, cleaning and conservation

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materials, uniforms and books);

o Participation of volunteers in the Governance System, as a member of Municipal Committees or School Boards.

5.7 Job Opportunities in Apprentice Law Programs

The Apprentice Act, which sets out the obligation for large and medium-sized enterprises to hire young people as apprentices, and which empowers small enterprises and the school's form of hiring, is often seen in a negative way as another unwelcome obligation to the private sector.

Analyzed by another angle, this possibility, if oriented to this end, can become a very important contribution of companies in the challenge of reducing evasion in High School. It is evident that the high age-grade gap, which affects more than 60% of high school students in Pará, causes older adults to reach this level, with higher income and consumption needs push these young people into the job market and out of school.

Thus, the Apprentice Law offers a real possibility of combining education with formal work (legally registered and labor rights), giving even more meaning to the school itself (why study Portuguese and mathematics?). In order to transform the Apprentice Law into a social responsibility strategy aimed at reducing evasion in High School, it is necessary to organize the program in a way that:

(a) Select apprentices in the ME schools from the second year;
(b) Hire for 4 hours so that it is not necessary for the young person to study at night time;
(c) Charge the compulsory attendance at school. It is worth remarking that any business, regardless of its size, can hire young apprentices.

A challenge in the implementation of learning programs is the mobilization of training institutions that can be entities of the S System, technical schools or NGOs.

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5.8 Financial support for the Pact's Sustainability Fund

In addition to the direct contribution to the Pact, with initiatives of responsibility and social investment, the private sector can support a set of Strategic Actions of Support to the Pact. This is a structuring work in the sense of:

> (a) Mobilization, qualification and articulation of the private sector, aiming to increase its impact on education malpractice in Pará.
>
> (b) Promotion of a culture of Management for Results with the education policy organs (SEDUC and SMEs) and
>
> (c) Implementation of a System of Governance that institutionalizes the private-political partnership in educational management.

With respect to the private sector, the Strategic Actions to Support the Pact are focused on strengthening the GPEP and on the qualification and articulation of the actions of its members through:

> 1. Mapping actions of each member and their location, in order to allow the territorial articulation of efforts;
>
> 2. Technical support for different forms of action: participation in governance, volunteer programs, Apprentice Law;
>
> 3. Articulation with education departments (state and municipal);
>
> 4. Spaces for exchanging experience and setting priorities;
>
> 5. Information on the implementation process of the Pact;
>
> 6. Identification and dissemination of inspiring experiences of private social investment in education in the state of Pará.

In the line of action Management for Results, the Strategic Actions of Support to the Pact propose to provide technical assistance to SEDUC, both in the programmatic line of action, with support to the design and execution of strategic projects, as well as in the monitoring of the implementation process, with support to the Office of Projects. As for the municipalities, the action is

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articulated with UNDIME / PA, Associations and Municipal Consortium[2].

As part of the proposal for Results Management and Strategic Actions to Support the Pact include the design and implementation of a Recognition System.

Finally, with regard to the consolidation of the Governance System, the Strategic Actions to Support the Pact are designed to offer:

1. Technical assistance to the installation and operation of the Regional Committees and Municipal Committees;
2. Spaces for exchange of experiences among the members of the Committees;
3. Support to the Regional Committees for mobilization of Municipal Committees.

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[2] The Project Office is responsible for the centralized and coordinated management of planned projects and actions. SEDUC created the Project Office to ensure implementation of the Pact for Education in Pará.

6. What do the member companies of GPEP (Strategic Partners Group of the Pact for Education in Para?

Businesses that contribute to the Pact for Education in Para, associated with GPEPs, can have significant gains.

Firstly, they enjoy the possibility of contributing strategically and effectively to the increase of human capital in the State of Pará and the reduction of uneconomic factors related to poor educational outcomes such as increased poverty, inequality, marginal activities and violence.

Second, they strengthen their relations with public policies, mainly through participation in Committees of different levels.

Thirdly, the GPEP network facilitates the establishment and strengthening of relations with other member companies through the holding of meetings and the exchange of experiences and an Annual Seminar.

GPEP members can also count on technical support for different forms of social investment in education, as well as advice on developing a business volunteer program.

Last but not least, it is the recognition of the company as socially responsible, which contributes to the increase of brand value. This public recognition is made through the Partner Company Seal of the Pact for Education in Pará. This Seal is offered by the GPEP to members who commit themselves to specific contributions, through the Term of Adhesion to the Pact.

The seal is valid for one year and its renewal depends on the fulfillment of the responsibilities formalized in the Term of Adhesion. Partner Company Seal of the Pact for Education in Pará may consist of all the promotional material produced by the company.

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Figure 6 – The Seal

7. Contact Information

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Parceiros da Governança:

Parceiros Técnicos:

Coordenação:

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