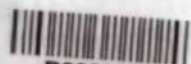


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Encouraging Citizenship

Progress in Brazilian Education

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Encouraging Citizenship

Progress in Brazilian Education

Erratum: page 22

The phrase: "an evaluation system for higher education (known as the *provão*)."

Should read as follows: "another evaluation system for higher education (known as the *provão*)."

In January 1995, Minister Paulo Renato Souza and his team held an informal meeting. They talked over their vision for the future and planned the goals, targets and interventions required to introduce a solid basis for the enduring transformation of education in Brazil.

In fact, the results achieved over the subsequent seven years went far beyond the prospects posed at the meeting. This shows that it really is possible to radically change the profile of education in the country when there is political willpower and persistence, and where there are dedicated and competent people genuinely committed to working for Brazil and for education.

- melhorar qualidade
 - descentralizar
 - ampliar atendimento

RESOLUÇÃO DE CONSELHO SUPLENTE

SEP - FINEC

OBJETIVOS

- garantir que o ensino superior seja de qualidade
- garantir que o ensino superior seja de qualidade
- estabelecer critérios de funcionamento e funcionamento de instituições de ensino superior
- garantir a autonomia das instituições de ensino superior

APÓS 1964/1966

- definiu o Conselho de Administração
- para 1966 - prop. - para de 1966

LIVRO DIDÁTICO

SEP - FAE

OBJETIVOS

- melhorar qualidade de ensino
- descentralizar
- ampliar atendimento, especialmente em áreas de carência
- promover a melhoria de qualidade do ensino
- garantir que o ensino superior seja de qualidade

APÓS 1964/1966

- criação do Conselho de Administração
- criação do Conselho de Administração

RECOMENDAÇÃO

SEP - FAE

OBJETIVOS

- descentralizar
- garantir o ensino superior de qualidade
- descentralizar o ensino superior de qualidade
- ampliar atendimento ao ensino superior

2ª SEMANA

OBJETIVOS

- definir critérios de funcionamento de instituições de ensino superior
- descentralizar
- ampliar atendimento, especialmente em áreas de carência
- promover a melhoria de qualidade do ensino
- garantir que o ensino superior seja de qualidade

APÓS 1964/1966

- definiu o Conselho de Administração
- para 1966 - prop. - para de 1966

SECU

OBJETIVOS

- descentralizar o ensino de nível superior de ensino superior
- descentralizar
- ampliar atendimento, especialmente em áreas de carência
- promover a melhoria de qualidade do ensino
- garantir que o ensino superior seja de qualidade

Super. Técnica

- Aprimorar o ensino
- Aprimorar o ensino
- Aprimorar o ensino
- Aprimorar o ensino
- Aprimorar o ensino

CAPEX

OBJETIVOS

- descentralizar o ensino superior de ensino superior
- descentralizar
- ampliar atendimento, especialmente em áreas de carência
- promover a melhoria de qualidade do ensino
- garantir que o ensino superior seja de qualidade

On the previous page, facsimile of part of the draft that gave rise to the profound changes in Brazilian education.

This publication provides a summary of the main programs implemented by the Ministry of Education over the last seven years, in which we have resolutely confronted the challenges posed by education in Brazil and consistently worked to meet our targets.

We have constantly sought to develop programs on the basis of guiding principles such as universalization, fairness in the provision of educational services, decentralization of resources and competencies, enhanced management capability for the system as a whole, and better quality teaching.

We consciously sought to favor projects that will bear fruit only in the long-term, since our goal is to achieve solid results. Although this will only be fully appreciated in the future, some key indicators have already improved and these early results do point to a favorable trend.

Educational policy in Brazil has certainly made major progress and become much more dynamic. This development has already made a considerable impact.

There is now much more equality of opportunity for the country's children and young people. Citizenship has therefore become more meaningful in Brazil.

The Ministry of Education has thus fulfilled its aim of prioritizing education as a means of beginning to make our society fairer - which was one of the points in President Fernando Henrique Cardoso's platform.

As we move into the last year of this government, it may be useful to provide a brief balance of the progress that has been made.

Paulo Renato Souza
Minister of Education
January 2002

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8

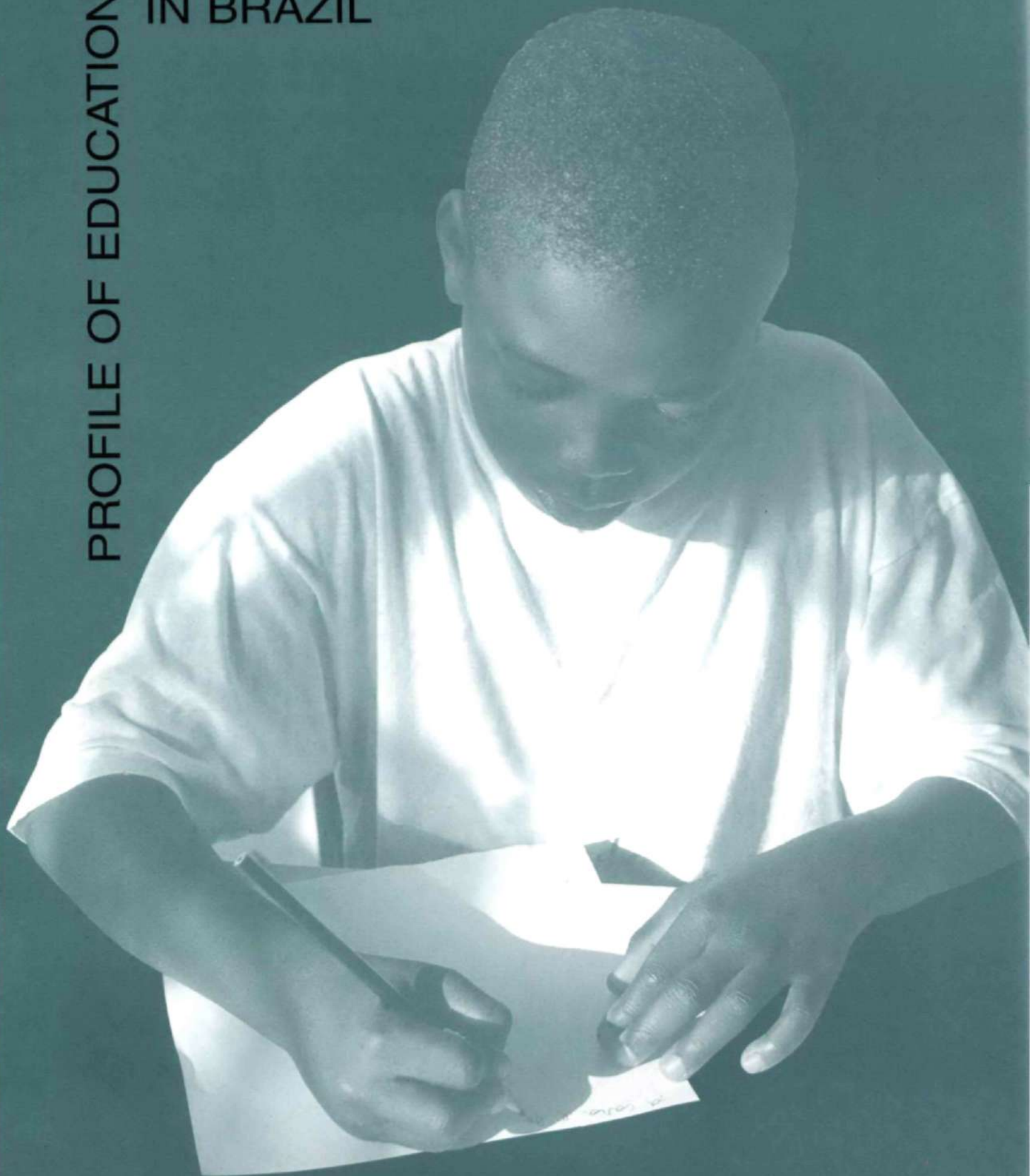
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PROFILE OF EDUCATION
IN BRAZIL



o ver the last seven years, there has been a genuine revolution in Brazilian education and major progress has been made. The results show that political willpower, effort, determination, planning and more funds can remove the obstacles that have always affected Brazilian education historically - and several social indicators can actually be substantially improved.

