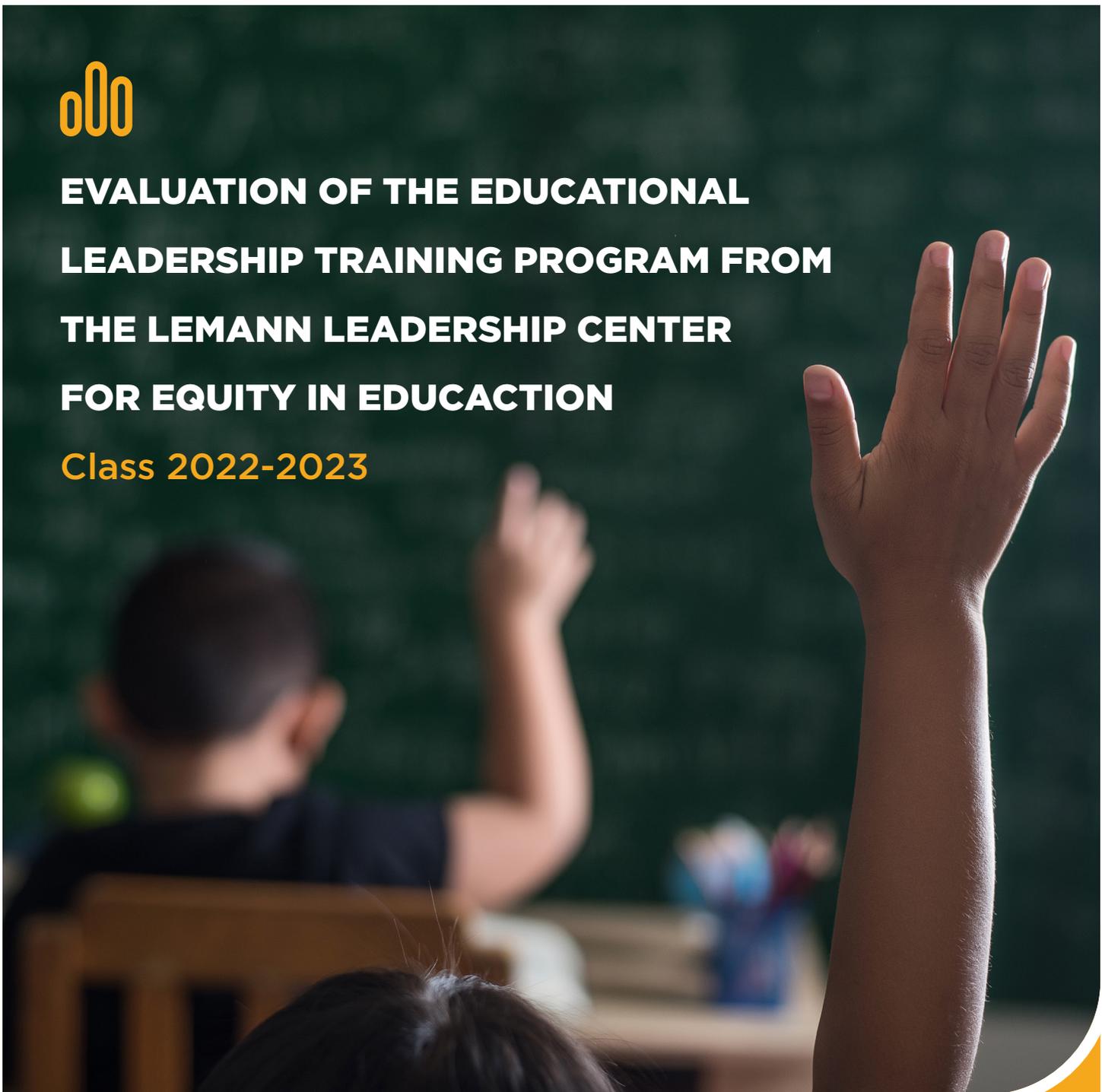




EVALUATION OF THE EDUCATIONAL LEADERSHIP TRAINING PROGRAM FROM THE LEMANN LEADERSHIP CENTER FOR EQUITY IN EDUCATION

Class 2022-2023



Executive Summary

Produced by:



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EQUIDADE NA EDUCAÇÃO



OVERVIEW

This document was produced based on the Summative Evaluation and Foundations for Impact Assessment of the Educational Leadership Training Program from the Lemann Leadership Center for Equity in Education – Class of 2022-2023, conducted by Arandu Consultoria em Avaliação Ltda in partnership with the Lemann Leadership Center for Equity in Education. It summarizes the key highlights presented in the full document.

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INTRODUCTION

One of the main challenges in Brazilian public education arises from the insufficient training of educational leaders, particularly in three key aspects:

1. Knowledge about inequalities,
2. Strategies to address them, and
3. Intra- and interpersonal competencies necessary to reduce these inequalities and improve educational quality indicators.

In addition, the structural conditions and practices are inadequate to transform the reality into a more equitable education.

Based on this diagnosis, the Lemann Center developed the **Educational Leadership Training Program**, launched in 2022, to strengthen educational leaders' commitment and capacity to promote quality and equitable learning and holistic development within their municipal public school systems and schools.

With a duration of two years and an estimated workload of 360 hours, the Training Program was structured around three key dimensions:

1. Cultural: Fostering mindset changes and strengthening commitment and motivation.
2. Visionary: Developing a systemic perspective to define directions and strategies.
3. Operational: Enhancing technical capacity.

