

**Education in Brazil:  
Reforms, Advances and Perspectives**

**IDB BRAZIL SEMINAR  
BRAZIL 500 YEARS:  
SOCIAL PROGRESS AND HUMAN DEVELOPMENT**

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Paulo Renato Souza  
Minister of Education of Brazil

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Maria Helena Guimarães de Castro  
President of the National Institute for Educational Studies and Research  
(INEP)

# I - Education as a strategic key for development in the 21<sup>st</sup> century\*

Paulo Renato Souza  
Minister of Education of Brazil

Education was the real breeding ground that allowed the great development of humanity in the last three centuries to happen and it is the essential condition for sustaining it. Were it not for the universalisation of public education, none of those processes of change could have happened and developed with synergy.

Globalisation itself, which the technological revolution and the dominance of finance capital have turned into an irresistible force, creates new challenges for national education systems: on the one hand, the citizen of the new society has to be cosmopolitan and multilingual; on the other, national, regional and local cultures must more than ever be valued and stimulated. This must come about through the preservation and due consideration of national languages and even of regional and tribal languages, as well as by means of clear policies of cultural respect in which the school must play a central part.

From a very early stage, the school has a role in the social development of children and young people by stimulating social integration, non-discrimination and tolerance. In addition, we must include in the school's day-to-day activities topics relating to environmental, health and sex education.

The citizen of the new society will have to be prepared to be a learner throughout his/her life. Society's technological pattern will change every five to ten years and this will affect people's lives in every way: their way of working, consuming and participating in social life.

The young person's education should open horizons rather than seek premature specialisation or compartmentalisation of knowledge within rigid educational structures, be it in technical courses, be it in preparation for university. It should prepare the young person for life.

Preparing for life also means preparing for democratic life. This is a radical change in relation to the past. Clearly, respect for the rules

must still be one of the aims of education, but a school that prepares for democratic life must distance itself from old models of rigid discipline. On the other hand, principles of ethics and citizenship must be part of teachers' central considerations.

If education for the masses used to be the transmission of knowledge, now it must develop competencies and abilities that will enable each person to construct

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\* Speech presented at the Royal Institute of International Affairs – London, UK, on March 30, 2000.

his or her own knowledge, face new situations and solve problems. In this sense we must guarantee the universalisation not only of elementary education, but also of secondary education, in which these aims must be reached.

Education today can no longer be carried out only in the stages of childhood and youth. Professional up-dating must be permanent, given the speed of technological evolution. As professional careers are less rigid and clear-cut, they require a very high degree of interdisciplinarity and flexibility in the curricular structure of courses. Incorporating the new technologies of information and communication is crucial and should stimulate the growing use of distance learning as a means of guaranteeing access to professional training and up-dating.

### **Educational Challenges are Different in Countries With Diverse Levels of Development**

Most developed countries in the world have arrived at their present stage in social development and education as the result of continuous progress over the past two centuries. Elementary education has long been universal, secondary education is now available to almost everyone and there are abundant opportunities for further education. Quality of the traditional patterns of education is high. In addition to this, the school population tends to increase fairly slowly.

The situation in countries further back along the road to development is different, and much more difficult because, as well as facing the same challenges as developed countries, the deficiencies of their education systems are more basic and fundamental. In general, illiteracy rates are high, universalisation of elementary education is still a long way off, rates of secondary school coverage are low and opportunities for further education are relatively scarce. Quality in education still leaves much to be desired.

The school population is still growing at a relatively high rate, in spite of the reduction we have already seen in the rate of total population growth. The number of young people who are seeking entry into the labour market still reflects the high birth rate of twenty years ago. Their generally low level of qualification is the result of a very recent, rapid and disorderly process of urbanisation.

In Brazil, this challenge was especially serious when we took over the Ministry of Education in 1995. Unfortunately, the country had paid very little attention to education until the 1950s. In 1960 only 60% of children between 7 and 14 years of age were in school and our illiteracy rate was 40%. There were improvements up to the mid-90s, but they were insufficient to cope with the new demands. By then, 89% of children were in school and illiteracy stood at 16%. But only 50% of the children who started the first grade of the first level of school finished all eight grades, taking an average of 12 years to do so, owing to the extremely high rates of repetition and dropout. Rates of pupil participation in secondary education were shamefully low, as they were in higher education. We discovered that the problem was not the lack of

places in schools, but the lack of students who had finished elementary education at an appropriate age to continue their studies.

In the past twenty or thirty years, the federal government has paid attention mostly to the diversification and sophistication of higher education, in particular to the development of a strong post-graduate system, as well as to research, where we have achieved levels of high quality as compared to other developing countries.

Public expenditure on education in Brazil is equivalent to 5% of GDP, which is no small amount. Developed countries such as the US and Japan spend similar amounts in proportion to their GDP. The federal government contributes 20% of resources, the states 50% and the municipalities provide 30%. More than just dealing simply with the amount of resources, the important thing was to encourage expenditure in priority areas and, mainly, to provide leadership in the process of change to persuade states and municipalities also to apply their own resources properly.

When he took over the Presidency of the Republic in 1995, Fernando Henrique Cardoso made education, and especially elementary education, an absolute strategic priority in order to cut the Gordian knot that was restricting the country's development.

A collection of coherent policies have been applied steadily for the last five years. Emphasis should be given to the measures relating to elementary education, the reform of secondary education, and to the expansion and improved quality in higher education. The policy of information and educational evaluation played a key role in the whole process so that, having started from scratch five years ago, we have today a system that stands comparison with that of more developed countries.

## **Elementary Education**

In relation to the policies towards elementary education, I would like to stress seven main points:

- 1 - Passed in December, 1996 the new Law of Directives and Bases of National Education – the LDB, is a fundamental part of the profound changes the Brazilian educational system is going through. This law clarified the roles and responsibilities of each level of government: national, state and municipal. Schools gained greater autonomy, curriculum content became more flexible and greater teacher qualification was encouraged.
- 2 - Also in 1996 Constitutional Amendment No. 14 was approved, which created the Basic Education Development and Teaching Valuation Fund - FUNDEF. It corrected the age-old inequality of the division between states and municipalities, and of the resources destined for the

maintenance and development of teaching. There was no connection between the division of resources and the numbers of children enrolled. Thus great injustices occurred: the money that was left over in the richest cities, with small municipal systems and few pupils, was needed in the poorer cities that had large systems and many pupils.

FUNDEF changed everything. Of the 25% that the Constitution requires the states and municipalities to invest in education, 60% - equivalent to 15% of the whole fiscal income – must be dedicated exclusively to elementary education. The division of funds between the state and its municipalities is now proportional to the number of pupils enrolled in schools in each educational system. According to the FUNDEF rules there must also be a minimum expenditure per pupil/year. Whenever the Fund's resources in any state do not reach this minimum amount, federal government makes up the difference. In addition to this, 60% of the Fund's resources have to be used to pay elementary school teachers.

- 3 - Improving the quality of elementary education depends mainly on really facing another great challenge: that of teacher training. FUNDEF has begun to correct the salary problem. In the very first year of the Fund's implementation, the average national raise in teachers' salaries was 13%, but they rose to 50% in the municipal systems of the Northeast, where pay-scales were lower.

In addition to the increase in teacher numbers in the past five years – 10% in elementary education and 36% in secondary – the School Census shows that teachers are better qualified, showing a considerable improvement in their level of training. The number of teachers without adequate training – those we call 'lay teachers' – fell by 41% in elementary education between 1994 and 1999. There has been an 8% increase in the number of teachers with full secondary education and a 24% rise in those who have completed higher education.

- 4 - The challenge of improving the quality of teaching is the great battle that the Ministry has started to fight on several fronts. An extensive curricular reform at all levels of education is under way. For the first time in the history of Brazilian education, the federal government has defined national curriculum parameters for the eight grades of elementary education, as well as terms of reference for early childhood education and for a wide reform of the entire system of teacher training. Parameters have also been defined for the education of young people and adults and for indigenous education. This is one of the most striking aspects of our government's policy, since we clearly wish to preserve and value the culture of our indigenous groups.

One of the most innovative aspects of the curricular guidelines is their breadth, which goes far beyond the subjects that make up the traditional curriculum. They also deal with topics connected to training the citizen, touching on questions of ethics, citizenship and cultural plurality as well as environmental, health and sex education.

- 5 - Traditional programmes such as the National Textbook Programme have been extensively broadened and renovated, bringing in a prior evaluation of books by committees of independent teachers, as well as extending the programme to all pupils in elementary education. In 1999 we acquired a record number of 110 million books chosen by teachers themselves. On the other hand, the school meals programme was completely decentralised and today provides 36 million children a day with a meal during the 200 days of the school year.
- 6 - New programmes have been created such as the TV School, dedicated to distance learning and aiming to offer to 60,000 schools all over the country educational back-up programmes, programmes to support teachers and to provide continued teacher training. Broadcast on its own special channel by satellite, the TV School provides four hours of high-quality programmes daily, which are repeated four times during the day.
- 7 - The National Programme for Information Technology in Education – PROINFO – has shown itself to be another important initiative. Up to now the programme has trained more than 20,000 teachers in the use of computer technology for teaching purposes. Up to the present time the government has installed 30,000 computers and accessories in more than 2,000 schools in the 26 states and the Federal District. The aim of the programme is to install by 2001, a hundred thousand computers in 6,000 schools, to attend to the needs of 7.5 million pupils.

## **Secondary and Technical Education**

Secondary and technical education are going through a radical reform. Lacking identity and disconnected from the demands of the modern world, secondary education was not meeting the demands made upon it, namely: teaching pupils to learn, directing them in relation to practical life and to a career, as well as preparing them for the indispensable exercise of citizenship and democracy.

The first step in the reform was structural in nature and that was to separate secondary education from technical education. Today, the two exist independently of each other and courses in practical subjects are now complementary to secondary level.

In designing the reform of secondary education, as well as structural modifications, the Ministry has made didactical, pedagogical and curricular changes. In the didactical and pedagogical plan, the new secondary teaching will link knowledge to the pupil's real life, guiding him/her in relation to the future, and no longer restricting itself to being simply a preparatory stage for higher education.

The National Curricular Directives for secondary education have been set out and are compulsory for all the schools in the country. Following up on this, the



Ministry has developed the Curricular Parameters, a set of guidelines and recommendations to support the work of teachers in the new concept of secondary education. Curricula have already become more flexible: 75% of curricular content is founded on a common national base and the other 25% is decided by the schools themselves.

Together with changes in secondary education the Ministry also began the reform of technical education. Today, as well as being separated from the secondary sector, technical education contains courses aimed at the needs of local and regional labour markets. It has a modular curriculum structure that allows the student to take several short courses at different points in his/her working life and has flexible course content that takes into account student choice.

## **Higher Education**

Brazil's higher education system, in addition to being small in relation to the size of the country, shows large differences in quality. The great challenge to be faced in higher education policy was to guarantee the expansion and diversification of the system while improving quality.

The legislation concerning course and institutional accreditation was substantially changed by institutionalising performance evaluation in the whole system. An innovative end-of-course examination to evaluate undergraduate courses was introduced. The results of this examination, together with the evaluation carried out by committees of specialists appointed by the Ministry, allowed society at large to know which were the institutions and courses that were performing best.