There is much to be done, certainly, but the transformations that have been achieved so far are already significant. Only 89% of 7-14 year-olds were at school in 1995. Today, 97% of Brazilian children in this age group are in school. Public school system teachers have had their salaries raised by 29.5% since 1997. More of Brazil's children are going to school and they are staying there longer: secondary education enrollments have risen 61.5% over the last

6 years, as more children complete their primary education and move on to secondary school.

Much of the future depends on better education at every level - on achieving and exercising citizenship, strengthening democracy and sustaining economic development. More than 3,000 of the 3,998 teachers involved in indigenous education are Indians; enrollments for doctorate courses at public universities grew 146% in the 1995/2000 period.

There has been real cultural change in Brazil, as more parents and local communities, along with businesses and other social organizations, become involved in managing funds spent on education and ensuring accountability.


Education has long been seen as one of Brazil's major problems and has always been used as a political platform. How-


ever there was little really effective investment in the sector and substantive programs were few and far between. Investing in education requires a heavy outlay and there are no immediate and tangible results.

When Paulo Renato Souza took over as Education minister in 1995, the outlook was rather bleak. The only data that were available harked back to 1989. There were no evaluation programs, no policy for distributing or using funds. Nobody had an idea of the real situation in the schools, or about the students and teachers. Children out of school, obsolete curricula and mixed information all contributed to education being seen as an insoluble problem.


Changes were urgently needed. Getting more children enrolled in schools; improving the quality of teaching; encour-


STRUCTURE OF REGULAR PUBLIC SYSTEM EDUCATION IN 2000


 Nursery education – day care for under-3s and preschool for 4-6 year olds – 3.9 million students

 Primary Education – starting at the age of 7, grades 1 to 8 – 32.5 million students

 Secondary Education – 3 years – 7 million students

 Higher Education – degree courses in different professional fields – 887 thousand students

 Special Education – children with special needs – 132 thousand students

 Education for Young People and Adults – deprived of access to or continuity in complete primary and secondary courses at the appropriate age – 3 million students

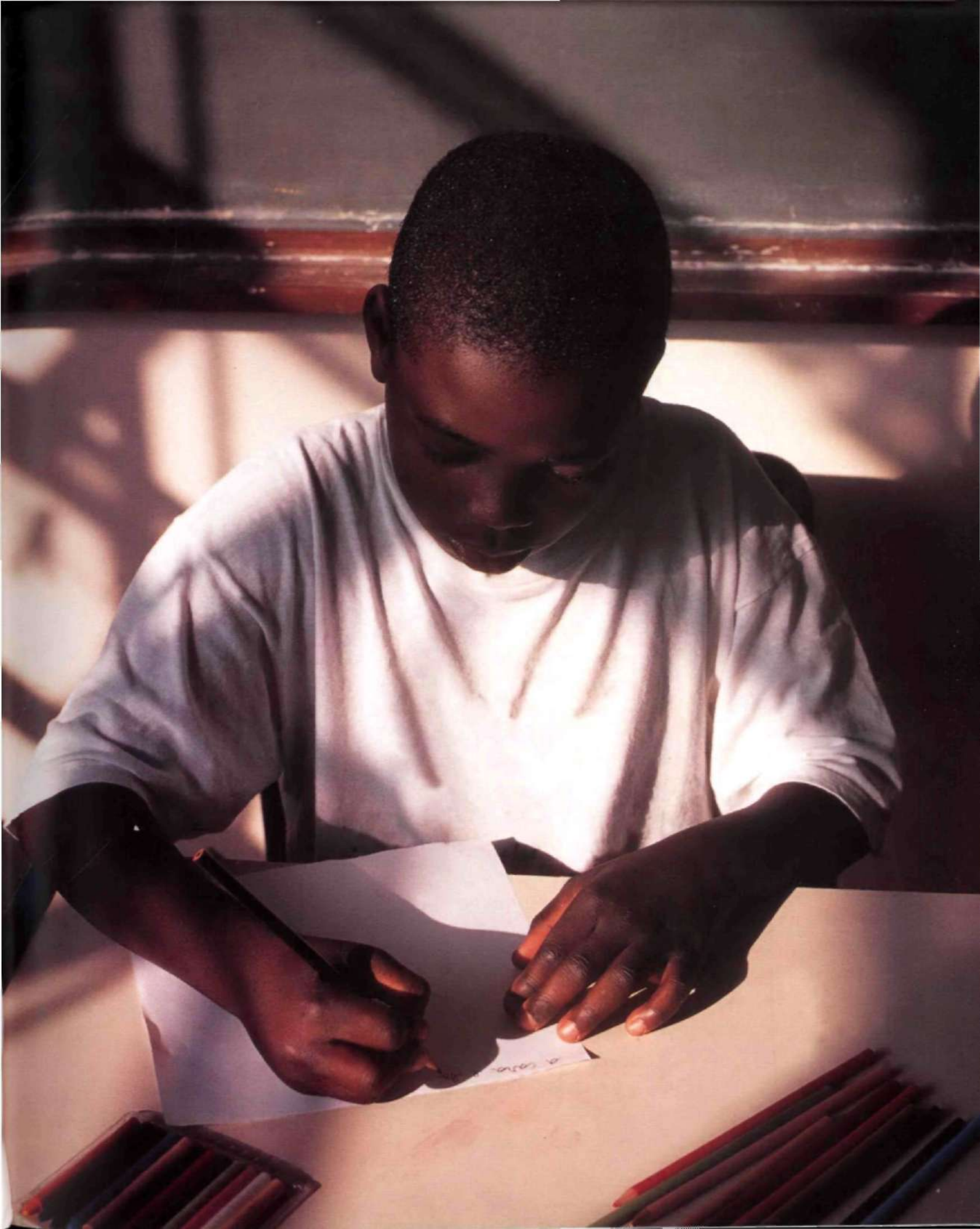
Source: INEP School Census and Higher Education Census/Ministry of Education

aging more teacher training facilities; evaluating the students, courses, teachers and schools; investing in better coverage and attendance - and this was just making a start of meeting the challenge of transforming Brazilian education. The Ministry of Education introduced an education policy based on the principles of universalization and fairness, with equality of opportunities through quality schooling for all. It involved ongoing evaluation, decentralization, municipalization, community participation in school management and the involvement of society in the control of public spending.

THE GREAT CHALLENGE

In his first administration, in 1995, President Fernando Henrique Cardoso proposed education as the new government's priority. In December 1996, the passing of the new Law of Educational Guidelines and Bases (referred to by its acronym, LDB) brought profound and radical changes. Government policy began to prioritize structural intervention and improved program management in order to reach the roots of the deficiencies in the education system.