The program aimed to cultivate in leaders the awareness, commitment, and competencies necessary to implement practices that address priority issues in their areas of operation, while also driving significant changes in municipal public school systems and schools.

In April 2022, the first edition of the Training Program, called the Class of 2022-2023, was launched. Initially, 49 municipalities participated, with 44 completing the cycle. In 2023, during the second year of the Class of 2022-2023, a new edition started (2023-2024). This cohort incorporated new elements derived from lessons learned and insights gained during the first year of the program's implementation.

This document presents a summary of two evaluation approaches, which include:

I. SUMMATIVE EVALUATION

Analysis of the processes and results from the first cycle of the Educational Leadership Training Program (Class of 2022-2023).

II. BASIS FOR IMPACT EVALUATION

Defining indicators and establishing an initial database for the municipalities participating in the Training Program and their paired municipalities (control group).

I. SUMMATIVE EVALUATION OF THE EDUCATIONAL LEADERSHIP TRAINING PROGRAM

The evaluation of the Training Program is essential for understanding its achievements in developing the awareness, commitment, and competencies of municipal educational leaders, as well as its role in transforming education Municipal public school systems¹ and school environments. This transformation is achieved through the adoption of new values, the development of strategies, and the implementation of effective practices to promote access, retention, learning, and the holistic development of children and young students in schools.

The evaluation was conducted by Arandu Consultoria em Avaliação between May and October 2024.



METHODOLOGY

The following approaches were adopted: theory-driven evaluation, realistic evaluation, context-responsive evaluation, and utilization-focused evaluation. The evaluation followed this methodological sequence:

- **Understanding the object of evaluation**

Initial analysis of relevant program documents and monitoring data; five interviews with the Lemann Center team.

- **Data collection**

Mixed methods were used, combining quantitative and qualitative approaches for data triangulation:

- Quantitative method: An online questionnaire was administered to 1,249 individuals – 750 participants and 499 non-participants – from the first cycle of the Training Program, covering 42 of the 44 municipalities.
- Qualitative method: case studies were conducted in 10 municipalities, with in-person visits to five and online interviews with the remaining five. A total of 29 individuals – school secretaries, technicians, and school managers – were interviewed, and eight focus groups with teachers were held.

- **Combined analysis**

Integration of quantitative and qualitative data for a comprehensive analysis.

- **Presentation and discussion of findings**

Findings were presented and discussed with the technical team, the Lemann Center's Evaluation Committee, and the Board of Directors.

¹ Explanatory note: In Brazil, an educational municipal public school systems refers to a set of interconnected institutions that share resources to achieve shared educational goals.

RESULTS

The results will be presented below, organized according to the evaluation criteria and evaluation questions.

RELEVANCE

The Training Program was deemed highly relevant to the needs of educational leaders, as well as to the needs of the municipal public school systems and schools in their various local contexts.

The main challenge was balancing the demands of the Training Program with the requirements of their professional responsibilities, particularly the mentorship sessions, which were conducted during working hours.

The evaluators posed several **questions to assess the relevance of the Training Program**, which are presented below:

! To what extent did the competencies and practices recommended by the Leadership Training Program address the pressing issues necessary for the development of educational leaders to promote equity and quality in learning?

More than 90% of interviewees stated that the program contributed to the development of their competencies. Managers reported that the Training Program led to significant changes in how they understood their roles and organized their daily routines, integrating pedagogical management with administrative management and better preparing them to exercise leadership. Participants highly valued having a training program specifically designed for managers and their needs, noting the relative lack of training opportunities tailored to their role compared to those available for teachers.

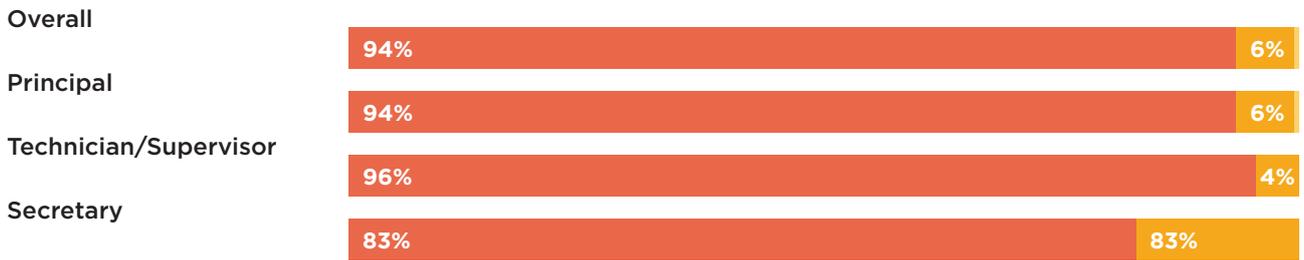
The program also helped participating leaders recognize the importance of adopting a more inclusive and participatory approach to achieving equity and quality in learning. This fostered greater team engagement and the sharing of responsibilities, challenges, and experiences.

In addition to fostering a sense of belonging, solidarity, and camaraderie among participants, the Training Program addressed essential leadership needs by equipping them with tools to enhance educational management within municipal public school systems and schools. The competencies and practices developed were instrumental in tackling daily challenges, as detailed in the following section.

MORE THAN 90% OF INTERVIEWEES STATED THAT THE PROGRAM CONTRIBUTED TO THE DEVELOPMENT OF THEIR COMPETENCIES.