Since the creation of this wide-ranging system of evaluation, greater freedom was given the private higher education sector to expand, provided they observe the quality requirements, by means of systematic supervision and evaluation by the Ministry of Education. A clear trend was noted of moving the focus from the coast to the interior, and the correction of regional imbalance.

In the public sector an increase was encouraged in the productivity of the system, which had one of the lowest student/teacher ratios in the world. Under the present administration there was a growth of 28% in the funds applied to the federal higher education system and we looked for greater accountability and efficiency in the use of these resources.

Investments are being made in human resources and physical equipment. The average qualification level of the faculty has improved, with the proportion of professors with doctoral degrees going from 22% to 30%. Undergraduate teaching has been given priority, with investments of over 70 million dollars in libraries, computers and the infrastructure of information technology. An international bid is being finalised for the purchase of 300 million dollars-worth of equipment for undergraduate courses, and university hospital laboratories.

## **Information and Evaluation**

A real revolution has happened under this Administration in terms of information and evaluation in education. The starting point was changing the National Institute for Educational Studies and Research – INEP – into an independent institution. INEP became responsible for the entire system of obtaining, evaluating and storing information concerning the country's field of education.

The quality of the work done by INEP in the past five years has won international respect. The Evaluation System for Basic Education – SAEB – which examines pupil performance at elementary and secondary levels, is recognised as one of the most sophisticated procedures in the world in the evaluation of school performance.

The National Secondary Education Examination – ENEM – carried out for the second time in 1999 is becoming an important instrument in evaluating the performance of pupils and giving them a credential to be used for continuing their studies or entering the labour market.

In higher education the National Course Examination has now been consolidated, having been administered for four years. Today it includes 18 higher level subjects and has examined 2,700 courses, by means of an examination administered at national level to 203,000 students.

## **Some Indicators of Success**

The extraordinary advances made in the past five years prove that Brazil has fallen into step with the rest of the world and is catching up in educational terms. A selection of outcomes summarises the success of the strategies we have adopted:

- In five years there has been a marked expansion in access to elementary education. The proportion of children aged 7 to 14 enrolled in school rose from 89% in 1994 to 96% in 1999. Four million more students were added to the system;
- although age/grade gap rates are still high – 47% of pupils could be in higher grades – Brazil is improving its performance in elementary education. The promotion rate, which measures the number of pupils who pass to a higher grade, increased from 65% in 1995 to 73% in 1997. During the same period, the number of pupils repeating a grade fell from 30% to 23% and the dropout rate fell from 5.3% to 3.9%;

- the expectation of completing the first level of education has risen to 63%, and the average time taken to pass through the eight grades has fallen from 12 to 10 years;
- in secondary education the rise in enrolments has been astonishing: a jump of 57% between 1994 and 1999. In the last year alone, growth was 11.5%. The striking increase in secondary school enrolments may be explained by the improvements in fundamental education and the growth in the demand for better educated youngsters in the labour market;
- regional inequalities are diminishing. In the Northeast Region, enrolment in elementary education has grown by about 27% as compared to 13% in the whole of the country; in secondary education it has increased 62% compared to a national figure of 57%;
- in the past four years, higher education enrolment has grown in absolute terms more than in the previous 14 years. In 1998 there were more than 2.1 million students in higher education, a growth of 28% in relation to 1994;
- there has also been a marked increase at the post-graduate level. Between 1994 and 1999, at master's level the number of students rose by 27%; at doctoral level, by 60%. This means that Brazil is producing 14,500 graduates at master's level and 4,600 at doctoral level per year;
- when we add up all enrolments, at all levels of education, Brazil has today about 54.3 million students. No less than a third of Brazil's population is studying. Public schools now meet the needs of 45.8 million pupils in basic education – early childhood, elementary and secondary education –that is, 87.8% of all students.

Universalising education while at the same time training the citizen is now the greatest challenge. Not just for those developing countries that confront a legacy of extreme poverty and exclusion, and whose rescue is a matter of urgency, but for all of mankind, united today, for better or for worse, by globalisation. Responding to the challenge of the fraying social fabric, now the broadening of participation in the fruits of scientific and economic progress, and the strengthening of participatory democracy, have come to be a question of survival for our countries. And the basis for building a new utopia has to be found in education. As President Fernando Henrique Cardoso stresses:

*“It is commonplace to call for a new utopia that will cement the social cohesion that today is wearing thin (...) Why do we not bind ourselves to the idea of the radicalisation of democracy, that does away with previous slogans and all-embracing truths, which is not exclusive, which aims at a society of pluralism and solidarity which, in a climate of freedom, renews itself daily by its own efforts? (...) This presupposes an emphasis on education, an education tuned to the needs of the*

*moment, which trains people to understand and process information by technological means.*

## **II – Education: from the access challenge to increasing quality standards**

Maria Helena Guimarães de Castro  
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## **1 – The context of the reforms**

- **The educational reforms promoted by Brazil in the 1990s were carried out within an institutional scenario characterized by:**
  - a high degree of autonomy of States and Municipalities, particularly regarding the organization of their teaching systems
  - marked decentralization of basic education (early childhood education, primary education and secondary education)
  - great heterogeneity in state and municipal school networks, both in terms of organization and of their development level
  - inadequate distribution of resources for education, both among governmental spheres and different teaching levels

## **2 – Strategic objectives of the reforms**

- To define clearly the educational jurisdictions and responsibilities among the three levels of government
- To correct regional inequalities through the establishment of resource-redistribution mechanisms and equity policies
- To establish a new decentralization model for basic education, based on collaboration among the Federal Administration, States and Municipalities
- To define and implement national curricular references for all teaching levels, with the aim of ensuring equal educational opportunities for all and improving the quality of education
- To develop and implement national evaluation and information systems to induce the definition of policies for educational quality improvement
- To promote greater participation of the community in the management of schools and to encourage partnerships between Government and civil society

## **3 – Legal tools**

- Law n. 9,131/1995
- Constitutional Amendment n. 14/1996
- National Educational Guidelines and Framework Law (LDB - Law n. 9,394/1996)
- Fundef (National Education Fund) Law (Law n. 9,424/1996)
- Decrees and administrative rulings that regulate the LDB
- Recommendations and resolutions issued by the National Council for Education

#### **4 – Structural impacts of the reforms**

- Legal and institutional reorganization of the educational system
- Redefinition of the role and operation of the Ministry of Education
- Greater autonomy for state and municipal teaching systems
- Promotion of primary education as a priority in the educational policy
- Redistribution of public resources for education, based on transparent and equitable criteria
- Greater autonomy of schools and strengthening of the mechanisms available for community participation

#### **5 – Major policies**

- **Policies to promote decentralization, equity and a stronger public school**
  - Implementation of a new funding model for basic education (FUNDEF)
  - Program for transferring funds directly to public schools (“Money at School” Program)

- Expansion and decentralization of the National School Meal Program
  - Minimum Income Program (Education Grant)
  - Development and implementation of the Integrated System of Educational Information (SIEd)
  - *Nordeste* (Northeast) Project - Basic Education and School Empowerment Fund (FUNDESCOLA)
- **Policies to improve the quality of Basic Education:**
    - Definition and dissemination of national curricular guidelines and parameters for Early Childhood Education, Primary Education, Secondary Education and teacher training
    - “Parameters in Action”, a Program designed to provide continued training to teachers in state and municipal school networks
    - Expansion of the Textbook Program to the eight grades of primary education
    - Implementation of a system designed to evaluate the pedagogic quality of textbooks
    - Accelerated Learning programs
    - Implementation of the *TV Escola* (School TV) Program, to provide on-the-job teacher training, and support to classroom activities
    - National Information Technology in Education Program (ProInfo)
    - Consolidation of the National Basic Education Evaluation System (SAEB)
    - Implementation of the National Secondary Education Examination (ENEM)
    - Social mobilisation campaigns: “*Acorda Brasil! Está na hora da Escola!*” (Wake up Brazil! Its Time to go to School!) and “*Toda Criança na Escola*” (Every Child at School))
- **Policies for Higher Education Expansion and Improvement**

- Reorganization of the higher education system based on institutional diversification, greater flexibility in supply, and external evaluations (Decree n. 2,306/1997)
- Implementation of the National Higher Education Evaluation System (Decree n. 2,026/1996), consisting of:
  - i. National Course Examination (ENC)
  - ii. Evaluation of the Supply Conditions in under-graduate courses
  - iii. Institutional Evaluation (PAIUB)
  - iv. Graduate School Evaluation (CAPES)
- Establishment of a process for periodic reaccreditation of higher education institutions and renewal of licenses for courses to operate, based on performance indicators
- Reorganization and expansion of the higher education credit system (FIES)
- Discussion of new Curricular Guidelines for undergraduate courses
- Funding of projects aimed at expanding and equipping private higher education institutions (BNDES)
- Implementation of a new financing matrix for the Federal Higher Education Institutions (IFES), which includes performance indicators
- Resuming of investments for the recovery and improvement of IFES infrastructure and laboratories (Tender under way)
- Implementation of a diversified remuneration system in the IFESs, through the creation of a Bonus to Stimulate the teaching profession
- Policies to encourage teachers to obtain a higher education degree

## **6 – Changes and outcomes**

- **An analysis of Brazil’s educational performance in the 1990s shows that:**



- Education was definitively incorporated into the agenda of the Brazilian society as a priority issue
  - Significant advances were registered in the educational area, particularly in the past five years, both in terms of a larger coverage and of improvements in the quality of the teaching provided
  - The development of national evaluation and information systems strengthened new policy guidelines focused on equity and quality
- **These changes resulted from:**
    - An increasing mobilization of society in support of the right to education and of the need to attach greater importance to public schools
    - A more effective coordination of the educational policy, by the federal administration
    - More effective links between the three levels of government (federal, state and municipal)
    - Redistribution of public funds for primary education based on transparent and equitable criteria
    - More dynamic actions taken by non-governmental organizations
    - Partnerships between public authorities and the so-called Third Sector
    - Greater participation of corporations in educational initiatives
    - Consolidation of the education information and evaluation systems and use of results in policy making, implementation and monitoring
    - Participation of the media in discussions about educational topics and in social mobilization actions
    - Greater international cooperation in the field of education
  - **Larger coverage**

- Expansion of the educational system at all levels, particularly of the secondary education system
  - Higher net schooling rates in the 7-14 and 15-17 age brackets
- **Improvements in efficiency indicators**
    - Marked drop in repetition and drop-out rates, and systematic increase in promotion rates in elementary and secondary schools
    - Less average time to complete the eight grades of compulsory schooling
    - Higher rate of conclusion and marked increase in the number of students completing the primary and secondary education cycles
    - Better trained teachers in basic education
- **Better schooling profile**
    - Increase in the average schooling years of the population
    - Lower illiteracy rates, particularly in younger age brackets
- **Gender equity in the Brazilian educational system**
    - The educational status of women improved remarkably in the 1990s, exceeding the average schooling of men
    - The enrolment rate of female students is higher than that of male students in all educational levels, except in early childhood education
    - Of all students completing the primary education cycle, 53.6% are female and 46.4% are male
    - The same phenomenon was recorded in secondary schools: 58.3% of all students completing this cycle are female and 41.5% are male
    - In higher education, the female hegemony is even more marked: 61.4% of all students who graduate are female and 38.6% are male