The new law brought more independence for schools and more flexibility in curricula and it encouraged more teacher training. The duties of the state, municipal and federal governments were now more clearly demarcated. Basic and nursery education became a municipal responsibility. Primary education continued to be shared between



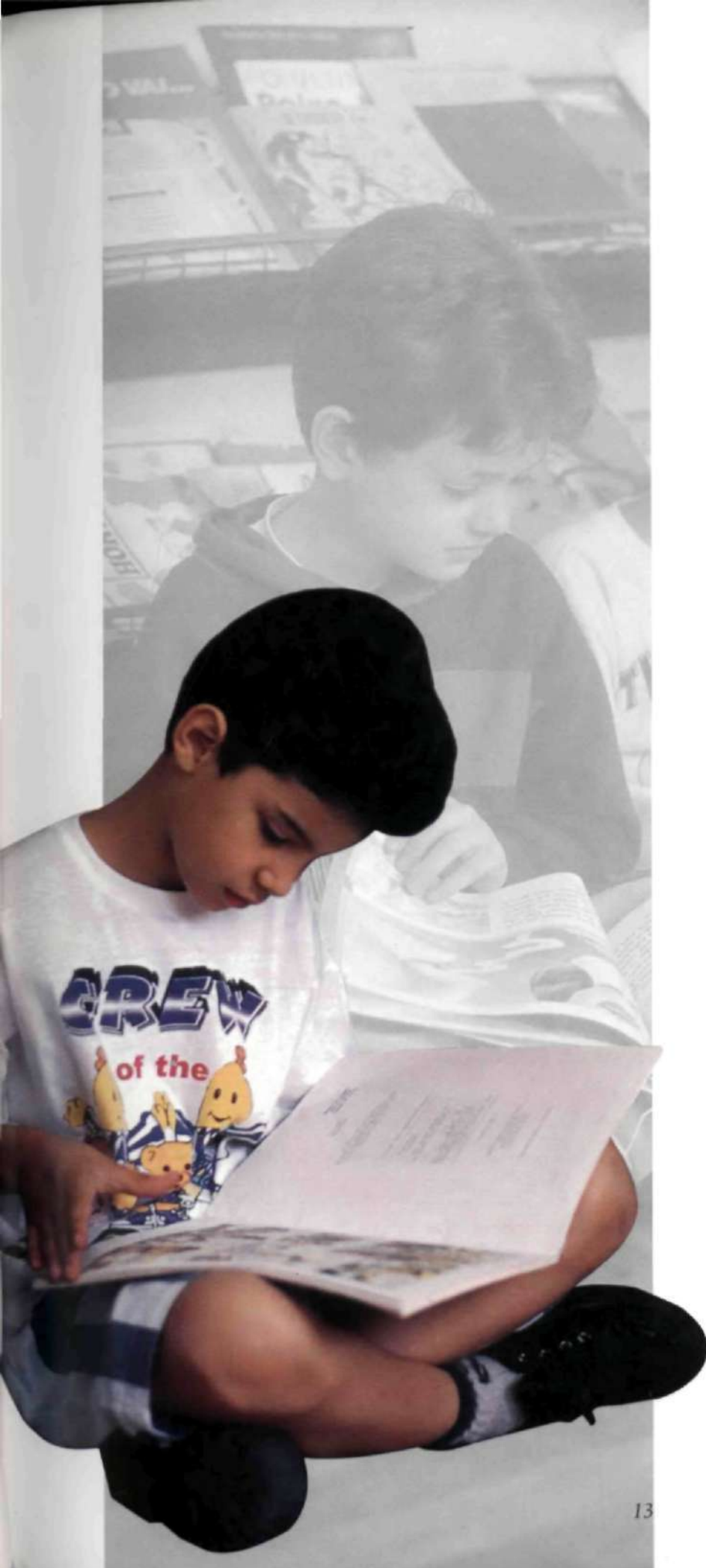
Regional differences are enormous in a country of the size of Brazil, with an area of 8.5 million km² and 169.6 million inhabitants in 5,561 municipalities. Ownership of wealth is highly concentrated. Just 10% of the population own over 50% and their average income is 30 times that of the poorest 40%. In this context of social inequality providing more and better education is a way of diminishing differences in opportunity.

states and municipalities, and secondary teaching was now in the charge of state governments. The Federal Government retained a regulatory role at these levels of education, that of setting basic guidelines for the system, as well as a redistributive and supplementary role through transfers of subsidies and complementary supplies of funds and materials. Federal Government is also directly responsible for higher education and technical schools.

Defining policy and responsibilities was difficult without a clear picture of the public being targeted. More data were needed on the situation in the schools: numbers and descriptions of students, teachers' needs and the school system as a whole. In fact, a diagnosis of the whole education system was required.

So the first major transformation was a total reformulation of the National Institute of Educational Studies and Surveys (local acronym INEP). The data found in the Ministry in 1995 were outdated and unreliable. Until then there had been no plans for any kind of evaluation. Structure was defective; there were no incentives for professionals who were not compensated for extra responsibility; there were no training programs.

INEP then moved rapidly to provide qualitative and quantitative data for monitoring and supporting education policy at every level. The initial results pointed to a number of directions for the Ministry policy to take. A new program called *Every Child at School* mobilized states, municipalities, Federal Govern-



ment and communities to enroll all 7-14 year-olds out of school. This was the first major challenge: to universalize education by providing equal opportunities and quality teaching for all.

Constitutional Amendment No. 14 was voted by Congress in September 1996 and ratified in December of the same year by Law 9.424- The result was the Fund for Maintenance and Development of Primary Education and Teacher Recognition (local acronym Fundef). This law enabled the Ministry to set fair criteria and pose transparent aims in distributing and using its funds on the basis on numbers of enrollments.

PRIMARY EDUCATION - A NEW TYPE OF SCHOOL AND TRANSPARENCY

Under Brazil's 1988 Constitution, education spending must correspond to 25% of tax revenue. But the division of responsibilities was not addressed and this gave rise to inappropriate distribution and ineffective use of funds. Budget funds were not distributed to the regions in proportion to enrollments. A few wealthy cities with small-scale school systems and few students enjoyed plentiful funding while poorer cities with larger systems and more students were short of money. The law had set aside funds but failed to foresee the procedures required to inspect and control their distribution and use.

In 1995, only 89% of children aged 7-14 years were in school. Among the poorer sections, the number was as low as 75%, showing that access to educa-

tion was still restricted to the more privileged classes. The high numbers of dropouts and repeaters meant that many older students were stuck in the first courses. There was an issue that had to be dealt with urgently and primary education became the Ministry's priority. The major challenge was ensuring adequate financing.

The School Census conducted by INEP

Constitution obliges states to invest in education - corresponding to 15% of all taxes collected - was allocated to primary education. Some 60% of all spending on primary education is used to pay teachers' salaries.

Funding is ensured through the mandatory transfer of 15% of the four main state and municipal taxes collected to the Fundef account controlled by the Banco do Brasil (the official state bank). Political or bureaucratic interests are barred from interfering with this transfer and the municipal education councils control the way these funds are spent. The process is transparent and all members of the Fundef council, or the legislative or executive, can access the accounts. Any Brazilian can track the monthly education fund transfers on posters at all local post offices.

Fundef also introduced an annual minimum spending allocation per student. Federal Government has to complement the amount if a state fails to reach this minimum amount. In 1998, the amount was R\$ 315.00. In 2000, it was increased to R\$ 330.00 for students in grades 1 to 4 and R\$ 349.65 for students in grades 5 through 8 and special education. In 2002 minimum spending



in 1996 provided reliable data in terms of numbers of enrollments in public primary education and statistics on school facilities. The annual School Census converged with the need to create funding or accounting transfers to ensure that funds at the state level were automatically distributed on the basis of enrollment numbers.

The introduction of Fundef meant that 60% of the 25% of revenue that the

per student rose to R\$ 418.00 for students in grades 1 to 4 and R\$ 438.89 for students in grades 5 to 8 and special education.