Adequacy of the Training Program competencies for the development of educational leaders

■ Complete or significant ■ Reasonable ■ Little or no adequacy



Notes: 1. The categories “Complete or significant” were grouped together; 2. The values were rounded to improve visualization; 3. The category “Little or no adequacy” has values lower than or equal to zero.

Source: Summative Evaluation of the Leadership Training Program, Class of 2022-2023

“EACH MODULE WAS A SURPRISE. IT FELT LIKE THEY COULD READ MY MIND. CONFLICT RESOLUTION—I WAS DEALING WITH A HUGE PROBLEM HERE. – ‘WOW, DID THEY KNOW?’ PEOPLE MANAGEMENT—I HAD TROUBLE DELEGATING TASKS. YOU KNOW, EVERYTHING JUST FITS PERFECTLY. WHAT WE LEARN IN THE TRAINING APPLIES DIRECTLY TO OUR REALITY HERE.” (PRINCIPAL)

⚠ To what extent did the Educational Leadership Training Program address the structural conditions and practices identified by the Lemann Center while aligning with local needs?

Approximately 90% of school secretaries and technicians agreed that the Equity Dashboard accurately reflected the challenges faced by the municipal public school systems. Similarly, about 90% of Program participants believed that the topics covered and the recommended practices were aligned with the needs of the municipal public school systems and schools.

The program addressed themes relevant to the challenges faced by municipalities, such as literacy, inclusion of students with disabilities, and family engagement, offering methodological support to address these issues. During in-depth interviews, leaders shared numerous examples illustrating how the content learned during the training could be applied in practice to find pathways and solutions to the daily challenges. Among the challenges reported, five stood out:

ABOUT 90% OF PROGRAM PARTICIPANTS BELIEVED THAT THE TOPICS COVERED AND THE RECOMMENDED PRACTICES WERE ALIGNED WITH THE NEEDS OF THE MUNICIPAL PUBLIC SCHOOL SYSTEMS AND SCHOOLS.

1. Learning/literacy Deficit

Municipal public school systems and schools began addressing the diverse needs of students by adopting recommended practices such as monitoring progress and providing individualized pedagogical support. They also reinforced the values of 'High Learning Expectations' and 'Diversity and Inclusion,' while applying the principle of equity to ensure the inclusion of all students without exception.

2. Increasing Number of Children with Disabilities

The problem-solving methodology (LAB) enabled educational leaders to develop strategies, such as supporting the creation and enhancement of Specialized Educational Assistance (AEE) in schools. This resulted in more inclusive spaces and ensured that students with disabilities received the necessary support for their development.

3. School Absenteeism and Dropout

More prevalent in areas with higher vulnerability, this challenge was addressed through the program by increasing leadership awareness and introducing tools such as the attendance board. The program also strengthened the Active Search initiative to identify absent students and raised awareness among families about the importance of consistent student attendance, including for students with disabilities.

4. People Management and Team engagement

Competencies such as fostering coexistence and participation, people management, inspirational leadership, inclusive communication, and problem analysis and resolution were identified as essential for addressing these challenges. These competencies encouraged a culture of collaboration and active listening between managers and teams, helping to reduce conflicts and increase engagement.

5. Educational Data Collection, Organization, and Use

The Training Program played a key role in raising awareness among managers about the importance of collecting, organizing, and utilizing data. This enabled the implementation of actions to better structure information within the municipal public school systems. With organized data collection, other initiatives could be planned and executed more effectively, with **a stronger emphasis on equity**.

! *To what extent were the components of the program suitable for the time available and the priority issues, considering the contexts of the educational leaders participating in the training and the educational inequalities present in the municipalities?*

The Training Program effectively encompassed municipalities with diverse territorial, cultural, administrative, financial, and educational contexts. Despite disparities between municipal public school systems and schools, the chosen training format was generally well-aligned with contexts and operational possibilities of the educational leaders. The hybrid strategy greatly facilitated participation from municipalities across the country, enabling leaders from remote regions to access the training content in a flexible manner tailored to their realities.

The program also promoted peer exchanges and collective knowledge development, fostering more empowered and supported leadership. The in-person visits to Sobral, CE, were particularly inspiring, sparking motivation and enthusiasm among participants. Additionally, governance meetings and municipal public school systems development sessions provided numerous examples of implemented practices, which served as further inspiration.

However, some aspects of the program could be reconsidered. The required time commitment overburdened some leaders, who are already managing heavy workloads. Some participants experienced difficulties navigating the platform. The mentorship sessions, held during working hours, often made it challenging—and sometimes impossible—for leaders to participate fully and attentively.

Additionally, not all participants were able to secure the resources needed to attend the in-person meetings. Regarding the LAB, some leaders expressed the need for more time and support to achieve better results.

EFFECTIVENESS

The Training Program successfully achieved most of its expected outcomes. Throughout the evaluation, it was evident that leaders became more aware of the various types of inequities affecting the educational environment and their impact on education. Additionally, the program equipped these leaders with tools to develop solutions by involving their teams and the school community.

As a result, participants acquired essential competencies to identify and address problems in a more empathetic and participatory manner, with a strong focus on inequities. Furthermore, municipal public school systems and schools began implementing student-centered practices, aimed at improving the quality of education with greater equity. New perspectives and practices were largely directed toward addressing territorial inequalities, disabilities, and socioeconomic vulnerability. However, racial issues require further exploration, and gender issues were not addressed.

practices implemented within municipal public school systems and schools, allowing managers to engage more closely with both pedagogical and administrative realities. This enhanced understanding of the crucial role of educational management enabled the development of inclusive and effective solutions with a strong focus on equity.