- It is important to point out that SAEB has found a strong association between the schooling of parents, particularly mothers, and the performance of students

## **7 – The issue of quality in the reform agenda**

- **Despite the advances registered in the 1990s, and of the significant improvements observed in the last five years, the educational situation in Brazil in general is still unsatisfactory, particularly in what regards:**
  - Illiteracy rates, especially among individuals aged 30 and over
  - The average schooling of the population
  - Early childhood education, secondary education and higher education coverage
  - Repetition rates and age/grade gaps in the elementary and secondary education cycles
  - The infrastructure of schools, particularly municipal and rural schools
  - The educational status of teachers and their wages, especially in municipal school networks
  - The effectiveness of mechanisms for the inspection and control of funds earmarked for education
  - The profile of public spending in education (per educational level)
  - Qualification of school and education system managers
- **The results of SAEB/97 confirm trends identified in previous surveys, among which we stress the following:**
  - The heterogeneity of school systems reflects inequalities in the supply of education
  - There are gaps between the proposed curriculum and student performance
  - The age/grade gap has negative effects on the performance of students

- Student performance is associated to the educational level of teachers
  - Parents' level of schooling has a bearing on the learning of students
  - There is low equity, in terms of learning opportunities
- **Quality standards in the Brazilian scenario**
    - The goal to raise quality standards has been incorporated into the Brazilian agenda of educational policies
    - The Constitution of 1998 defines "the assurance of quality standards" as one of the principles to be followed in the supply of education
    - Constitutional Amendment n. 14 strengthened this principle by providing that:
      - i. The supplementary and resource-redistributing role of the Federal Administration should be aimed at ensuring minimum quality standards
      - ii. The federal, state and municipal administrations must progressively adjust their contributions to FUNDEF (National Education Fund) "in such a way as to ensure the provision of an amount per student corresponding to a minimum nationally defined educational quality standard"
    - The LDB emphasizes the need to raise quality standards by providing as follows:
      - I. The duty of the State with regard to public education implies the need to ensure "minimum educational quality standards defined as the minimum variety and quantity per student of inputs that are indispensable to the teaching-learning process"
      - II. In collaboration with teaching systems, the Federal Administration shall be responsible for ensuring the availability of a national process to assess student performance in the primary, secondary and higher education cycles
      - III. As of 2007, only teachers with a higher education degree, or who have graduated as a result of on-the-job training, will be hired
    - Given the present reality of the Brazilian educational system, the discussion about the development of standards is a bit farfetched for now

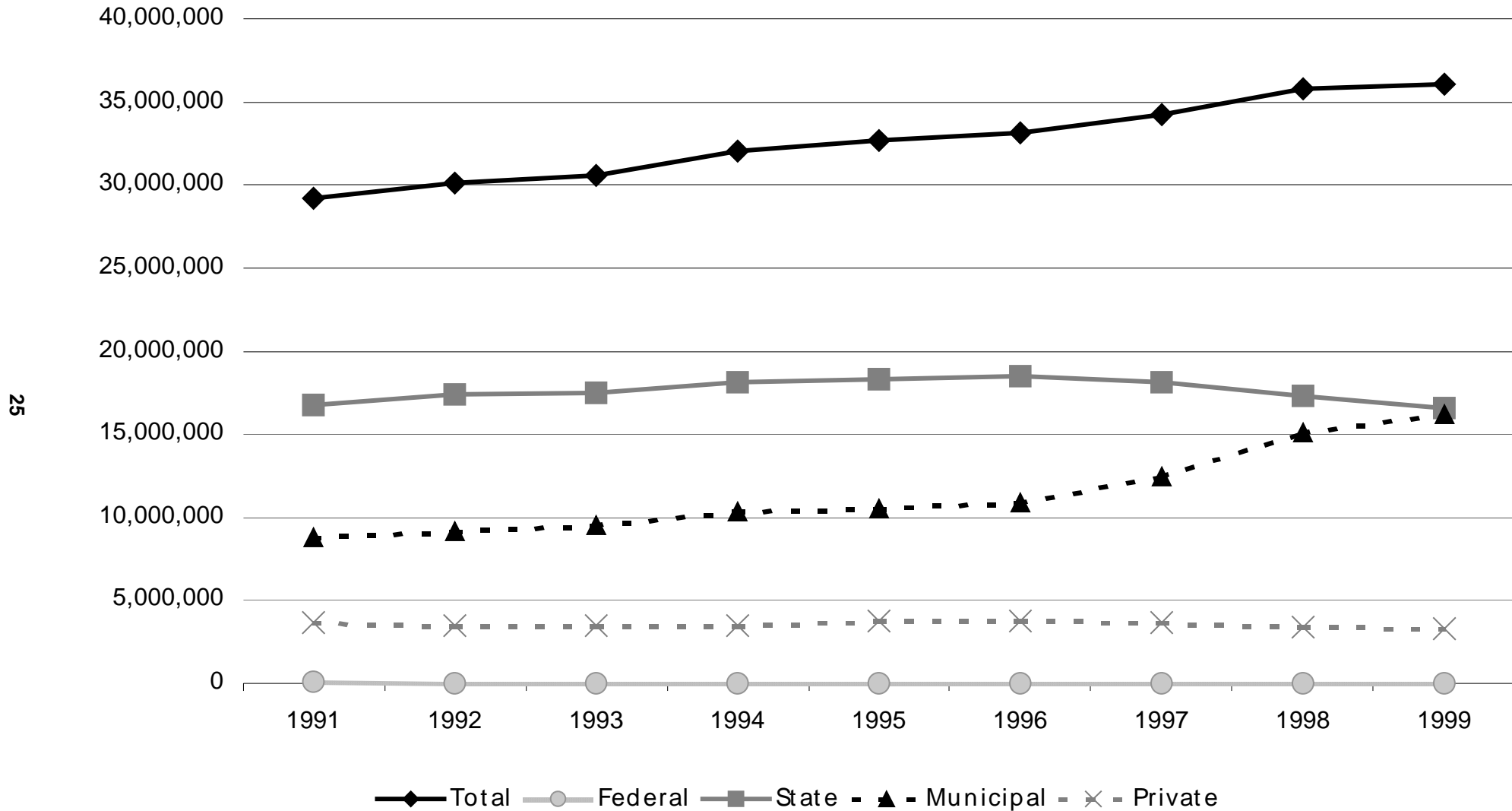
- However, the definition of minimum quality standards will be feasible through:
  - I. the consolidation of policies aimed at correcting regional gaps and promoting equity in the supply of education
  - II. the progressive adoption, by teaching systems, of the national curricular guidelines and parameters
  - III. the consolidation of evaluation systems

## **8 – Educational challenges in the coming decade**

- **The situation described herein shows that Brazil will face the following main educational challenges in the coming decade:**
  - Eliminating illiteracy in the population aged 10-29 and dramatically reducing illiteracy rates in the population aged 30 and over
  - Consolidating universal access to primary education
  - Ensuring the attendance and achievement of children at school
  - Expanding the educational coverage supplied for children in the 0-6 age bracket
  - Sustaining the expansion of secondary education, while carrying out a curricular reform project at this level
  - Ensuring the access of public basic education schools to new information technologies
  - Implementing the new teacher's training model, as provided for in the LDB
  - Expanding and diversifying higher education by, among other means, making intensive use of remote education resources

## **9 – Indicators**

### Elementary Education - Evolution of Enrolments per Administrative Dependence Brazil - 1991-1999



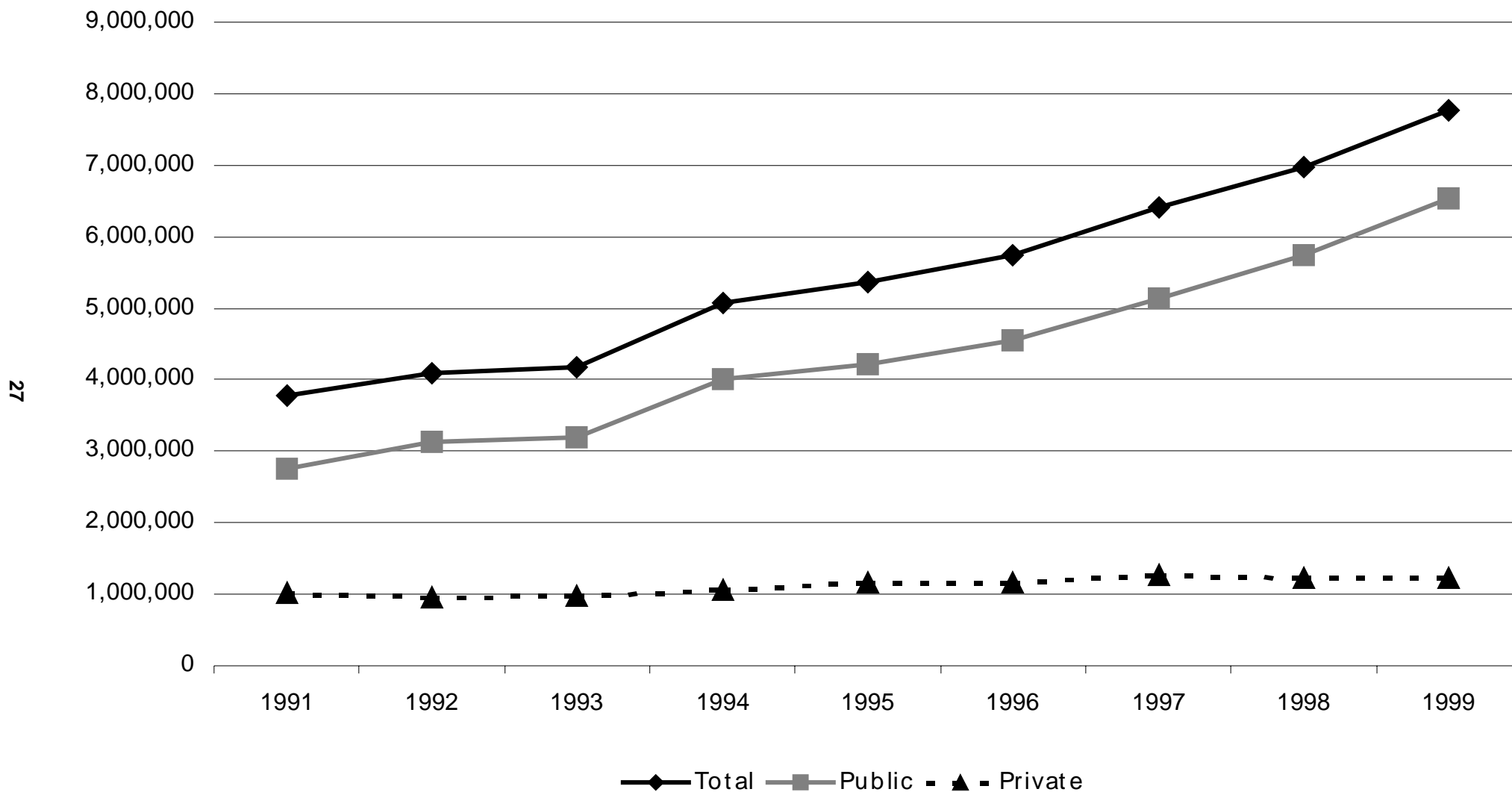
Source: MEC/INEP/SEEC

**Enrolment in Primary Education  
Brazil - 1970-99**

Year	Total (1,000)	Growth Rate
1970	15,892	
1980	22,598	42.2
1991	29,204	29.2
1999	36,066	23.5
Growth rate 1970-99		<b>126.9</b>