Average teachers' pay in public secondary systems increased by 29.5% from December 1997 -before the implementation of Fundef- through June 2000. The law establishing the Fund also stipulated that within its first five years - by the end of 2001 - part of the 60% allocated to education could be spent

on training for teachers lacking formal qualifications. This encouraged school systems to develop more teacher training facilities. Before 1998, only 23% of them were promoting activities of this kind. By June 2000, this percentage had risen to 73%.

Since its complete introduction, in 1998, Fundef has been a means of ensuring that the policies of the Ministry of Education are actually implemented in the localities. The great impact is



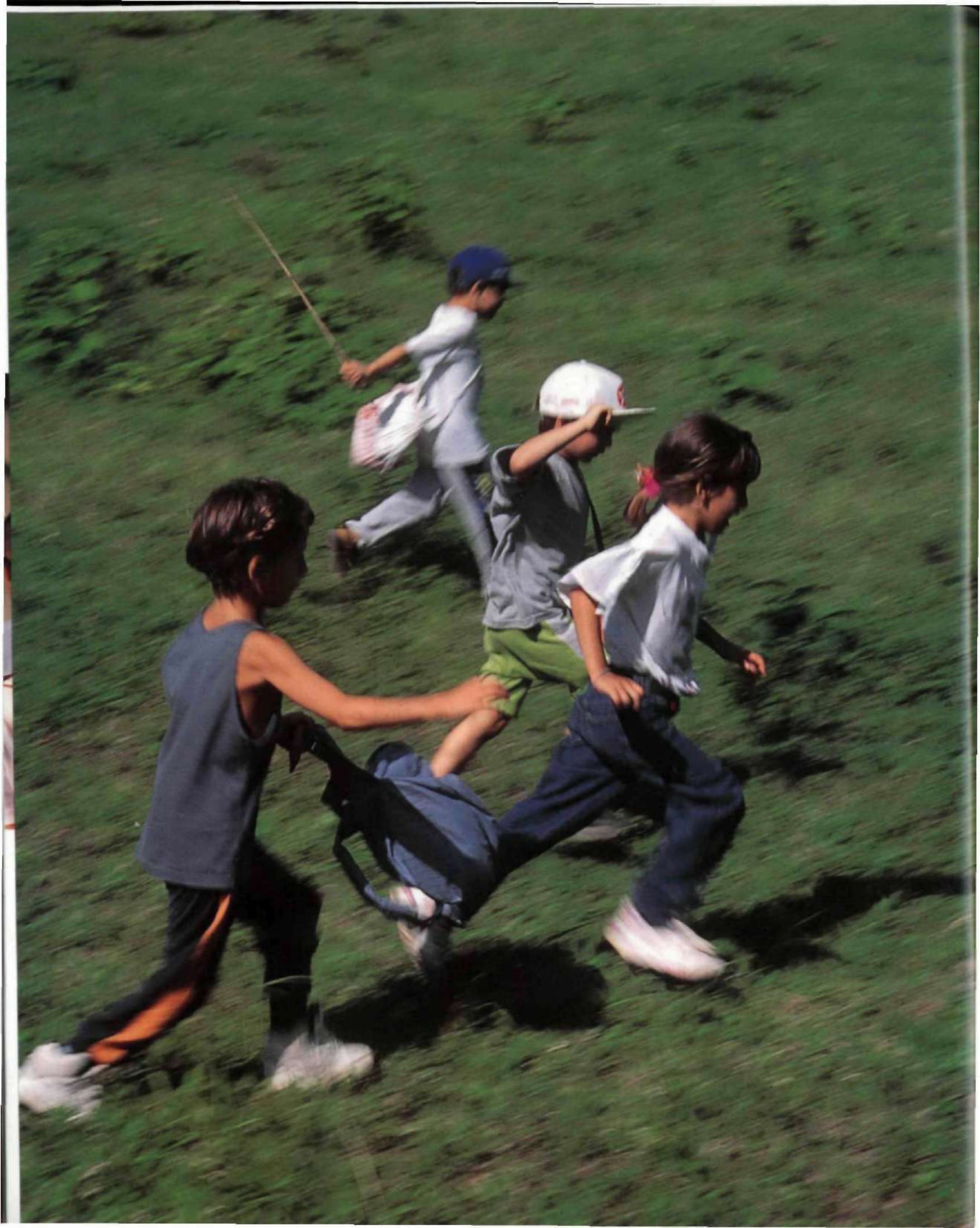
2000

ENROLLMENTS - PRIMARY EDUCATION (1997 - 2000)
REGIONS AND LEVELS OF GOVERNMENT
 1997

	State		Municipal		Total of	State		Municipal		Total of
	<i>Student N.</i>	(%)	<i>Student N.</i>	(%)	<i>Students</i>	<i>Student N.</i>	(%)	<i>Student N.</i>	(%)	<i>Students</i>
	(a)	(a/c)	(b)	(b/c)	(c=a+b)	(d)	(d/f)	(e)	(e/f)	(f=d+e)
North	1,789,065	63.1	1,045,998	36.9	2,835,063	1,412,606	45.1	1,722,308	55	3,134,914
Northeast	4,233,478	42.7	5,678,516	57.3	9,911,994	3,980,681	34.5	7,564,948	66	11,545,629
Center-West	1,546,716	69.4	680,443	30.6	2,227,159	1,483,103	62.8	879,583	37	2,362,686
Southeast	8,170,569	71.4	3,271,646	28.6	11,442,215	6,778,573	59.1	4,692,467	41	11,471,040
South	2,358,716	57.3	1,759,925	42.7	4,118,641	2,208,177	54.2	1,869,479	46	4,077,656
Brazil	18,098,544	59.3	12,436,528	40.7	30,535,072	15,863,140	48.7	16,728,785	51	32,591,925

Source: INEP School Census/Ministry of Education





seen in public school system enrollments of 7-14 year-olds. Today 97% of young Brazilians in this age group are in school. The extra 2 million students surpassed the expectations of the Ministry itself.

Another important outcome has been the decline in illiteracy among over-15s. From 20.1% in 1991, the number fell to 14.9% in 1996 and 12.8% in 2000 - ample confirmation of the effectiveness of investment in primary education.

SECONDARY EDUCATION - BUILDING CITIZENSHIP

The jump in secondary education enrollments is more ample proof of the effectiveness of investments in primary education with greater numbers of children and adolescents staying at school longer. From 1994 to 2001 the number rose by 66%.

As demand swelled, the Federal Government also introduced a major reform of secondary education along the lines of the LDB (Guidelines Law). This proposed universalization, decentralization, autonomy of schools systems and schools and more flexible curricula. Secondary education now aimed to prepare young people for the labor market and not just for university entrance. Also, the exercise of citizenship requires students to relate what they are learning to their actual lives.

The reform began by separating secondary education from technical courses. The two spheres are now independent and vocational courses are complementary courses at the secondary level. The Ministry of Education also introduced structural reforms and changes in teaching methods and curricula.

National Curriculum Guidelines for

BRAZIL - SECONDARY EDUCATION ENROLLMENTS BY REGION (1994-2000)

	1994 (in thousands)	2000 (in thousands)	% growth
Brazil	4,936	8,193	66.0
North	321	572	77.8
Northeast	1,068	1,924	80.2
South	777	1,207	55.2
Southeast	2,418	3,915	61.9
Center-West	352	576	63.9

Source: INEP School Census/Ministry of Education

secondary education were introduced to help schools all around the country to adapt. Soon afterwards, the government issued a document called National Curriculum Parameters to assist teachers in creating innovative curriculum models and provide significant and future-oriented knowledge based on contemporary events. Some 300,000 copies of the "Parameters" document were sent to all Brazil's 13,227 public and 6,229 private secondary schools.