All interviewees appeared to have internalized the idea that the right to quality education must be guaranteed for all students. They emphasized the importance of creating conditions that ensure every student has access to opportunities for effective learning and comprehensive development through diverse and specific policies, actions, and attitudes tailored to their context and characteristics.

There were numerous accounts of how the leaders' perspectives on social issues were transformed through their participation in the Training Program. This led to a **more sensitive and empathetic**

Questions asked to evaluate the effectiveness of the Program:

 To what extent did the Educational Leadership Training Program achieve its expected results regarding the development of the set of competencies intended for educational and school managers?

More than 90% of participants believed that the Training Program **contributed significantly or entirely to their competency development**. A slightly smaller proportion, 73.5%, felt that these competencies enabled them to apply the acquired knowledge in practice.

The Training Program was instrumental in transforming educational leadership, offering not only practical tools but also fostering key competencies such as inspiring leadership, learning management, and a shared strategic vision. These elements were translated into

MORE THAN 90% OF PARTICIPANTS BELIEVED THAT THE TRAINING PROGRAM CONTRIBUTED SIGNIFICANTLY OR ENTIRELY TO THEIR COMPETENCY DEVELOPMENT.

73.5%, FELT THAT THESE COMPETENCIES ENABLED THEM TO APPLY THE ACQUIRED KNOWLEDGE IN PRACTICE.

understanding of students' circumstances.

Leaders reported adopting a broader view of their municipal public school systems while recognizing the specificities of each community. This shift resulted in **a more focused approach, particularly on issues such as territorial inequalities, disabilities, and socioeconomic vulnerability.**

However, racial issues were not fully embraced by all participants. While some integrated a racial perspective into their discussions and reported practices of identification, imprecise concepts about racism persist. Racism, as a complex issue

deeply embedded in Brazilian society, remains challenging for many educational leaders to recognize, address, and discuss. In some cases, there is resistance and difficulty in acknowledging racism or understanding how to introduce the topic within schools.

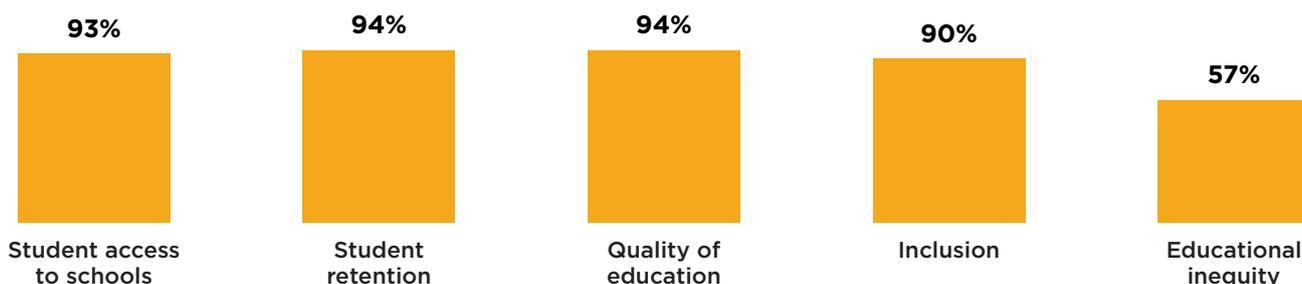
In more than one interview, it was argued that racism does not exist among young children or that there is no racism because there are no Black students at the school. Such a statement reveals a lack of understanding about how racism operates and underscores the need for more in-depth awareness and training to combat racism, particularly in childhood and within school communities. Challenges also extend to family awareness, as some families fail to recognize their own race or that of their child during enrollment, limiting the ability to implement targeted actions.

Gender inequalities, on the other hand, were neither mentioned in the participants' discussions nor reflected in their practices.

There were also significant transformations in how professionals exercise their leadership, adopting more democratic and participatory management practices. An inspiring leadership posture was recognized as an important competency they acquired or strengthened. This included not only maintaining an ethical and exemplary attitude (serving as a role model) but also fostering relationships built on transparency and mutual trust with their teams and school communities.

Changes perceived by the teachers

448 teachers surveyed.



Source: Summative Evaluation of the Leadership Training Program, Class of 2022-2023



This transformation was largely supported by other complementary competencies, such as the ability to actively listen to diverse stakeholders - including team members, families, and students - and effectively manage people. Additionally, leaders demonstrated openness to transformation, characterized by a willingness to reassess their usual ways of acting, identify and incorporate new knowledge, practices, and attitudes, and handle adverse situations in a constructive and resilient manner.

This transformation in leadership is evident in various aspects of the municipal public school systems and schools, including improvements in the school climate, increased family involvement, and enhanced decision-making abilities. Leaders strengthened their capacity to analyze situations and problems more comprehensively and to implement evidence-based participatory solutions.

Numerous accounts highlighted improvements in the management of human resources within the municipal public school systems, particularly in schools, where leaders demonstrated better allocation of professionals and more effective conflict mediation and resolution. As a result, processes became more streamlined, facilitating the tracking of each student's educational journey and enabling prompt action when deviation occurred.

By involving the entire team in situation analysis and decision-making, a sense of group cohesion was fostered, enabling each team member to recognize and value their role in promoting students' learning and comprehensive development.