Source: MEC/INEP/SEEC

### Secondary Education - Initial Enrolment, per Administrative Dependence Brazil - 1991-1999



Source: MEC/INEP/SEEC



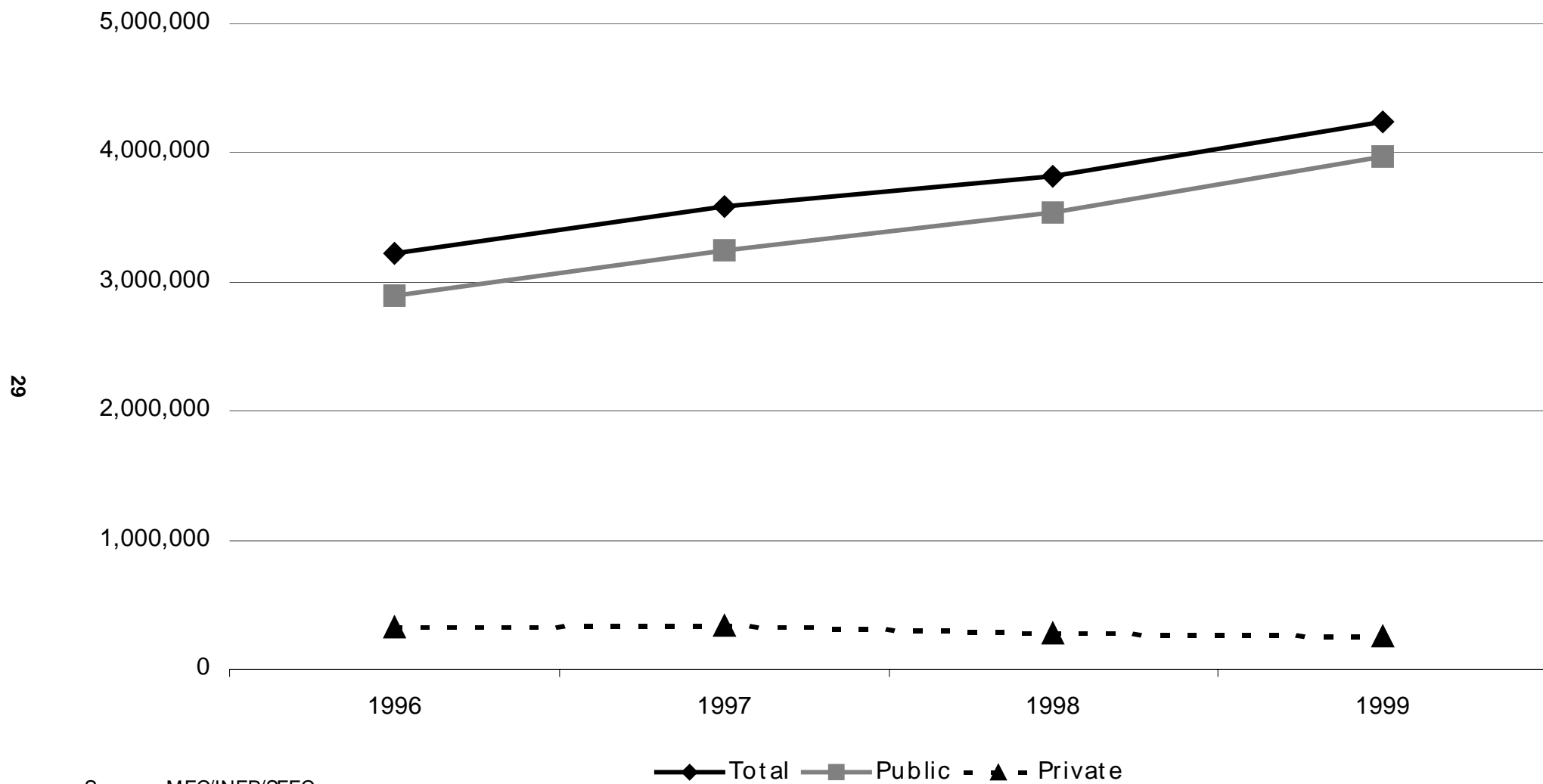
### Secondary Education - Initial Enrolment per Shift - Brazil - 1996-1999

Year	Total	Day	%	Evening	%
1996*	5,739,077	2,519,437	<b>43.9</b>	3,219,640	<b>56.1</b>
1997*	6,405,057	2,822,664	<b>44.1</b>	3,582,393	<b>55.9</b>
1998*	6,968,531	3,150,843	<b>45.2</b>	3,817,688	<b>54.8</b>
1999*	7,769,199	3,533,566	<b>45.5</b>	4,235,633	<b>54.5</b>

Source: MEC/INEP/SEEC

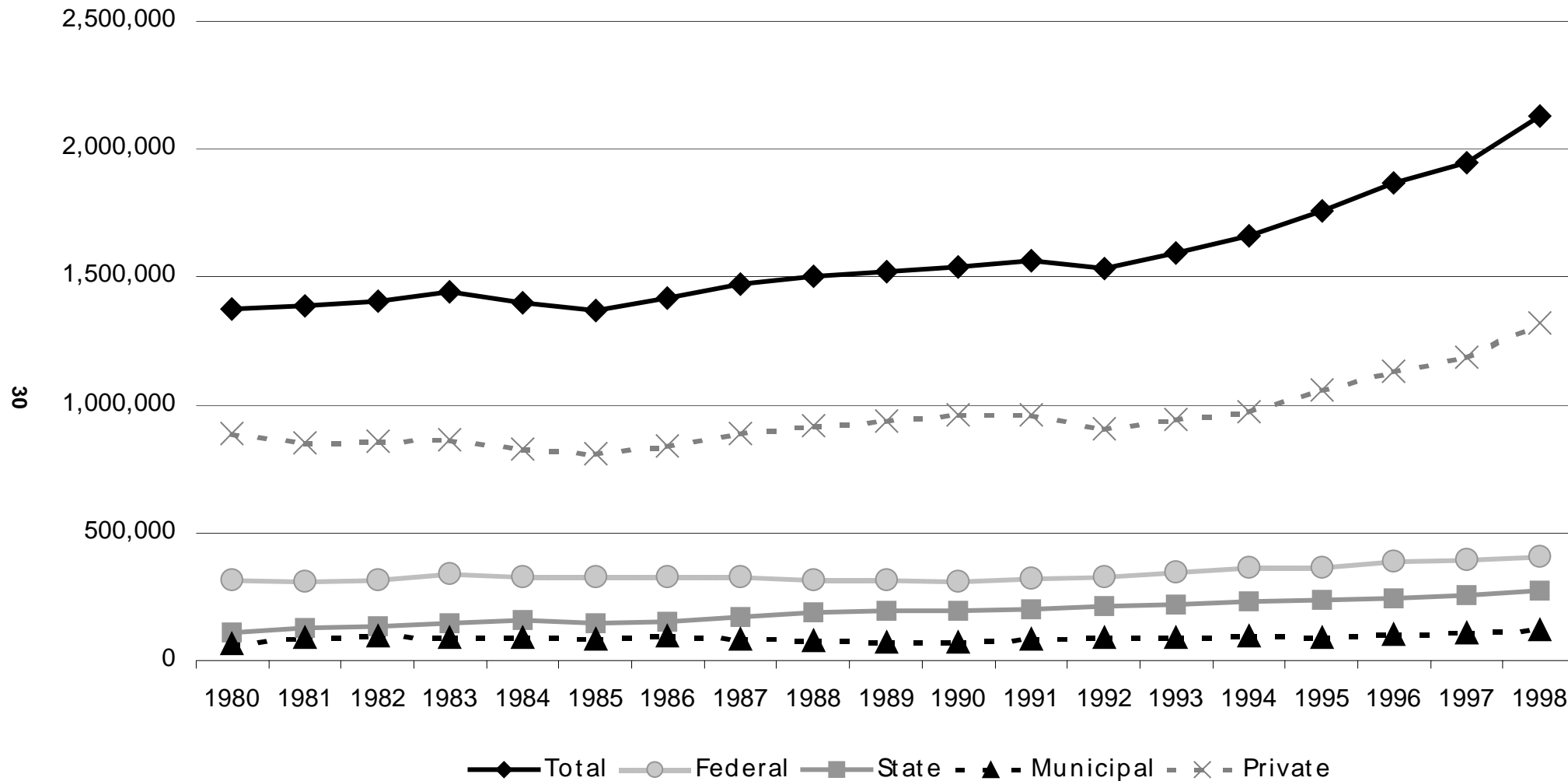
Note: (\*) Courses starting from 5 p.m. on were considered as "evening shift"