Core curriculum content today is 75% Language and Codes, Natural Sciences and Mathematics, the Humanities and associated technologies. Schools are free to choose subjects and themes that tie into these areas and develop multiple aptitudes. In choosing the remaining 25% of curriculum content, schools may reflect the socioeconomic character of their regions or local community interests. Under the new approach, a student may study Music, Information Technology or Photography alongside basic disciplines such as Portuguese and Mathematics.

HIGHER EDUCATION - AUTONOMY AND QUALITY

From 1980 to 1994, higher education enrollments were relatively sluggish but indicators show a 20% increase over 14 years. However, public university enrollments have lagged behind.

Higher education policy aimed at a more qualified and diversified expansion of the system as a whole, thus acknowledging the unique mission and





responsibility of the higher education federal institution, enhancing all activities related to teaching, continuing education and research.

After 1995, with these new plans underway, there was a real flood of candidates for university education. The labor market has become increasingly demanding and the Ministry's encouragement of higher education has enabled enrollments to grow 62% in the last six years. Public university enrollments were up 33% for undergraduate courses, 95% for Master's degrees and 146% for doctorate courses.

Private universities also provided access to growing numbers of students. Unlike the situation in basic education, where the great majority of schools are publicly run, the private sector has a significant share in higher education that has grown even more with the creation of new universities in every state in Brazil. Prior to this, the government had barred new universities in places where one already existed. This was changed and healthy competition ended protectionism for existing universities and directly benefited students.

The boom in supply also powered demand for higher quality teaching and universities consequently raised standards, particularly in terms of enhanced qualifications for teaching staff. There were some 174,000 professors in 1999 with a substantially increase in the proportion that had completed postgraduate courses and obtained master's degrees or doctorates. Over 50% of academic staff now have a master's or doctoral degree, and 22% have a doctorate. Federal and state public universities boast a much higher proportion of qualified staff, and this has also improved significantly over recent years. At least six out of 10 staff are masters or doctors, and at least three have doctorates.

There was a substantial increase in the number of postgraduate courses, enrollments and completed master's and doctorate awards throughout the university system. The most accentuated growth was seen in federal higher education and especially in doctorate programs. This is particularly important, since public university postgraduate courses

train and qualify teachers for the higher education system and can thus enhance the whole system.

The number of postgraduate students concluding courses rose from 9,581 in 1994 to 23,918 in 2000 and the 150% increase consisted largely of doctorates. Federal higher education accounted for about half the total.

Another important item is the total number of students graduating, which has risen by 32% since 1994. This is noteworthy when compared with the five previous years; from 1989 to 1994, the number of graduations increased by only 6%.

Brazil has also done better in international rankings of scientific publications in recent years. According to the Institute of Scientific Information, we produced 0.48% of the world total in 1985, with 2,300 articles. In 1994 our share was 0.76% with 4,800 articles. By 2000, Brazil was ranked 21st, on the basis of work done over the previous five years, with a 1.33% share and 9,500 articles published.

EVALUATION AND RESEARCH - QUALITY ASSURANCE

One of the things that most struck the current government's education team on taking over at the Ministry was the total absence of statistical data. Any numbers that were on file were obsolete and outdated. Policies for the area could not be created without real knowledge of the real situation in education in Brazil.

"When I became Minister of Education, I felt like a pilot flying a 747 on a pitch dark night in the middle of a storm - with no instruments," said the new minister, Paulo Renato Souza.

To ensure a safe flight, the role of the National Institute of Educational Research and Surveys (local acronym INEP) was totally reformulated. Although one of the oldest federal bodies, dating from 1937 - the Ministry of Education and Health was founded in 1932 - the role of INEP had declined in the 1980s and early 1990s. During

the Collor administration, the institute was practically extinguished. It had no legal status, no project, no funds and no specialized staff.

Once the Institute's mission had been redefined, staff meticulously prepared a new structure capable of conducting surveys and producing educational statistics. The setting up of a computerized system has enabled the Ministry to work with and train teams in the state secretariats of education, which also use computers, and to establish a system of data collection that allows comparisons to be made between states.

Since then, serious and intensive work has been developed by INEP in the production of qualitative and quantitative information for the entire education system. The School Census,

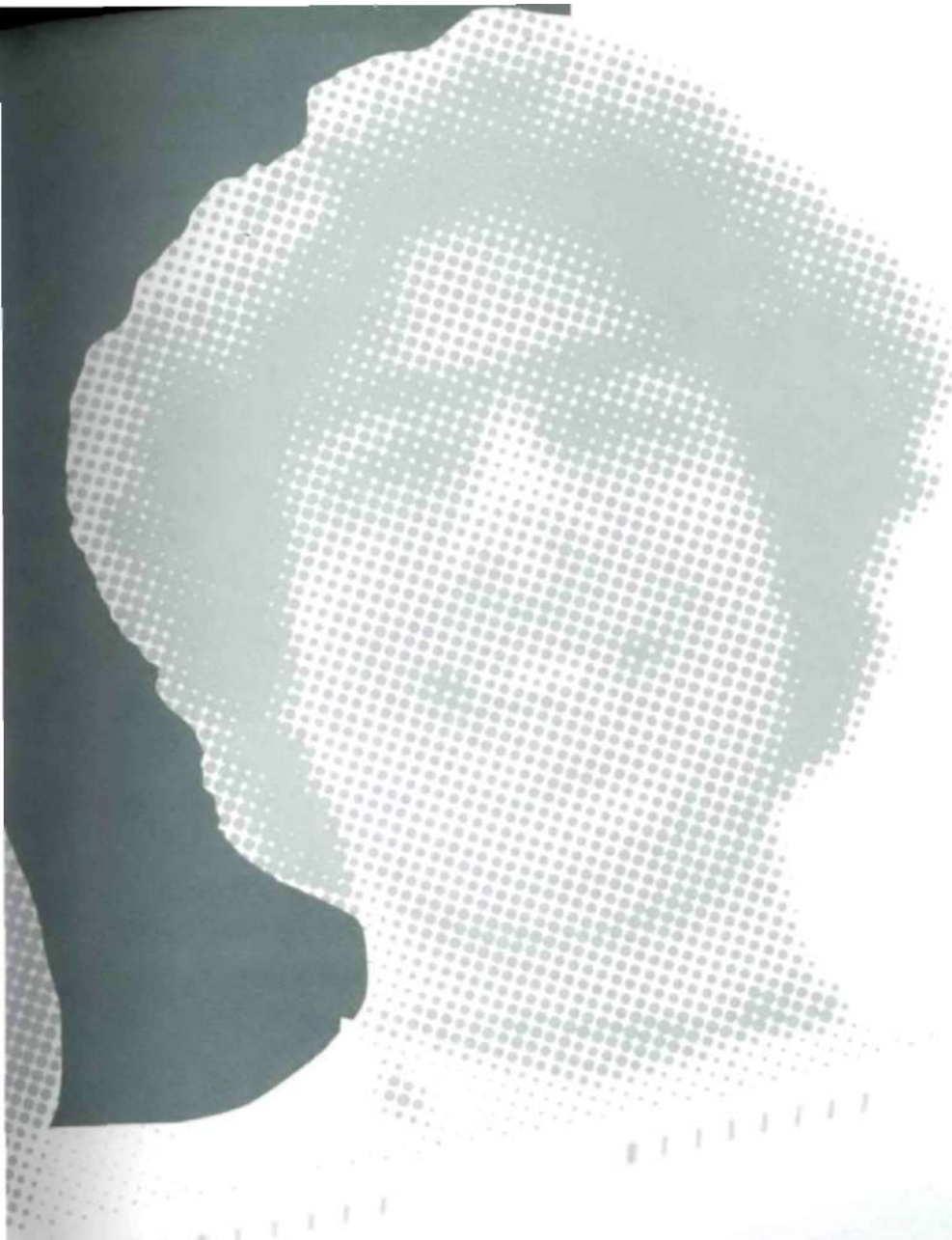
for instance, used to be published every three to four years, but now appears in the same year

as data collection, thus enabling professionals to analyze situations and formulate strategies that are much closer to the real problems facing schools and students.