Process and resource management emerged as a competency that was developed to a lesser extent by the leadership.

🌀 Regarding equity and student learning, to what extent have educational leaders implemented practices related to municipal public school systems and school management that are relevant to the local context?

Leaders at both the municipal public school systems and school levels have implemented a range of practices aimed at improving equity and learning, with an emphasis on emotional well-being, enhanced school climate, and pedagogical support. Approximately 95% of leaders reported implementing actions and practices, many of which are still ongoing and , primarily focused on systematic pedagogical support and initiatives that foster learning.

The Practice Matrix, one of the core guiding pillars of the Leadership Training Program, organizes recommendations into six dimensions. Practices in all of these dimensions were incorporated to varying degrees.

95% OF LEADERS REPORTED IMPLEMENTING ACTIONS AND PRACTICES, MANY OF WHICH ARE STILL ONGOING AND , PRIMARILY FOCUSED ON SYSTEMATIC PEDAGOGICAL SUPPORT AND INITIATIVES THAT FOSTER LEARNING.

In terms of **strategic and shared management** within municipal public school systems, key points include alignment of plans between education departments and schools, initiatives addressing mental health (especially in the post-COVID-19 pandemic context) with the involvement of school communities, and increased family participation, strengthening the family-school relationship.

During the Program, some departments established study and working groups among professionals to promote training, mentoring, and peer collaboration. These initiatives were instrumental in facilitating discussions about the program's content, improving learning outcomes through knowledge sharing, and disseminating best practices.

At the municipal public school systems level, practices primarily focused on improving the quality of learning, which was reflected in better indicators. However, there was no significant implementation of practices related to intersectoral liaison or collaboration with state and federal levels, cooperation with other municipal public school systems, or the promotion of partnerships and intersectoral collaborations with other departments and governmental and non-governmental organizations.

The municipalities consulted maintained close cooperation systems with schools to **monitor progress toward their pedagogical objectives** and **quality and equity** standards. They also implemented interventions to ensure the expected educational outcomes for each school, particularly those in more vulnerable situations.

Policies and programs were introduced to support schools, including attendance monitoring mechanisms, strategies to prevent grade retention and dropout, a structured active search process, and remedial education programs, among others. These efforts aim to ensure students' access to and retention in schools, often addressing issues proactively before they escalate.

Numerous actions have been implemented to monitor learning and support the educational recovery of students with learning deficits, particularly in literacy. Projects such as 'Spelling Bee', 'Reading Stage,' and after-school tutoring, among others, aim to help children who are struggling with learning keep up with their peers.

Other initiatives, such as science fairs, focus on sparking children's and adolescents' fascination with knowledge while also strengthening their self-esteem.

Many municipal public school systems have invested in Specialized Educational Assistance (AEE) for students with atypical development and/or neurodivergence, equipping schools with psychologists and other professionals to provide better support. Teachers were also encouraged to adapt their methodologies to better accommodate these students.

This close monitoring has highlighted the impact of socioeconomic inequalities on certain students, enabling the implementation of measures to mitigate these effects, such as distributing basic food

94% OF PARTICIPANTS BELIEVE THAT THE PRACTICES IMPLEMENTED ARE GOOD PREDICTORS OF IMPACT.



baskets, providing uniforms, and offering school meals. Additionally, it fostered stronger connections with families, resulting in increased family engagement. In some cases, involving psychologists to mediate conflicts between schools and families, such as in Vargem Grande, MA, proved to be particularly important.

Another important aspect is the **recruitment process for school managers**, which is now based on technical and equity criteria.

Schools have also begun adopting a **shared strategic management approach**, involving not only teachers but also other staff members, thereby fostering greater collective responsibility. Numerous accounts

highlighted institutions that have started holding meetings to discuss cases, collectively decide on the measures to be taken, delegate responsibilities, and monitor the implementation of decisions.

Another dimension achieved was **communication, coordination, and collaboration**. Leaders from municipal public school systems and schools reported adopting more efficient communication with their teams through regular meetings, fostering collaborative work, and sharing experiences among managers. These spaces for participation, coordination, and collaboration strengthened relationships and synergistic actions aimed at delivering quality education with equity.

Support from education departments, on the one hand, made school managers feel more supported and confident in their roles. Similarly, within schools, more attentive and democratic people management contributed to a **healthier learning environment** and greater student engagement. Teachers and other professionals felt valued and respected, becoming part of a team with a clear purpose: to ensure not only education but also a brighter future for the children they serve.

It is important to emphasize that these practices were implemented with the primary goal of reducing inequalities affecting student access, retention in schools, and the quality of education. Efforts specifically targeted territorial inequalities (ensuring that rural and urban schools have access to the same practices), as well as inequalities related to socioeconomic vulnerabilities and disabilities. However, addressing other forms of inequalities, such as those related to race and gender, was not observed among the practices in the sample studied. Practices related to racial issues were largely limited to mapping and identifying Black students using program tools. While this represents a critical first step in reducing inequalities, it is insufficient to combat racism. Developing clearer and more actionable practices to implement anti-racist education is essential to effectively address this form of injustice.



🎯 To what extent do the practices implemented by networks and schools serve as reliable predictors for increasing access, improving retention, and enhancing educational quality and equity?

Approximately 94% of participants believe that the practices implemented are strong predictors of impact. Many leaders reported already observing positive outcomes in learning quality, student access, and retention, which they attributed to the practices recommended by the Training Program.