### Secondary Education - Evening Shift Enrolment - Brazil - 1996-1999



Source: MEC/INEP/SEEC

## Higher Education (Undergraduate) - Enrolment per Administrative Dependence Brazil - 1980-1998



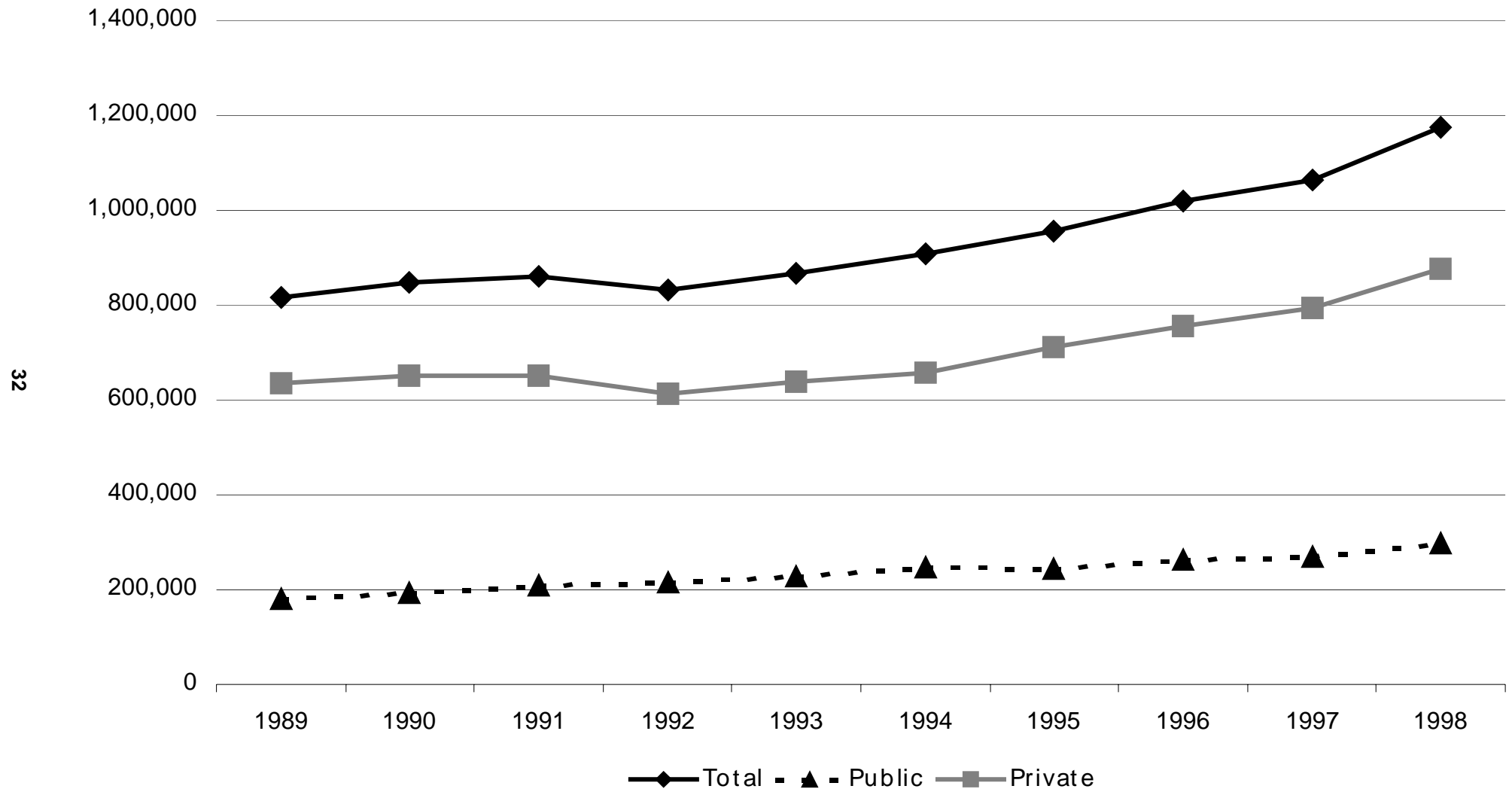
Source: MEC/INEP/SEEC

**Higher Education - Undergraduate - Enrolment per Administrative Dependence  
Brazil - 1978-1998**

Year	Administrative Dependence								
	Total	Federal	%	State	%	Municipal	%	Private	%
1978	1,225,557	288,011	<b>23.5</b>	105,750	<b>8.6</b>	58,592	<b>4.8</b>	773,204	<b>63.1</b>
1980	1,377,286	316,715	<b>23.0</b>	109,252	<b>7.9</b>	66,265	<b>4.8</b>	885,054	<b>64.3</b>
1991	1,565,056	320,135	<b>20.5</b>	202,315	<b>12.9</b>	83,286	<b>5.3</b>	959,320	<b>61.3</b>
1994	1,661,034	363,543	<b>21.9</b>	231,936	<b>14.0</b>	94,971	<b>5.7</b>	970,584	<b>58.4</b>
1995	1,759,703	367,531	<b>20.9</b>	239,215	<b>13.6</b>	93,794	<b>5.3</b>	1,059,163	<b>60.2</b>
1996	1,868,529	388,987	<b>20.8</b>	243,101	<b>13.0</b>	103,339	<b>5.5</b>	1,133,102	<b>60.6</b>
1997	1,945,615	395,833	<b>20.3</b>	253,678	<b>13.0</b>	109,671	<b>5.6</b>	1,186,433	<b>61.0</b>
1998	2,125,958	408,640	<b>19.2</b>	274,934	<b>12.9</b>	121,155	<b>5.7</b>	1,321,229	<b>62.1</b>
<b>Δ % 91/98</b>	<b>28.0</b>	<b>12.4</b>		<b>18.5</b>		<b>27.6</b>		<b>36.1</b>	

