Oslo Workshop - “Including the Hard-to-Reach Children”
“Challenges of Education”

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October 20. and 21.
Population

191 million (Colombia: 46 mi; Argentina: 39 mi; Venezuela: 27 mi)

- Urban: 84%;
- Aged 0-39 years: 68%;
- Life expectancy: 72.2 years;

Economy: 10th in the world;

- From 2003 to 2006 - 9.7 million Brazilians stepped out of poverty;
- From 2003 to 2008 - poverty in metropolitan areas has decreased from 35% to 24.1%;
- From 2000 to 2007, the income of the 20% poorest people has increased almost 4% per year more than the national income.
Our constitution organizes the competences of the Union, the States and the municipalities in educational matters

**Basic Education:** 203,000 schools - 53 million of students

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Stages</th>
<th>Modality of Education</th>
<th>Duration</th>
<th>Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Education</td>
<td>Early Childhood</td>
<td>Day-care services / nursery</td>
<td>4 years</td>
<td>Municipalities</td>
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<tr>
<td></td>
<td>Education</td>
<td>Pre-School</td>
<td>2 years</td>
<td>Municipalities</td>
</tr>
<tr>
<td></td>
<td>Elementary Education (compulsory)</td>
<td>Initial grades of Elementary Education (grades 1-5)</td>
<td>5 years</td>
<td>Municipalities and States</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final grades of Elementary Education (grades 6-9)</td>
<td></td>
<td>Municipalities and States</td>
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<tr>
<td></td>
<td>Secondary Education</td>
<td>Secondary Education</td>
<td>3 years</td>
<td>States</td>
</tr>
<tr>
<td>Higher Education</td>
<td>Undergraduate programs</td>
<td>Undergraduate</td>
<td>Variable</td>
<td>States and Federal Government</td>
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<tr>
<td></td>
<td>Graduate programmes</td>
<td>Master and Doctoral programmes</td>
<td>Variable</td>
<td>States and Federal Government</td>
</tr>
</tbody>
</table>
Brazil

Average of students in public network considering students aged 4 years or more, according to the education level they attended - Brazil - 2007

- Higher education: 24.0
- Secondary Education: 86.2
- Elementary Education and Literacy: 87.9
- Nursery, kindergarten, etc.: 74.1

Fonte: IBGE, Diretoria de Pesquisas, Coordenação de Trabalho e Rendimento, Pesquisa Nacional por Amostra de Domicílios 2007.
In 2007, there were about 14 million illiterate people aged 15 years or more (10% of national population). Concentration of the illiterate or under schooled population in Northeast.
The average of illiterate people aged 15 years or more, has decreased from 17.2% (1992) to 10% of the national population (2007). Around 80% of the illiterate people are aged 30 years or more. Illiteracy rate in young people aged 16 to 24 has decreased from 8.6% (1992) to 2.2% (2007).
### Average figure of the years of study from people aged 10 or more, according to the age groups – Brazil – 1995 / 2007

<table>
<thead>
<tr>
<th>Age Group</th>
<th>1995</th>
<th>2002</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (1)</td>
<td>5.2</td>
<td>6.3</td>
<td>6.9</td>
</tr>
<tr>
<td>10 a 14 anos</td>
<td>3.2</td>
<td>4.0</td>
<td>4.1</td>
</tr>
<tr>
<td>15 a 17 anos</td>
<td>5.4</td>
<td>6.0</td>
<td>7.3</td>
</tr>
<tr>
<td>18 ou 19 anos</td>
<td>6.3</td>
<td>8.1</td>
<td>8.8</td>
</tr>
<tr>
<td>20 a 24 anos</td>
<td>6.7</td>
<td>8.3</td>
<td>9.3</td>
</tr>
<tr>
<td>25 anos ou mais</td>
<td>5.3</td>
<td>6.2</td>
<td>6.9</td>
</tr>
</tbody>
</table>

Nota: Exclusive as pessoas da área rural de Rondônia, Acre, Amazonas, Roraima, Pará e Amapá.
(1) Inclusive as pessoas com idade ignorada.
Our education debt is basically with the population that was born before 1980. From 1990 on, the figures show a progressive improvement.
Schooling rate of people aged 7 to 14 years has increased from 86.6% (1992) to 97.7% (2007).

From the youth aged 15 and 17 attending school, 48% were on the secondary education.


Nota: Exclusive as pessoas da área rural de Rondônia, Acre, Amazonas, Flórida, Pará e Amapá.
The figures has decreased by half but it is still alarming.
Brazil

Employed and unemployed people schooling

Child or young labor disturbs the schooling process.
Development Plan for Education

PDE

Ministry of Education
Brazil

Development Plan for Education - PDE

• Medium-term educational plan, whose goal is to improve the quality of education in the country, with priority focus on basic education.

• Combines assessment, financing and management in an innovative way creating a chain of responsibility of civil society, parents, students, teachers and leaders.