Similarly, quantitative data analyses revealed a moderate but statistically significant correlation between Program engagement, perceived competency development, and practice implementation. This finding reinforces the perception that achieving results is closely linked to the Program.

🎯 For which profiles of educational managers in educational departments and schools has the program been most effective? What are the main characteristics of these profiles?

Although leaders of all profiles approved of the Program, found it relevant, and recognized its usefulness in their daily work, while also shifting their perspectives and practices toward more equitable education, it was noted that those closest to the 'school floor benefited the most..

School principals and technical staff reported greater challenges in balancing their professional demands with the time and dedication required for the training. This challenge was even more pronounced among school secretaries. Additionally, some secretaries and technical staff perceived the training as being more tailored to school principals than to the broader municipal public school systems.

SUSTAINABILITY

The benefits of the Training Program remain heavily dependent on individual efforts despite attempts to institutionalize certain practices.

🧠 To what extent are the benefits of the intervention sustainable or likely to be sustained over time?

Some institutionalization efforts, such as legislation or protocols, have been observed in Águas Mornas, SC, Tartarugalzinho, AP, and Barbalha, CE, increasing the likelihood of continuity. However, some practices still require a higher degree of institutionalization.

A significant number of these practices rely on the application of knowledge by program participants, making them vulnerable to institutional changes, such as leadership transitions.

Consequently, the sustainability of these initiatives largely depends on whether the individuals remain within the municipal public school systems.

Changes in visions and practices adopted collectively by the municipal public school systems are likely to be more sustainable because they do not rely exclusively on any one individual. The more people within an institution who share a common worldview and adopt positive practices, the greater the likelihood that concepts and actions related to equity will endure.

Sharing and transferring information to other school members appears to be a key factor in increasing the likelihood of sustaining changes in the school environment. In places where leaders successfully engaged their teams, involved partners, and collaborated with the school community, cultural changes are more likely to be long-lasting. Such engagement fosters a sense of ownership and accountability, which further supports the continuity of changes.

Finally, reports indicate that the LAB methodology has been sufficiently absorbed to be applied in contexts beyond the program, thereby contributing to sustainability of its effects.

 ***What elements of the educational leadership training program should be considered essential when designing new training programs, particularly in the context of scaling the Lemann Center's contribution?***

Interviewed managers considered the content related to equity essential for inclusion in future training programs. They also highlighted other features of the Program that should be maintained and expanded, such as in-person meetings, which are valuable for fostering experience-sharing; mentoring; and the LAB methodology, which promotes reflection and the implementation of practices.

The combination of theory and practice was deemed fundamental, as was the encouragement of shared management, cited as an important component for improving management efficiency. Additionally, the platform and educational materials provided by the Lemann Center were highly praised and considered essential to the success of the activities.

Several recommendations were made for future editions and the expansion of the Program. The most strongly recommended was the inclusion of new profiles, especially pedagogical coordinators. Content tailored to teachers and other educational staff was also suggested as a way to broaden the dissemination of concepts and values related to quality education with equity.

Greater responsiveness to specific contexts was also recommended, such as multigrade schools and Early Childhood Education, given the diversity of networks and their offerings. Participating leaders also proposed reducing the program's workload to address challenges in balancing multiple professional demands. In this regard, it was suggested that synchronous activities be scheduled outside working hours to avoid conflicts with professional tasks. Finally, the interviewees emphasized the importance of allocating more time for monitoring practices implemented using the LAB methodology.

PROGRAM WAS CONSIDERED EFFICIENT, WITH 95% OF INTERVIEWEES STATING THAT THE RESOURCES INVESTED WERE WELL UTILIZED AND GENERATED POSITIVE OUTCOMES.

CONCLUSION AND RECOMMENDATIONS

The summative evaluation of the Leadership Training Program revealed that the program **was largely successful in fostering the development of essential competencies for municipal educational leadership. This resulted in practices centered on equity and improving learning outcomes within municipal public school systems and schools.**

Participants reported that the Training Program had a significant impact on their perspectives and practices, particularly in the areas of distributed management, results-oriented management, inclusion, and student well-being. Additionally, the program was considered efficient, with 95% of interviewees stating that the resources invested were well utilized and generated positive outcomes. The design and implementation of the Program were highly praised by all participants. However, there is still room for improvement.

REGARDING THE PROFILE OF PARTICIPANTS

Although the program effectively addressed the needs of all profiles, it was observed that many school secretaries could have benefited more from the training if it had been more flexible or shorter for their specific profile.

Recommendations:

-  Design the program in a more tailored manner, customizing the content to each profile, particularly for school secretaries, whose schedules are often very demanding.
-  The program demonstrated greater effectiveness in terms of practical application by school leaders. To maximize results within schools, it would be strategic to expand the training to other school roles.
-  Including pedagogical coordinators in the training and offering specific content and activities—ideally in-person—would significantly enhance teacher engagement with the themes.

ADEQUACY OF THE LEADERSHIP TRAINING PROGRAM TO PARTICIPANTS' TIME AVAILABILITY

While the mentoring sessions were highly praised for facilitating valuable exchanges, their timing often hindered leaders from engaging in a more focused and participatory manner.

Recommendation:

-  Schedule mentoring sessions at times that better align with the work demands of the leaders, ensuring greater involvement and focus.

INCREASING ENGAGEMENT

The data from this study revealed that leaders' engagement with the program was not uniform.