The Basic Education Evaluation System (local acronym SAEB), which had been introduced in 1991, was totally reorganized. This innovative nationwide examination evaluates student profiles as each stage of education ends. SAEB now produces the country's most extensive basic education data, including students' performance levels, learning-associated factors, teachers' work and school management.

Using the same approach, an evaluation system for higher education (known as the *Provão*) was introduced in 1996. There was huge resistance from interest groups, but society supported the idea, since people want transparency and the right to objective information. The Ministry faced a





tough battle but it won and the test is now even being exported to other countries such as Colombia, Venezuela, Costa Rica, Argentina and even the US, that have shown interest. Over these last six years, 21 courses have been evaluated to supply the data required to improve the quality of higher education.

Having deployed the SAEB and *Provão* tests, the Ministry moved to introduce the Nationwide Secondary Education Exam in 1997 (known as Enem) with the aim of both evaluating students' exit profiles after 3 years of school and providing an alternative for the university entrance examination. The fourth annual edition of Enem, in 2001, was recognized by 230 universities as a valid test for access to higher education, standing alone or combined with traditional entrance examinations. A total of 1.3 million students took the Enem examination in 2001, against only 390,000 the previous year, as proof of growing acceptance of its validity by students and schools.

Enem gained respect and educators were in favor too, since it made a major contribution to reform of secondary education and evaluation of general competences.

Brazil's evaluation system is now as effective as that of any country in the world. Others may match it, but none surpass it. It was survey data collected by INEP that enabled the Ministry to formulate the strategies required to bring about the real revolution that has taken place in education in recent years.



In its constant striving to enhance the quality of Brazilian education, the Ministry of Education has thoroughly revamped the public school system. Programs and projects are meeting targets or even exceeding expectations. Highlights include expanded coverage, decentralized implementation, and the establishment and development of partnerships with municipal and state governments, teachers and local communities.

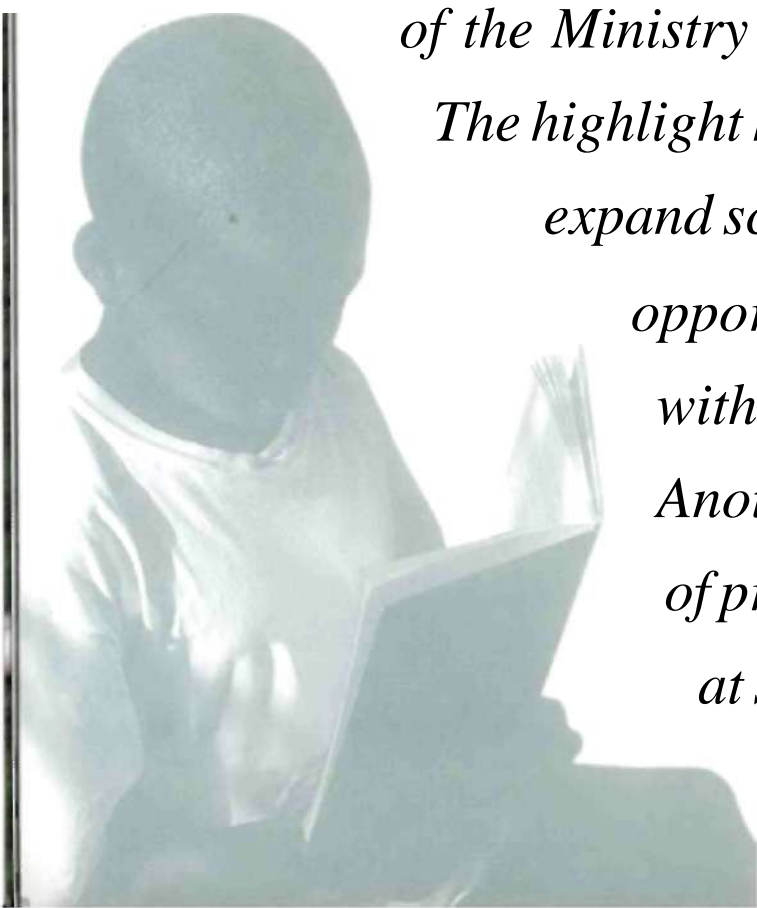


Since the current administration took office, universalizing the access to schools and public education has been one of the Ministry of education s key commitments.

The highlight has been on projects designed to expand schooling and provide equal

opportunity for all, including the poor, those with disabilities, Indians and seniors.

Another important point was the creation of programs to encourage students to stay at school and complete courses.





THE BOLSA-ESCOLA FEDERAL PROGRAM

Getting 97% of children enrolled for primary education was a great success but it underlined the need to help keep them in school and to firmly establish this great achievement. The *Bolsa-Escola* Federal program provides a monthly sum to low-income mothers whose children attend school regularly and was introduced in May 2001 with two main aims. From the educational point of view, the aim was to reduce the dropout rate, both temporary (i.e. students leaving the school mid-course, but enrolling again the following year) and long-term (when students fail to ever enroll again). Long-term dropout rates in Brazil are not very high, but many students do fail to complete courses. The *Bolsa-Escola* program succeeded in encouraging children to attend classes and complete schooling.

Another aim of the program is a significant transfer of income from rich to poor, since the funds come from a tax on financial transfers (known locally by its acronym CPMF). This is an appealing concept since those paying CPMF tax come from a different layer of society to recipients of *Bolsa-Escola* grants. It amounts to R\$ 2.2 billion a year.

The program pays R\$ 15.00 monthly to mothers of children aged 6-15 who have a minimum 85% school attendance record and when the family's per capita monthly income is



Requirements for families to register for the *Bolsa-Escola* program

- Maximum per capita income of R\$ 90.00
- Maximum of three children aged 6-15 per family

R\$ 90.00 or less. The municipalities select families and transfer is made directly through a "smart card" given to mothers, so there are no intermediaries. A maximum of three children aged 6-15 per family can receive this benefit, thus accounting for up to R\$ 45.00 per month.

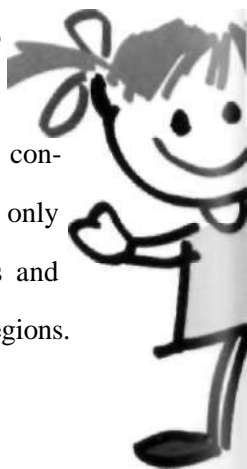
This monthly income has a major impact for poor families who can hardly feed their children. In some cases, the *Bolsa-Escola* accounts for 50% of the family income. On this basis, the program has won commitment from families, who now encourage their children to attend school. The *Bolsa-Escola* program has also begun to impact on local economies in many municipalities, as mothers spend their money in local shops, bakeries and food markets.