• A commitment based on directives and materialized into a plan with effective goals, aimed at improving the quality of education and reduction in inequalities of educational opportunities.
Basic education – challenge

• Improving the quality of public education, concerning performance, frequency and permanence of the student in school, from social mobilization around the "Education for All Commitment."

• The PDE includes goals for quality basic education, which contribute to the schools and local departments of Education to organize themselves in caring for the students. It also creates a reference on which families can support a demand for higher quality education.
Articulated Action Plan – PAR

• It means a commitment from city administrators with their effective implementation on the local scale;

• MEC (Ministry of Education) will provide technical and/or financial assistance to all municipalities and states in a multi-annual horizon;

• It will be possible to establish long-term quality goals for each school or teaching network and to identify the need for financial support;
Articulated Action Plan – PAR

• All states and municipalities (5564) joined the Plan Goals "Commitment to Education for All".

• Brazil is a Federative Republic, with responsibility shared between Union, states and municipalities. The educational policy needs to consider the integration of Union, states and municipalities as a system of collaboration;
Articulated Action Plan – PAR

Assistance of Ministry of Education for States and Municipalities

Prerequisites:
• Commitment term signature
• Responsibility with the guidelines for Improvement of Educational Indicators;
• Responsibility with the goals of IDEB (Development Index of Basic Education)
• Establishment of the Plan of Action articulated (PAR) - multiannual
Guidelines (examples) - PAR

- To promote early childhood education
- To provide literacy schooling to children of 8 years of age at the least
- To fight failure grades with recovering studies
- To fight school dropout by individual attendance
- To lengthen the school day beyond the regular period (about four hours)
Articulated Action Plan (PAR)

Consultants specialized in educational planning and management have made visits to needy municipalities (1242) to assist the local team in the diagnosis(*) of the situation from the educational dimensions:

a) educational administration;

b) training of teachers and professional service and support school;

c) pedagogical and assessment practices;

d) physical infrastructure;

(*)Diagnosis with the participation of local managers and educators. Identifies the need for financial support.
Ideb – Basic Education Development Index

• Created in 2007. Measures the quality of basic education. Based on this instrument, the Ministry of Education has traced biannual development goals for every school and every schooling system until 2022 (200 years of our independence).

• IDEB assesses teaching by school, municipality or state (schooling system). It places scores from 0 to 10 and takes into account the performance of students, 4th and 8th level (Brazil Exam*), as well as the rates of approval, disapproval and school dropout (flow determined by the school Census).

(*) Brazil Exam is a national assessment. More than 3 million students from the fourth to the eighth grade in urban public schools took the Brazil Exam.
I DEB – Basic Education Development Index

From the creation of IDEB, calculated by school, schooling system and the country itself, it is possible to set short-term and medium-term educational development goals.

The IDEB makes possible:

- to identify the more fragile public schools and networks based on objective criteria and to make transfers of federal funds for them (PAR)
- the identification of good practices that should be disseminated

It is easy for public monitoring.
## RESULTS - IDEB

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<tr>
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</thead>
<tbody>
<tr>
<td>BRAZIL</td>
<td>4.2</td>
<td>3.8</td>
<td>3.5</td>
</tr>
<tr>
<td>PIAUÍ (NORTHEAST)</td>
<td>3.2 (↓)</td>
<td>3.1(↓)</td>
<td>2.5(↓)</td>
</tr>
<tr>
<td>SÃO PAULO (SOUTHEAST)</td>
<td>4.7 (↑)</td>
<td>4.0 (↑)</td>
<td>3.4</td>
</tr>
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Goal for 2022: hit score 6 in elementary education
• Since 2006 the school census (online database) is made by student, not only by school.

• In 2007, it has reached 198,000 schools and 53 million basic education students. The new systematic allows that the data related to the flow – promotion, failure and dropout on a student scale;
PDE Measurements (examples)

In addition to the commitment of states and municipalities with the Ministry of Education (MEC) for the improvement of education (instruments: PAR and IDEB), the Ministry of Education implements various measures (federal programs*)

• 850 poles of University for distance learning (national teacher training system);
• Installation of more than 100,000 of computer laboratories in public schools;
• 26 million students assisted by healthcare teams in public schools;
• Provision of 700,000 scholarships for students from lower-income classes in private universities;

(*) goals until 2011. These measures are in course
PDE Measurements (examples)

• Compulsory schooling was expanded from 8 to 9 years (elementary education)

• Creation of Provinha Brasil: national test for 4th grade students to verify the literacy level.

• Rising of the teacher’s national minimum wage in the public schools to R$ 950,00

• Building of 214 new federal institutes for vocational and technological education
PDE – FUNDEB – funding

• FUNDEB – unified fund for all basic education.

• Started in 2007 and assists the entire basic education, more than FUNDEF (from 1996 to until 2006 and used to assist only the elementary education).

• Provision of tax increases from 15% to 20%.

• Amount of resources of 50 billion reais.