Recommendations:

-  Offering certification of participation could enhance engagement while also contributing to career progression.
 -  Increasing responsiveness to local contexts and reducing the workload could improve the overall experience for all leadership profiles.
-

REGARDING THE CONTENT OF THE LEADERSHIP TRAINING PROGRAM

The content aligns well with the needs of leaders and local contexts, effectively addressing critical inequities in Brazilian public education, such as territorial, disability, and socioeconomic issues. However, certain areas require further development, particularly racial and gender issues, which have not yet been widely incorporated into leadership practices.

Recommendation:

-  Expand and deepen topics on anti-racist education starting from early childhood, offering practical examples to combat racism, and incorporate discussions on strategies to reduce gender inequalities.
-

MAXIMIZING ACHIEVED RESULTS

Many practices were not completed by the end of the program and were postponed to 2024. Additionally, limited interaction between municipalities restricted the benefits of exchange among leaders and reduced the Program's overall reach.

Recommendations:

-  Extend the monitoring of practice implementation to ensure greater results.
 -  To broaden regional impact, revise the selection process to include groups of neighboring municipalities rather than individual ones, leveraging the institutional role of municipal consortia.
-

SUSTAINABILITY

The continuity of certain practices relies on institutionalization and the dissemination of acquired knowledge within municipal public school systems and schools.

Recommendations:

-  Develop tools to institutionalize the practices implemented by municipalities, such as regulations and guidelines.
 -  Integrate strategies into Municipal Education Plans and encourage greater involvement of Municipal Councils to support sustained efforts.
-

II. BASES FOR IMPACT EVALUATION

This summary outlines the parameters related to the structure and methodology used in constructing the database for evaluating the impact of the Lemann Center’s Educational Leadership Training Program. Additionally, it outlines the trajectories of some selected indicators.

The full study also provides detailed descriptions of the analysis methods used, including the calculation of “differences-in-differences”² and equity analyses focusing on inequality markers such as race and socioeconomic conditions, as well as information about the constructed database, including a variable dictionary.

METHODOLOGY

PAIRING CONSTRUCTION

The nearest neighbor method was employed to match each municipality with only one other (1-to-1) within the same state. Tests were conducted to ensure that the averages of the selected indicators were indeed similar between the treated group and the paired group.

Municipalities participating in the 2023-2024 cohort and those involved in other programs from the Lemann Foundation’s partner municipal public school systems were excluded from the pairing process.

² “Differences-in-differences” is a method that compares changes over time (before and after intervention) between two groups – one that received the intervention (treated) and another that did not (control) – to assess whether the intervention made a difference on the outcomes.

ANALYSIS OF INDICATOR TRAJECTORIES

The analysis of indicator trajectories was divided into two components: the trajectory of municipal averages and equity analysis. Educational outcome indicators were categorized into four groups: access, retention, learning, and other outcomes. The trajectory analysis considered progress since 2017, with a particular focus on the variation between 2019 and 2023, excluding the pandemic year (2021). Comparison across years (before and after the Training) and between the treated and paired groups were conducted using the “differences-in-differences” method.

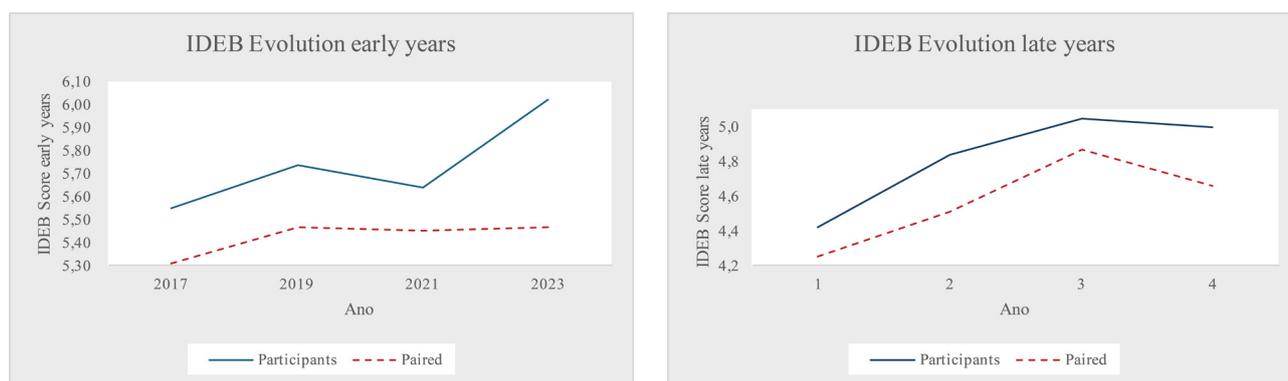
Equity analyses used inequality markers such as race, gender, territory (urban/rural), socioeconomic status of students, and the Brazilian Basic Education Development Index (IDEB) for both early and final years. A distribution indicator, the coefficient of variation, was also applied.

The inequality marker analysis was performed both across municipalities and within each of the 10 municipalities included as case studies in the summative evaluation. The inequality in distribution analysis was conducted within each municipality participating in the Training Program.

Moreover, educational outcomes were compared based on the level of engagement and performance of the municipal teams in the training, as well as between municipalities participating in the Training Program that were or were not part of the *Educar Pra Valer* (EPV) program.