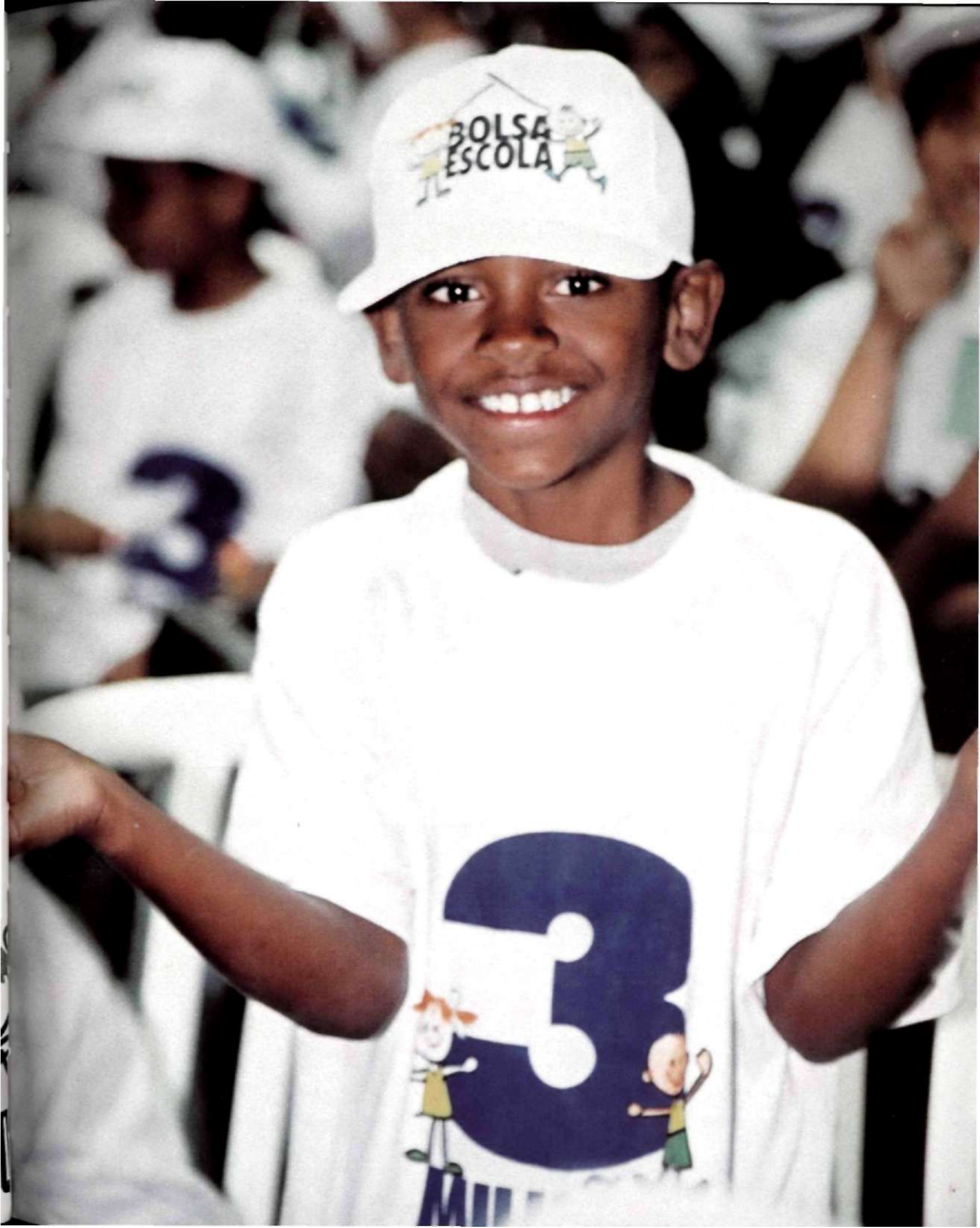
The municipalities registered with the program, in exchange for the transfer,

must run complementary programs of a social or educational character so that more activities - to be decided by mayors together with the community-will encourage children to stay in school.

The program now reaches 11 million children, belonging to 5.8 million families in Brazil's 5,561 municipalities and in its first seven months in operation (May through December, 2001) reached 4 million families. As a federal law, it is likely to continue and become universal.

The Federal Government expects this initiative to encourage states and municipalities to create their own programs. There are no rules against overlapping benefit programs. On the contrary, extra benefits can only help low-income families and the most disadvantaged regions.





BOLSA ESCOLA

3

SPECIAL EDUCATION

In fulfillment of its commitment to providing quality education for all, the Ministry of Education has expanded services for particular groups, such as the disabled. In law, and in practice too, Special Education has become an accepted part of Brazil's education system, and no longer a parallel system.

Access to education and academic progress for students with visual impairments was largely dependent on their own efforts due to the absence of effective action and support. In an attempt to change this situation, the Center of Educational Support for the Visually impaired (local acronym CAP) was created, in partnership with states, municipal districts and NGOs. It now covers the whole country. The National Fund for Educational Development (FNDE) has organized the transcription, production and distribution of books in Braille, so that students can access the same textbooks used by the school system as a whole.

For students with hearing problems, a program was launched to train deaf multipliers and enable teachers in public system schools to learn Brazilian Sign Language, in order for it to be definitively

"I have four children, but because of their age only the youngest girl could receive Bolsa-Escola. For me, it was wonderful; it was the best thing that ever happened. I even managed to pay for a short basic computing course for her. Now my daughter is finishing 8th grade of elementary school and I very much want her to continue at school. After all, one of the few things we can do for our children is encourage them to study. "

Ondina Muría da Costa, cleaner in Capão Bonito, SP.

recognized and integrated into the educational process for deaf students throughout Brazil.

All these actions were aimed at developing an inclusive education system in which students with specific needs can attend regular schools. The first step was to work for families and school systems to recognize that these children and young people, as citizens, do have the right to education.

Hence in 1997, after a major nationwide campaign for inclusion of students with special needs, enrollments in pri-

mary education increased 66.3% to 335,000 in 1997. This enabled the

Ministry to develop its knowledge of this segment of students and provide the support required for these important members of society to conquer their right to education. By the year 2000, enrollments for Special Education had declined to 132,000, which shows that many have become integrated into the regular school system.

Another very important development was a significant increase in the number of professionals qualified for Special Edu-

cation - up from 37,000 in 1998 to 41,000 in 2000.

FASTER LEARNING AND FRESH START PROGRAMS

The Faster Learning Program was introduced to help students who lagged behind and were enrolled in grades inappropriate for their age. SAEB data in 1995 brought put the problematic character of students repeating courses. The more students repeated courses, and the older they became, the worse they performed. Students who were out of step with their age cohort





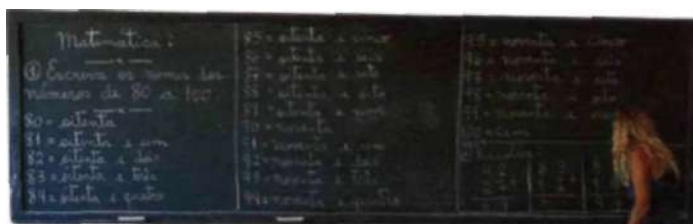
found themselves using unsuitable textbooks. An 11 year-old enrolled in 1st grade of primary education will hardly take to the same books as the 7-year-olds.

Special classes were introduced for students older than the recommended age in each grade. This not only reduced short- and long-term dropouts but also enabled students to catch up and enroll

in the right grade for their age. Today, around 12 million students attend these special classes. In 2000, some 270,000 students enrolled in Faster Learning 3rd-grade classes alone.