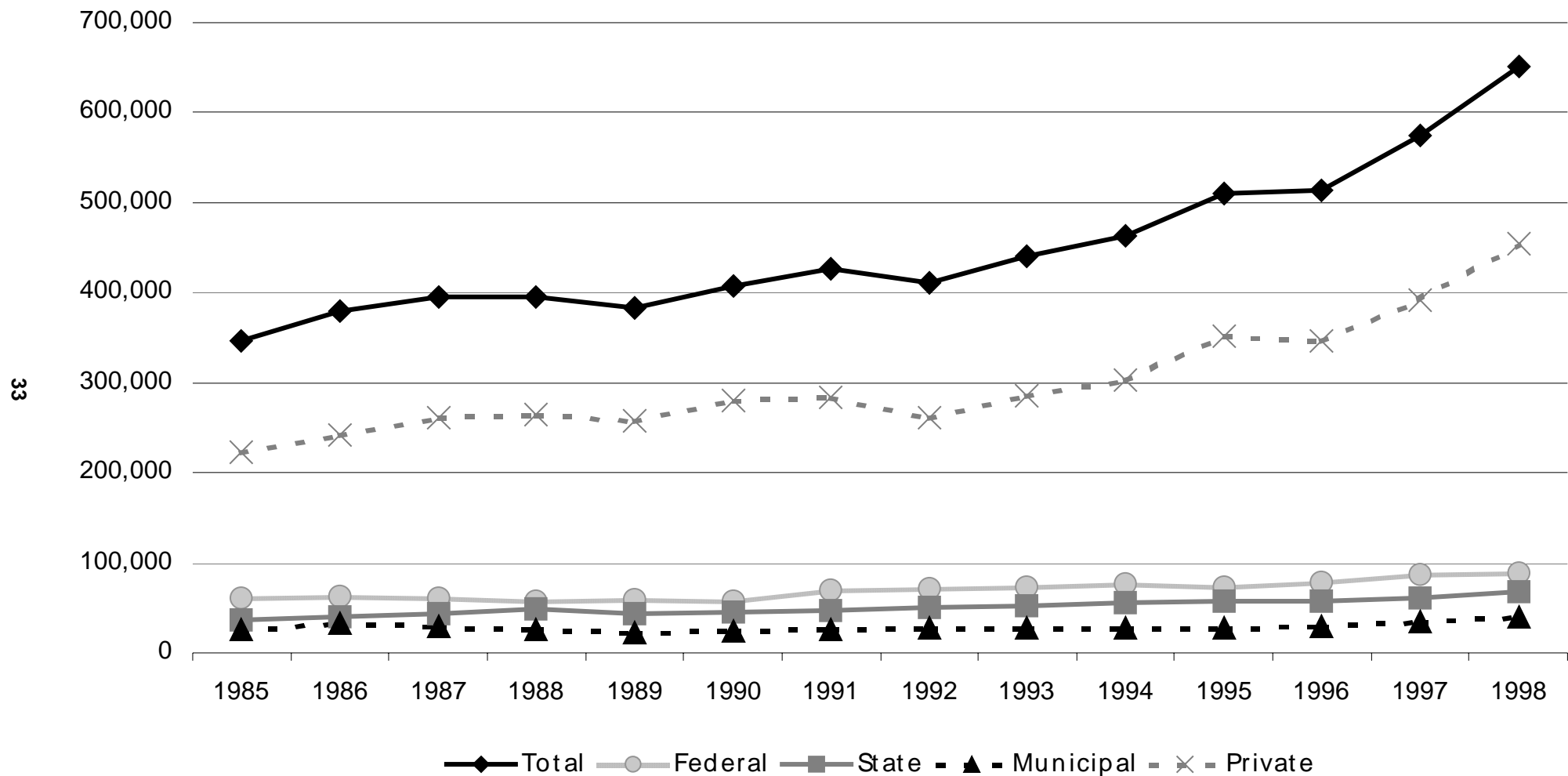
Source: MEC/INEP/SEEC

### Higher Education (Undergraduate) - Evening Shift Enrolment - Brazil - 1989-1998



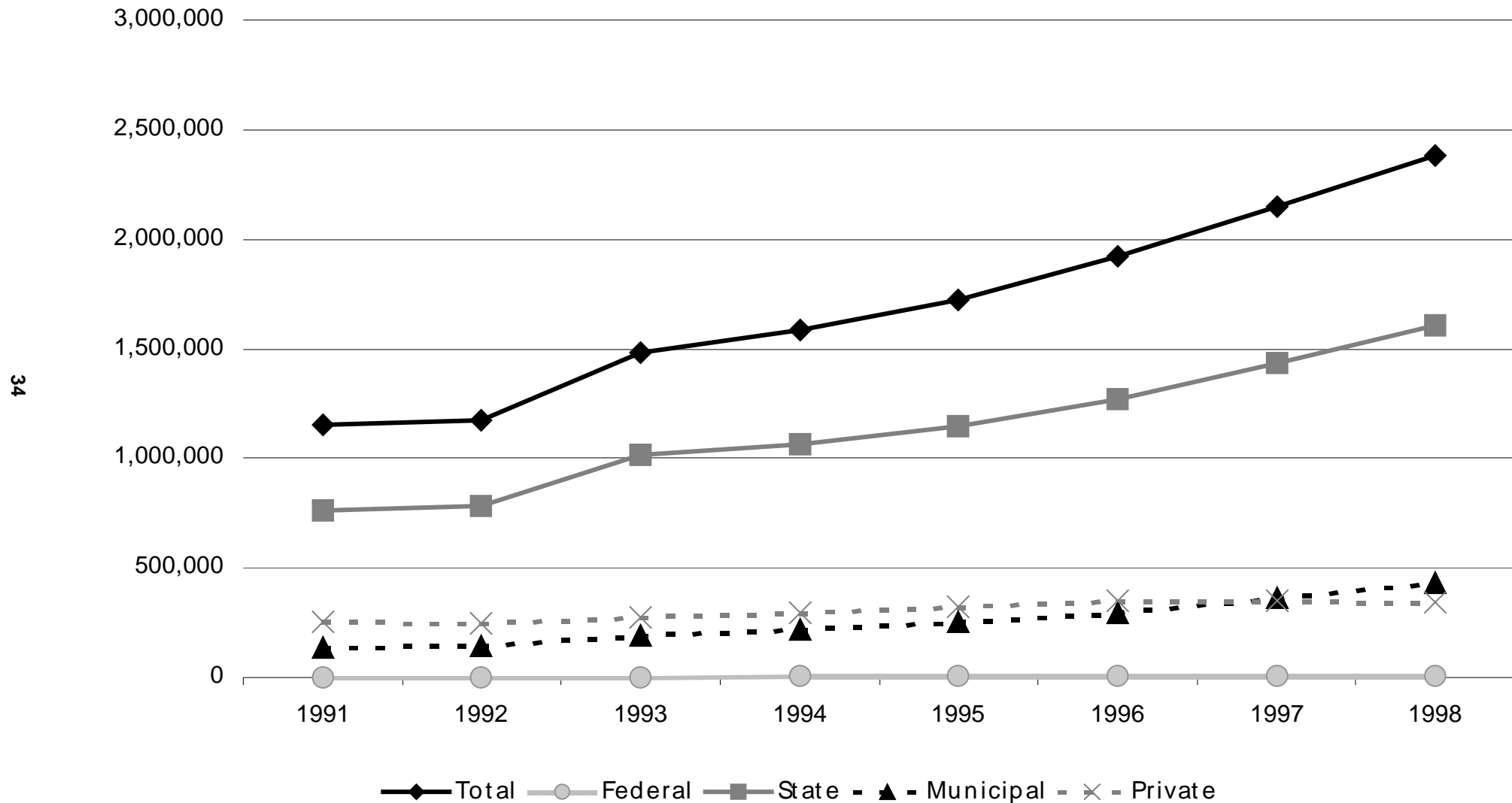
Source: MEC/INEP/SEEC

### Higher Education (Undergraduate) - Admission through "Vestibular" Brazil - 1985-1998



Source: MEC/INEP/SEEC

## Elementary Education - Evolution in Number of Graduates, per Administrative Dependence Brazil - 1991-1998



Source: MEC/INEP/SEEC

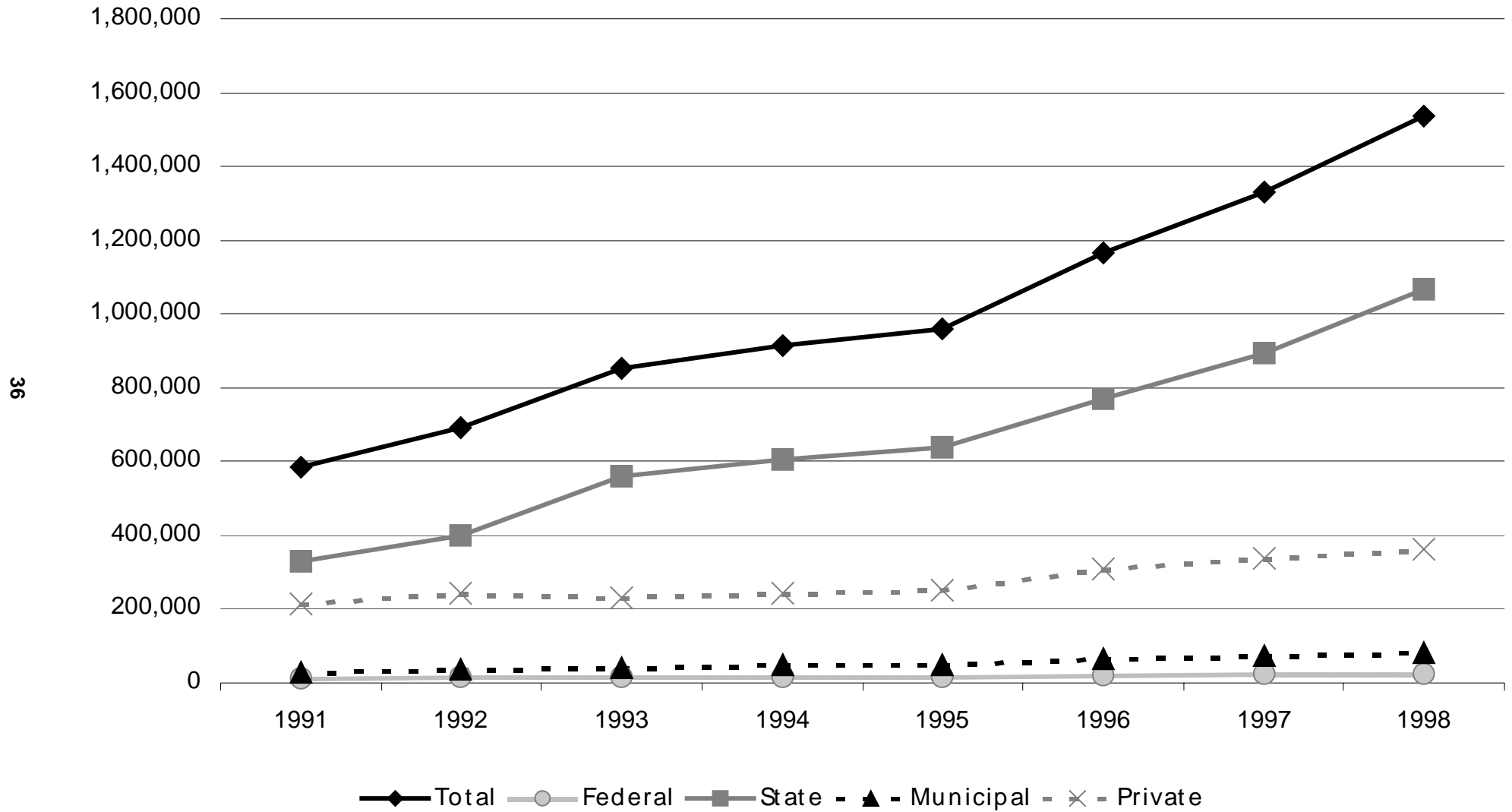
**Elementary Education - Number of Graduates, per  
Administrative Dependence - Brazil - 1991-1998**

Year	Total	Administrative Dependence							
		Federal	%	State	%	Municipal	%	Private	%
1991	1,155,495	3,297	<b>0.3</b>	759,760	<b>65.8</b>	137,661	<b>11.9</b>	254,777	<b>22.0</b>
1992	1,174,607	3,244	<b>0.3</b>	780,258	<b>66.4</b>	146,744	<b>12.5</b>	244,361	<b>20.8</b>
1993	1,483,482	3,254	<b>0.2</b>	1,013,063	<b>68.3</b>	192,482	<b>13.0</b>	274,683	<b>18.5</b>
1994	1,588,631	3,543	<b>0.2</b>	1,067,242	<b>67.2</b>	221,299	<b>13.9</b>	296,547	<b>18.7</b>
1995	1,720,540	3,947	<b>0.2</b>	1,143,051	<b>66.4</b>	251,790	<b>14.6</b>	321,752	<b>18.7</b>
1996	1,923,762	4,594	<b>0.2</b>	1,271,323	<b>66.1</b>	296,643	<b>15.4</b>	351,202	<b>18.3</b>
1997	2,151,835	4,215	<b>0.2</b>	1,432,691	<b>66.6</b>	365,701	<b>17.0</b>	349,228	<b>16.2</b>
1998	2,383,207	4,569	<b>0.2</b>	1,604,589	<b>67.3</b>	430,373	<b>18.1</b>	343,676	<b>14.4</b>
<b>Δ % 91/98</b>	<b>106.2</b>	<b>38.6</b>		<b>111.2</b>		<b>212.6</b>		<b>34.9</b>	

Source: MEC/INEP/SEEC



## Secondary Education - Evolution in Number of Graduates, per Administrative Dependence Brazil - 1991-1998



Source: MEC/INEP/SEEC

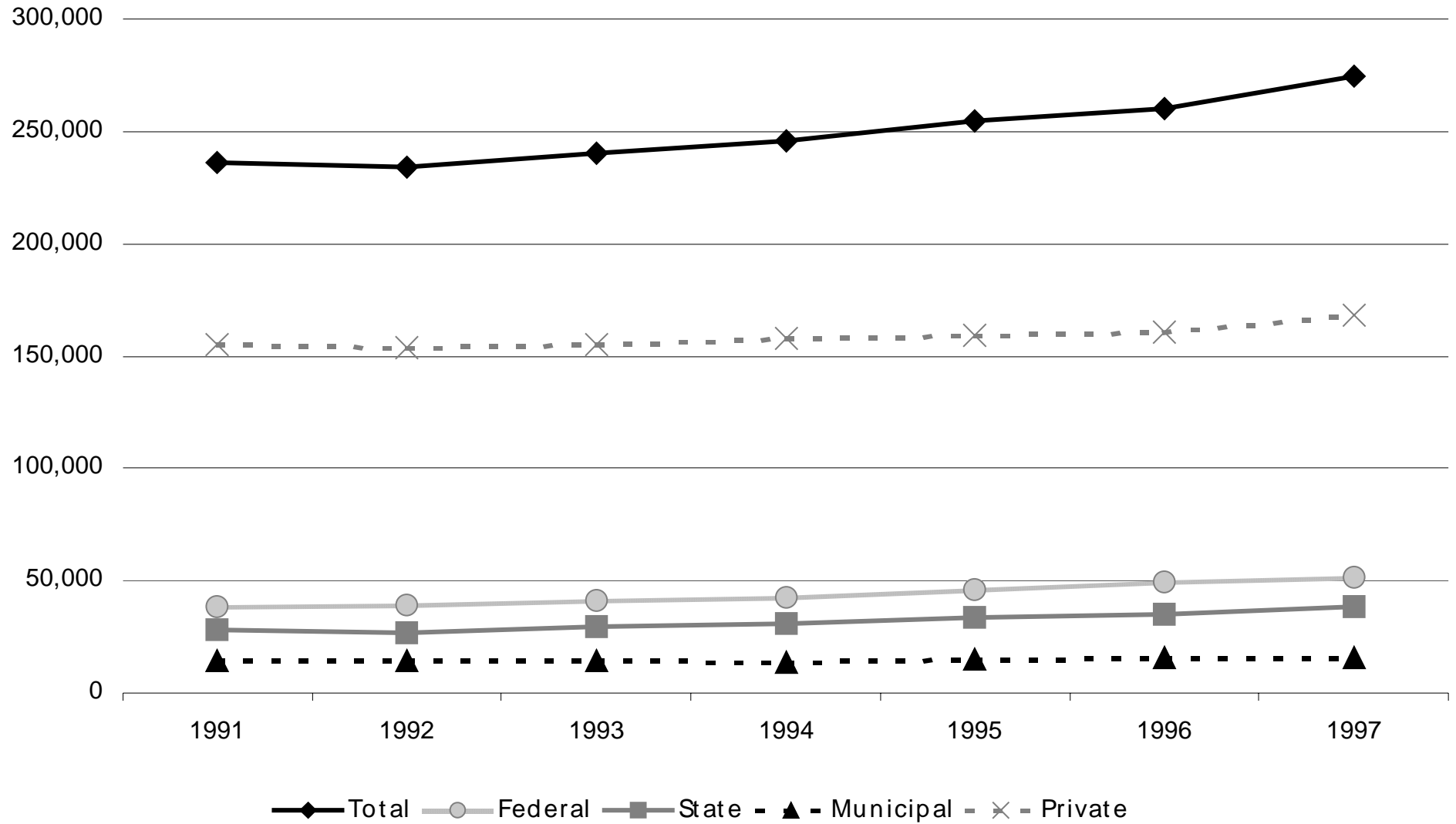
**Secondary Education - Number of Graduates, per Administrative Dependence  
Brazil - 1991-1998**

Year	Total	Administrative Dependence							
		Federal	%	State	%	Municipal	%	Private	%
1991	585,773	12,308	<b>2.1</b>	328,311	<b>56.0</b>	30,788	<b>5.3</b>	214,366	<b>36.6</b>
1992	690,034	14,843	<b>2.2</b>	398,328	<b>57.7</b>	35,069	<b>5.1</b>	241,794	<b>35.0</b>
1993	851,428	16,663	<b>2.0</b>	559,595	<b>65.7</b>	42,681	<b>5.0</b>	232,489	<b>27.3</b>
1994	915,916	15,665	<b>1.7</b>	606,540	<b>66.2</b>	51,013	<b>5.6</b>	242,698	<b>26.5</b>
1995	851,428	15,941	<b>2.0</b>	640,168	<b>65.7</b>	50,918	<b>5.0</b>	252,518	<b>27.3</b>
1996	1,163,788	21,019	<b>1.8</b>	769,489	<b>66.1</b>	64,566	<b>5.5</b>	308,714	<b>26.5</b>
1997	1,330,150	24,985	<b>1.9</b>	892,901	<b>67.1</b>	73,919	<b>5.6</b>	338,345	<b>25.4</b>
1998	1,535,943	26,017	<b>1.7</b>	1,067,478	<b>69.5</b>	80,648	<b>5.3</b>	361,800	<b>23.6</b>
<b>Δ % 91/98</b>	<b>162.2</b>	<b>111.4</b>		<b>225.1</b>		<b>161.9</b>		<b>68.8</b>	