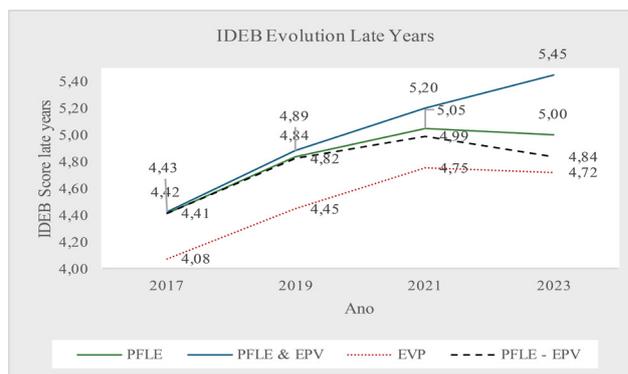
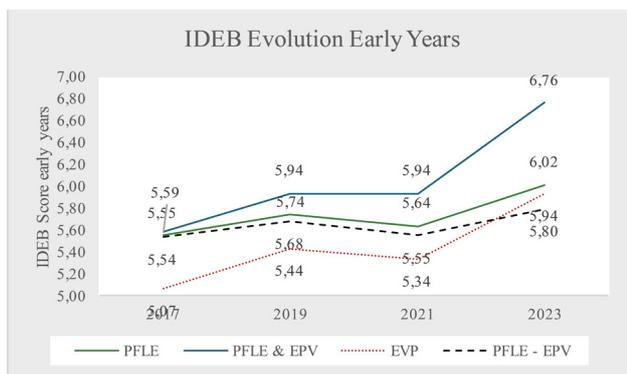
MAIN RESULTS OF THE ANALYSIS

Among the key findings of the preliminary analysis, there is a noticeable **improvement trajectory in the Ideb - Fundamental 1** (IDEB - Basic Education 1) for the group that participated in the Training Program, compared to the paired municipalities group. Similarly, **literacy levels in 2023 were higher for the treated group**, although the absence of prior data prevents a comparison of trajectories over time.



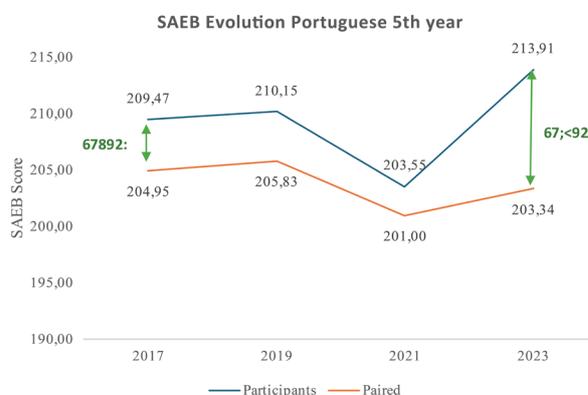
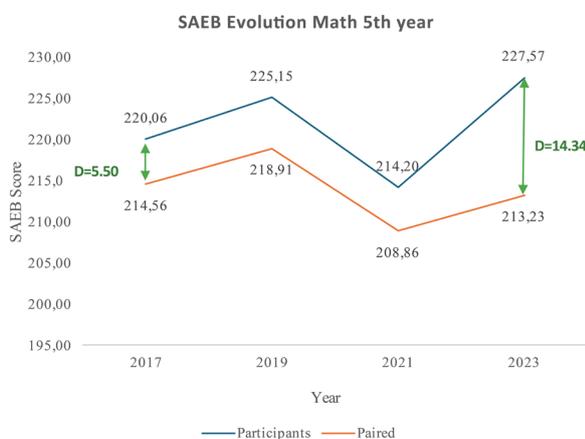
Source: Evaluation of the Leadership Training Program, Class of 2022-2023

The analysis of the **detailed Ideb**, including the Mathematics and Portuguese Language scores from the Brazilian Basic Education Assessment System (Saeb), the approval rate, and the percentage of students meeting the minimum learning level based on the Lemann Center’s adequacy criteria, indicates that **the difference between the treated and paired groups increased in 2023**. However, adequate learning data for that year are not yet available.



Source: Evaluation of the Leadership Training Program, Class of 2022-2023

Regarding municipalities that also participated in the **EPV** program, the trajectories of educational indicators **show greater progress** compared to municipalities that participated exclusively in the Training Program.



Source: Evaluation of the Leadership Training Program, Class of 2022-2023

Preliminary results indicated **the expected trends in the impact, but no estimates were statistically significant**. Several hypotheses could be explored further in future impact evaluations, such as incorporating additional explanatory variables into the estimates and conducting a more in-depth analysis of the best methodology for estimating standard errors.

Additionally, even with correct model specifications, the sample size may limit the ability to identify a true impact. To address this issue, standard error calculations could be adjusted for small samples or, given that the program had a second edition, more municipalities could be included in the analysis using a staggered 'differences-in-differences' approach.





**EVALUATION OF THE EDUCATIONAL LEADERSHIP TRAINING PROGRAM FROM THE LEMANN LEADERSHIP CENTER FOR EQUITY IN EDUCATION (CLASS OF 2022-2023)
EXECUTIVE SUMMARY**



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The Lemann Center for Leadership in Education Equity is an independent, nonpartisan and global organization, founded by the Lemann Foundation and inspired by the municipality of Sobral. Its mission is to promote high-quality basic education with equity through leadership training and the promotion of applied research.

We remain open to embracing diverse knowledge and contributions to address educational inequalities in Brazil.

December 2024.