• In consequence, increase the enrollment on pre-school education and in secondary education.
Programa Bolsa Família

“Family Grant”
Programa Bolsa-Família (PBF)

Roughly translated as "Family Stipend" or "Family Grant" in English

- The program is a centerpiece of President Luiz Inácio Lula da Silva’s social policy.

- Bolsa Familia is currently the largest conditional cash transfer program in the world.

- Provides financial aid to poor and extremely poor Brazilian families on condition that the children must attend school and be vaccinated.
Programa Bolsa-Família (PBF)

• The program attempts to reduce short-term poverty by direct cash transfers and attempts to fight long-term poverty by increasing human capital among the poor through conditional cash transfers on healthcare and education.

• Bolsa Família ("Family Grant") has a potential for reducing absolute poverty and to reduce inter-generational transmission of poverty.

• It was created in October 2003, and it reaches 11.1 millions of families in all municipalities (about 44 millions of brazilians)
Brazil

Programa Bolsa-Família (PBF)
“Family Grant”

• It is a direct cash transfer program with conditionality, which benefits families in poverty (with monthly income per person of R$ 60,00 to R$ 120,00) and extreme poverty (monthly income of R$ 60,00 per person).

• The family income is reckoned based on the sum of money that all the people in the house earn monthly (like wages and pensions).
Conditionality

- When joins the PBF, the family is committed to fulfill the conditionality of the program in the areas of health and education.

- keep children and teenagers attending school (focus of our discussion in this seminar).

- meet the basic health care, the vaccination schedule for children between 0 and 6 years, and calendar pre-and post-natal care for pregnant women and mothers in breastfeeding.
• Basic Benefit, of R$ 62.00 (sixty-two reais), is paid to families considered extremely poor.

• Variable Benefits - Each family can receive benefits up to three variables, namely, until R$ 60.00 (sixty reais), provided that all children and teenagers up to 15 years are in school.

• The Variable Benefit Linked to Teenager, of R$ 30.00 (thirty reais), is paid to the families of the PBF who have teenagers of 16 and 17 years attending school.

• Average benefit: R$ 85,00

• Maximum benefit: R$ 182,00
Citizen Card

• The money is given through so-called Citizen Cards which are mailed to the family. This card operates like a debit card.

• The money can be withdrawn in over 14,000 Caixa locations (a government-owned savings bank).

• This practice helps to dissociate the receipt of money from individual politicians or political parties.
• One the main factors contributing to the reduction of poverty in Brazil.

• The main contributing factors for the reduction in poverty in Brazil have been an improvement in the job market, the Programa Bolsa Família and real gains on the minimum wage.

• The percentage of the population living up to R$ 121 monthly per capita has dropped from 35.16% in 1992 to 22.77% in 2005.
Brazil

Conditionality in Education of PBF - Monitoring the School attendance

• Ministry of Education offers system to record the frequency.
• In each State and Municipality there are people responsible to make the school frequency registration.
• The registration can also be done directly by schools.
• In the last registration period, 99% of the municipalities reported data for school attendance, and there were a system registration of 14 million of children and teenagers (85%).
Impact on the education policy

• With PBF, the MEC has the information of names, addresses and schools, and how often (or not) 16 million children and teenagers attend school. The monitoring of school attendance of the beneficiaries of PBF comes to about 30% of basic education students in Brazil.

• To the Ministry of Education, in addition to the objective of combating poverty, the PBF can be seen as an effective program to stay in school and enhance the value of education among the poor families.
List of Reasons for missing classes

• Of the students with information on school attendance, 02% of them had results below 85% of school attendance monthly. In these cases, the system calls for the registration of a reason for low frequency.

• The list of reasons for missing classes from the monitoring system of school attendance is closed, i.e. it has a finite number of options to be chosen among them. The school management must register the most appropriate reason of missing classes.

• Examples: disease, pregnancy, child labor, negligence of parents, without cause identified
• The families that break the conditionality in education are subject to sanctions that are gradual and range from notification, through suspension of benefit and may reach the cancellation.

• The education conditionality goal is not to punish the families that break the rules missing classes, but to identify what led to this situation and how to solve it. The aim is to fight school dropout and not expel those who are already fragile in school.
Children hard to reach

• About 97.5% of children between 6 and 14 years old are enrolled in school. Probably most of the remaining 2.5% would be among poor and extremely poor families.

• 680,000 children between 7 and 14 years old are out of school in Brazil.

• In the conditionality monitoring (last period of information registration), it is not possible to get the school attendance record of 6.7% of children and teenagers. There is a challenge to distinguish what is error register, and what are really children and teenagers out of school.
Articulation challenge and the Commitment for Education

• The Ministry of Education (federal government) is responsible for quality education, but it is not the only one. States and municipalities are also responsible.

• In addition, the MEC action should be inductive and combined with the diverse local realities, with the participation of key areas of welfare, health and other institutions, such as Guardianship Councils (in case of violation of rights such as child labor).

• It is also important the commitment of school managements, teachers and families.