Source: MEC/INEP/SEEC

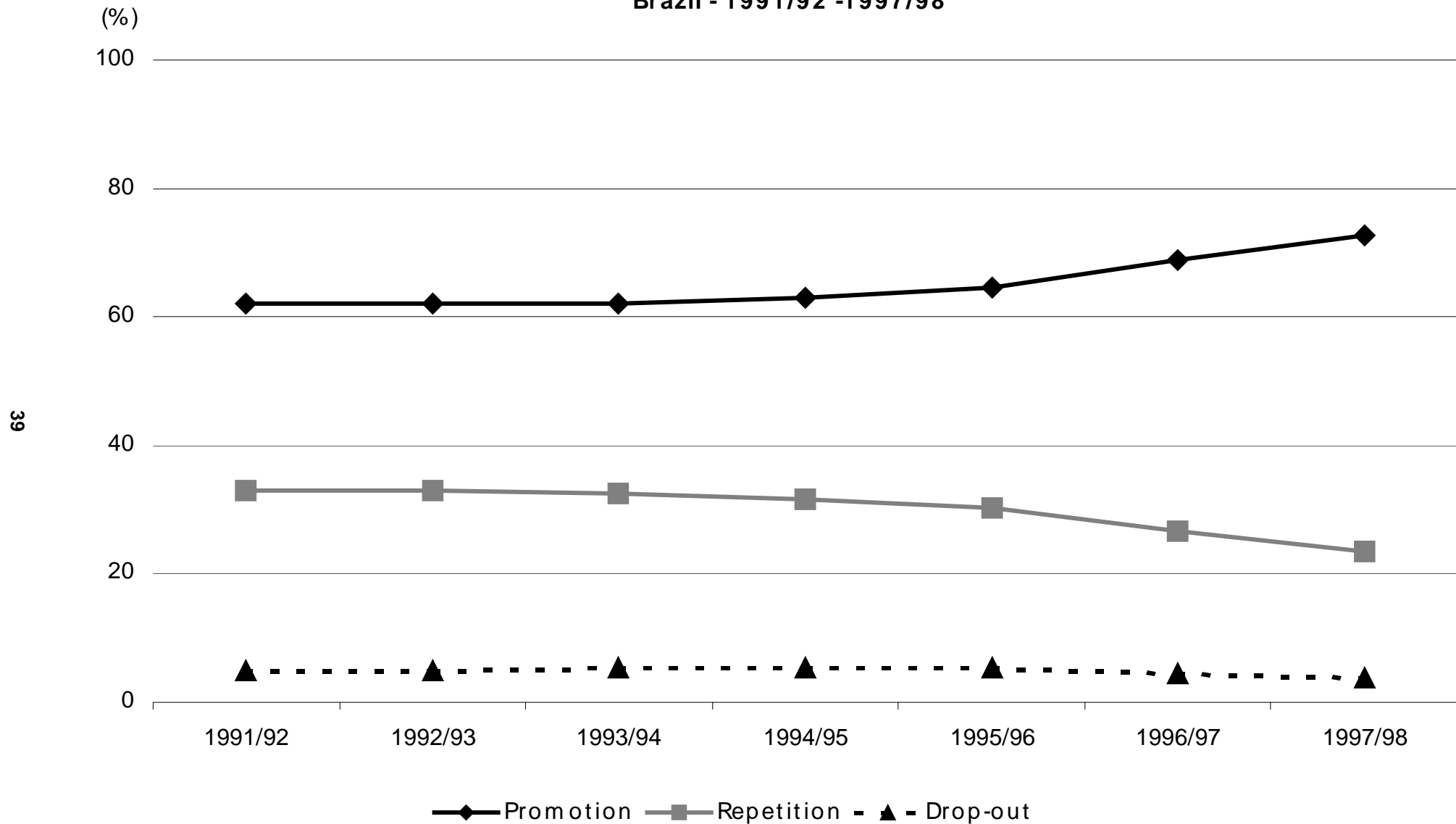
### Higher Education (Undergraduate) - Evolution in Number of Graduates, per Administrative Dependence Brazil - 1991-1997

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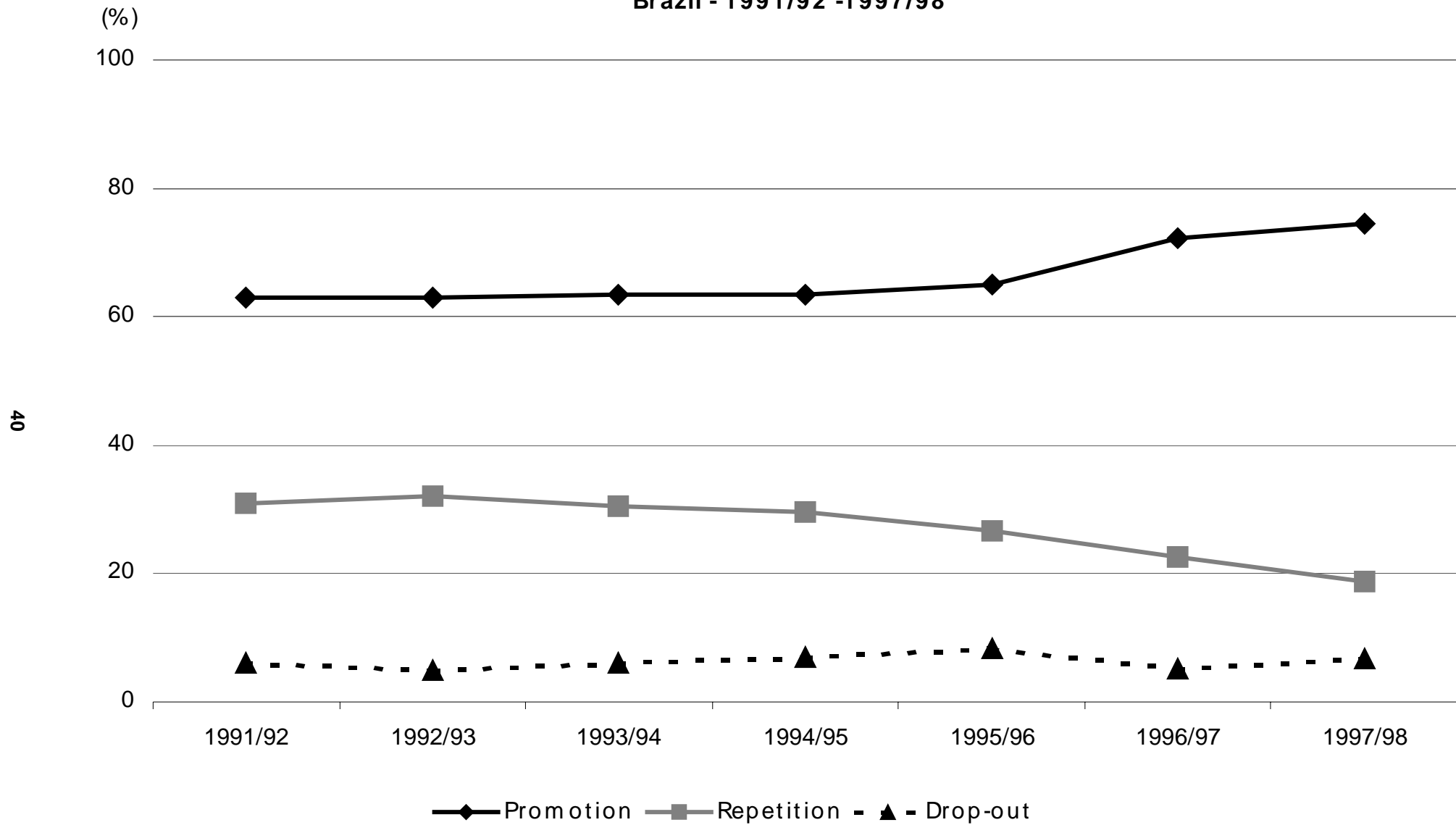
Source: MEC/INEP/SEEC

Elementary Education - Weighted Average Promotion, Repetition and Drop-Out Rate  
Brazil - 1991/92 -1997/98



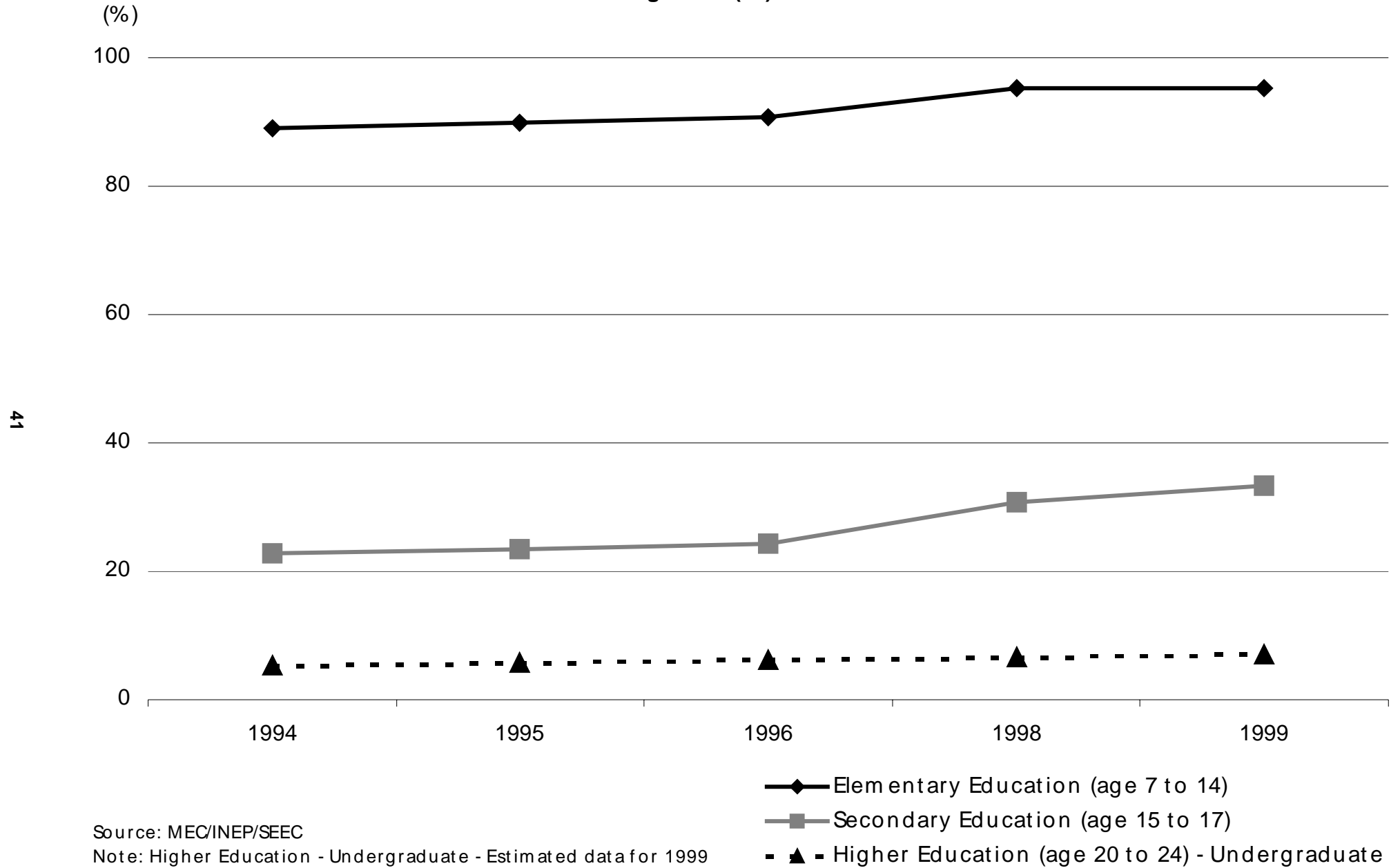
Source: MEC/INEP/SEEC

**Secondary Education - Weighted Average Promotion, Repetition and Drop-Out Rate  
Brazil - 1991/92 -1997/98**



Source: MEC/INEP/SEEC

### Net Schooling Rate (%) - Brazil - 1994-1999



### Net Schooling Rate (%) - Brazil - 1994-1998

Year	Level of Study		
	Elementary Education (age 7 to 14)	Secondary Education (age 15 to 17)	Higher Education - Undergraduate (age 20 to 24)
1994	89.1	22.7	5.5
1995	90.0	23.5	5.8
1996	90.8	24.4	6.2
1998	95.3	30.8	6.7

Source: MEC/INEP/SEEC

**Coverage Rates Ages 7 to 14 and 15 to 17, and Gross and Net Schooling Rate in  
Elementary and Secondary Education - Brazil and Regions - 1999**

Brazil/Regions	Coverage Rate		Elementary Education		Secondary Education	
	Age 7 to 14	Age 15 to 17	Gross Schooling Rate	Net Schooling Rate	Gross Schooling Rate	Net Schooling Rate
<b>Brazil</b>	<b>96.2</b>	<b>84.5</b>	<b>136.0</b>	<b>95.4</b>	<b>81.1</b>	<b>33.4</b>
North	94.4	76.4	141.6	93.2	63.7	15.5
Northeast	94.3	79.9	146.1	93.1	53.5	15.8
Southeast	97.5	88.9	129.8	97.0	102.3	46.2
South	97.1	84.0	122.9	96.6	93.2	48.8
Middle-West	96.1	86.6	142.6	95.6	88.1	33.4

Source: MEC/INEP/SEEC

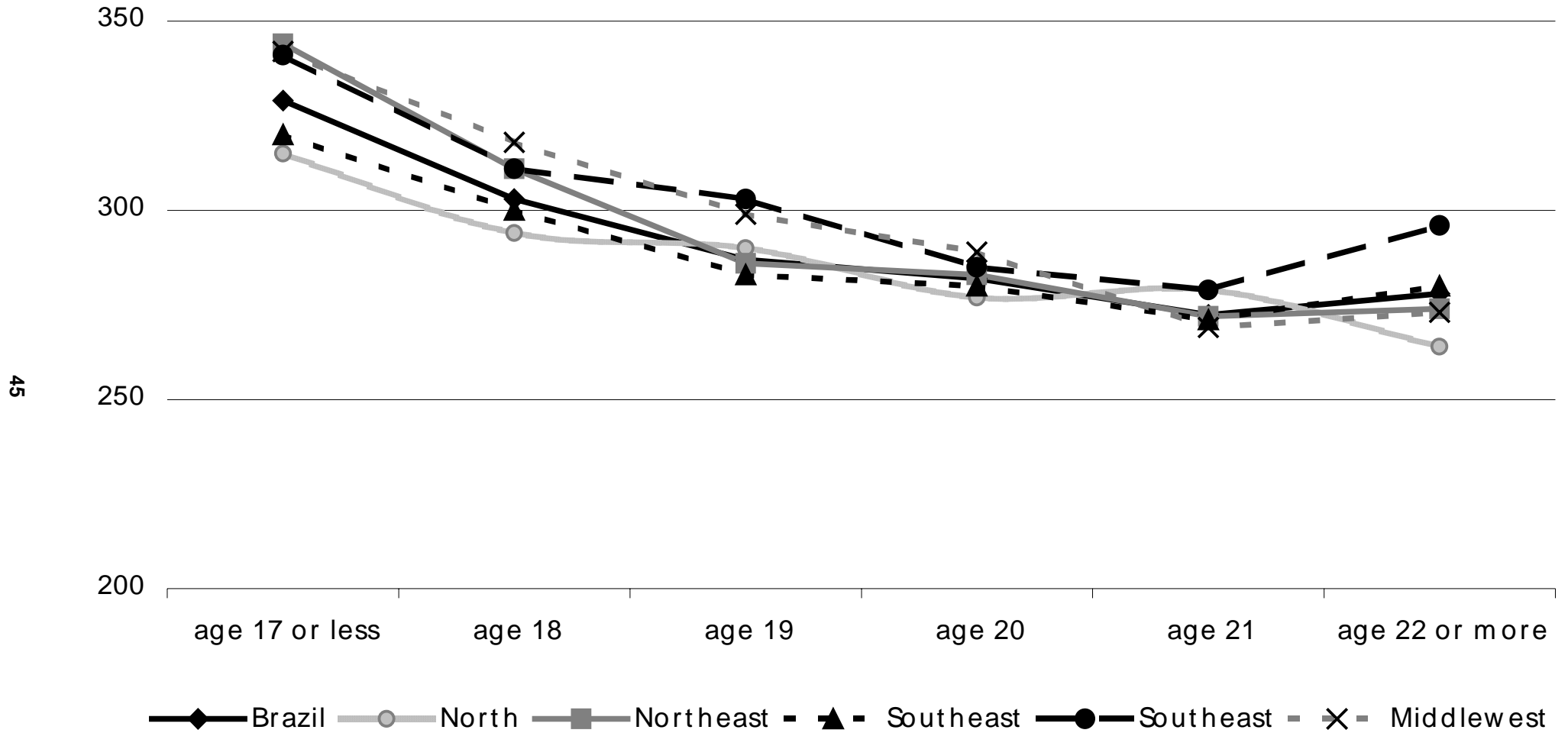


**Secondary Education - Net Schooling Rate  
Brazil and Regions - 1998-1999**

Brazil/Region	Net Schooling Rate	
	1998	1999
<b>Brazil</b>	<b>30.8</b>	<b>33.4</b>
North	15.2	15.5
Northeast	14.5	15.8
Southeast	42.5	46.2
South	44.8	48.8
Middle-West	31.0	33.4

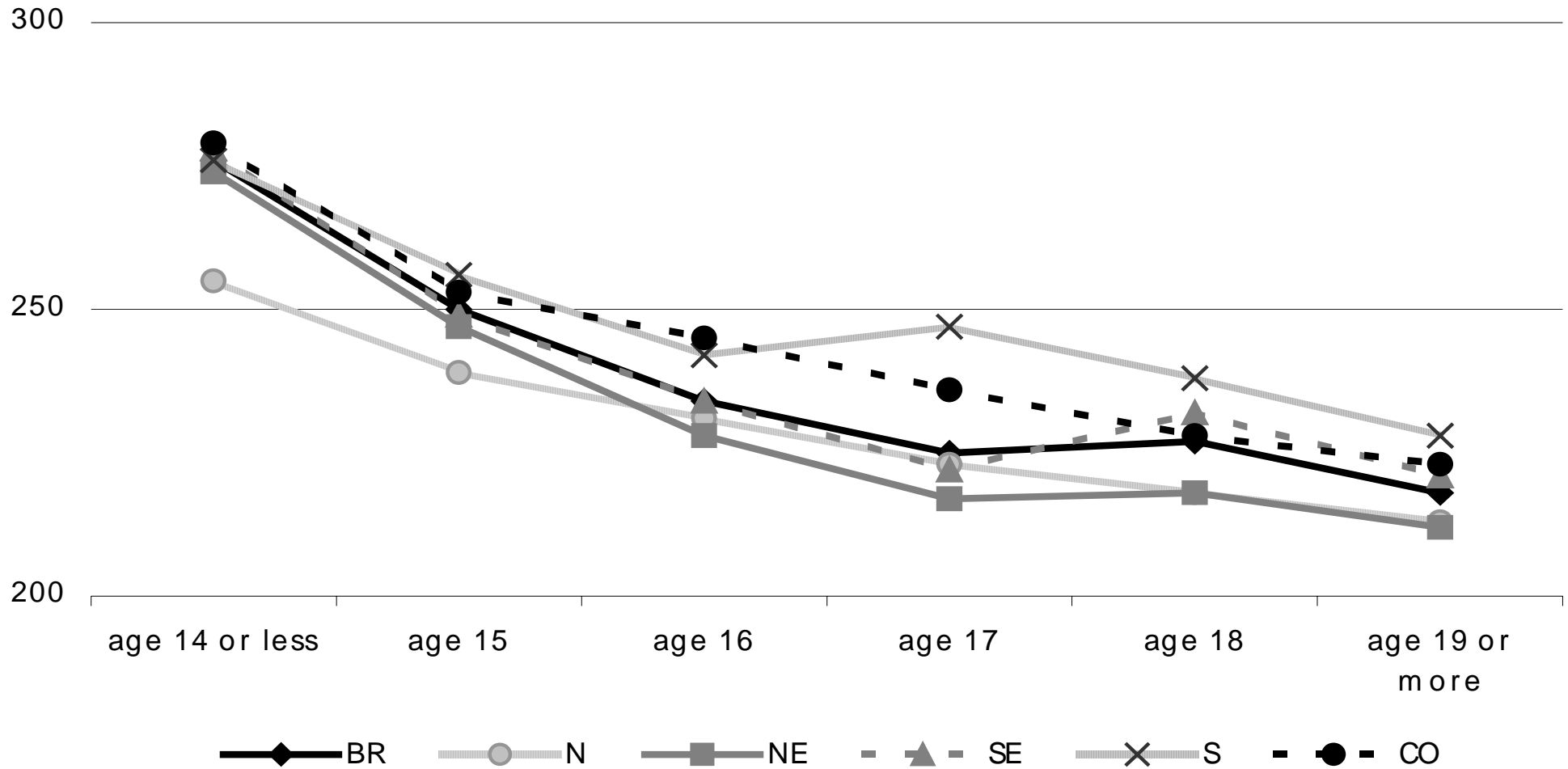
Source: MEC/INEP/SEEC

**Mathematics - 3th grade**  
**Average Proficiency According to Student's Age - Brazil and Regions**



Source: MEC/INEP/SEEC

## Mathematics - 8th grade Average Proficiency according to Student's Age



Source: MEC/INEP/SEEC





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