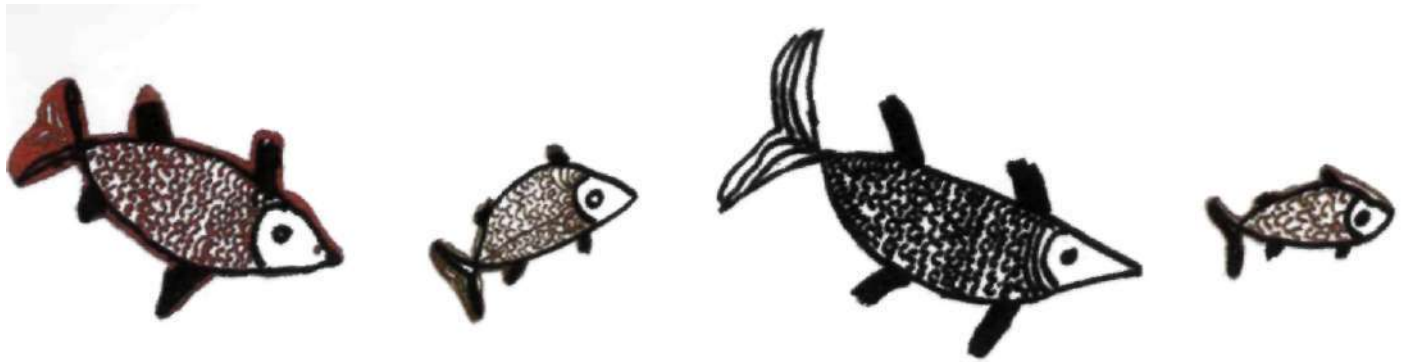
Very favorable results have also been achieved by the Fresh Start - Quality in General Equivalency Studies Program, which aims to assist young people and

adults aged 15 or over, in the North and Northeast regions of Brazil. Around 12 million young people and adults were enrolled in 2000. But the Ministry of Education plans to double this number and the FNDE will be transferring R\$ 189.7 million to municipal programs. The South, Southeast and Center-West regions will be receiving a further R\$ 25



Problems related to high repetition rate in the initial grades - or to children starting school too late - are being corrected by the Faster Learning Program. This enables public schools to absorb all children and young people of school age and gradually correct distortions.





million for municipalities developing projects to improve quality in General Equivalency education.

These funds must be used exclusively in the maintenance and development of education for young people and adults. They may cover teachers' salaries, teacher training, the acquisition and reproduction of educational materials adapted to the specific requirements of the segment benefited, or supplementary meals programs.

The Ministry of Education plans to continue to expand the program and by 2002 it expects to reach about 2.4 million students in this category.

INDIGENOUS EDUCATION

Ever since the 16th century, educational programs and projects aimed at indigenous communities in Brazil have been

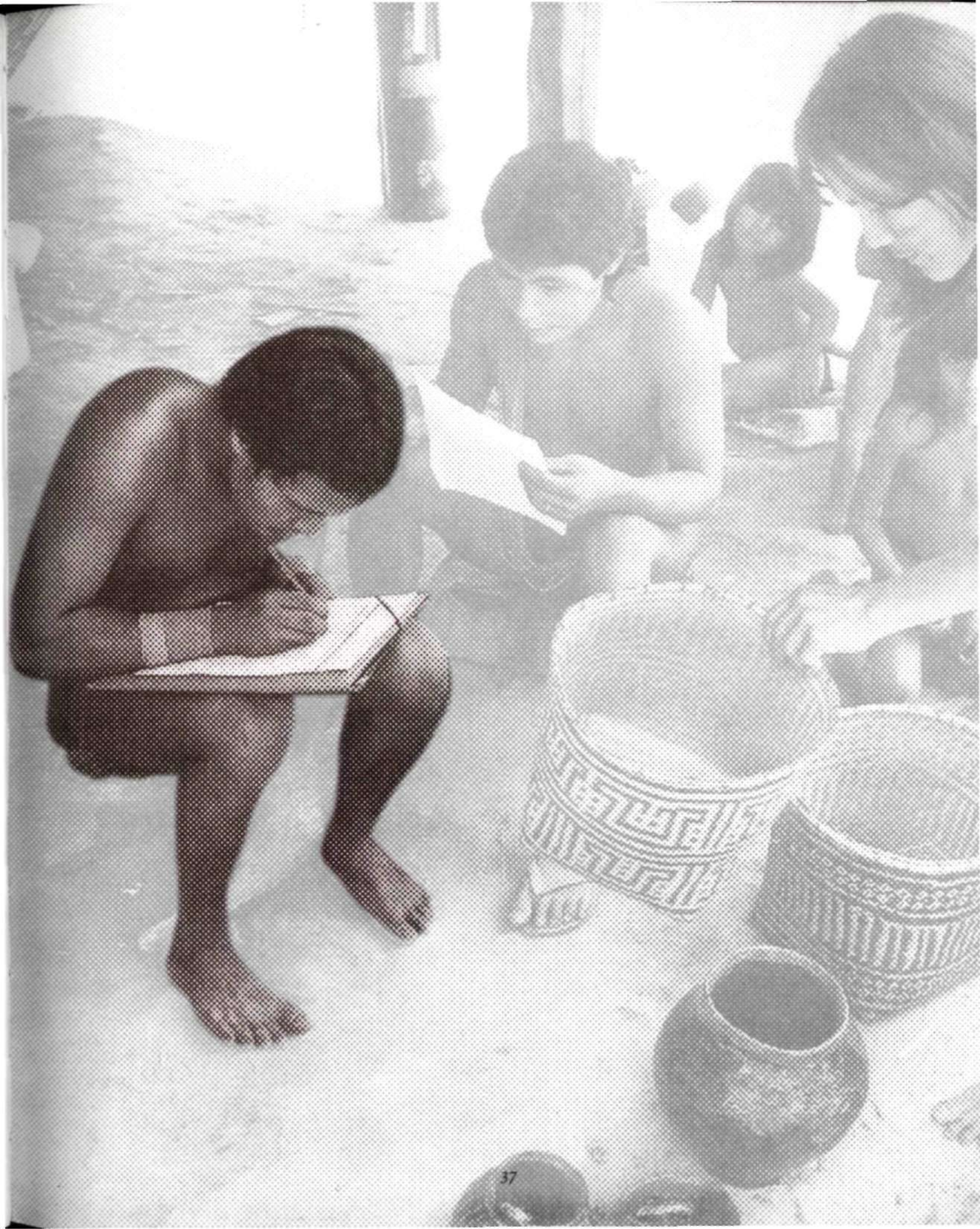
based on religious conversion and the forcible assimilation of Indians to the so-called civilized world. Values were imposed and indigenous culture rejected.

Even in the mid-20th century, little had changed. At least until the end of the 1970s, the indigenous peoples in Brazil were thought to be in the process of becoming extinct. Educational policies for these groups were based on assimilating Indians into the Brazilian community as a whole, since they were seen as transitory from an ethnic and social point of view.

This was obviously a great obstacle for those who sought to introduce education policies that respected their lifestyles and worldviews. However, the 1988 Constitution was a watershed in terms of relationships with these communities since it established the right of the indigenous peoples to differentiated, specific, intercultural and bilingual education.

They were no longer seen as a social grouping on the road to extinction, but were accorded respect as differentiated ethnic groups with the right to maintain their own societal organization, habits, languages, beliefs and traditions. Schooling thus took on new significance

Brazil's indigenous education policy as developed by the Ministry of Education poses actions and programs characterized by decentralization, respect for the indigenous peoples' process of struggle and conquest, and encourages the demand for intercultural and bilingual education.





for indigenous groups as a means of ensuring access to knowledge in general without denying their own cultural specificity and identity.

According to the first Indigenous Education Census, carried out by INEP/Ministry of Education, there are currently in Brazil some 360,000 Indians, comprising 219 ethnic groups speaking more than 180 languages. Therefore, each indigenous group requires a specific approach. Respect for traditions and customs, and the real participation of the indigenous communities themselves are crucial in developing educational projects. School is

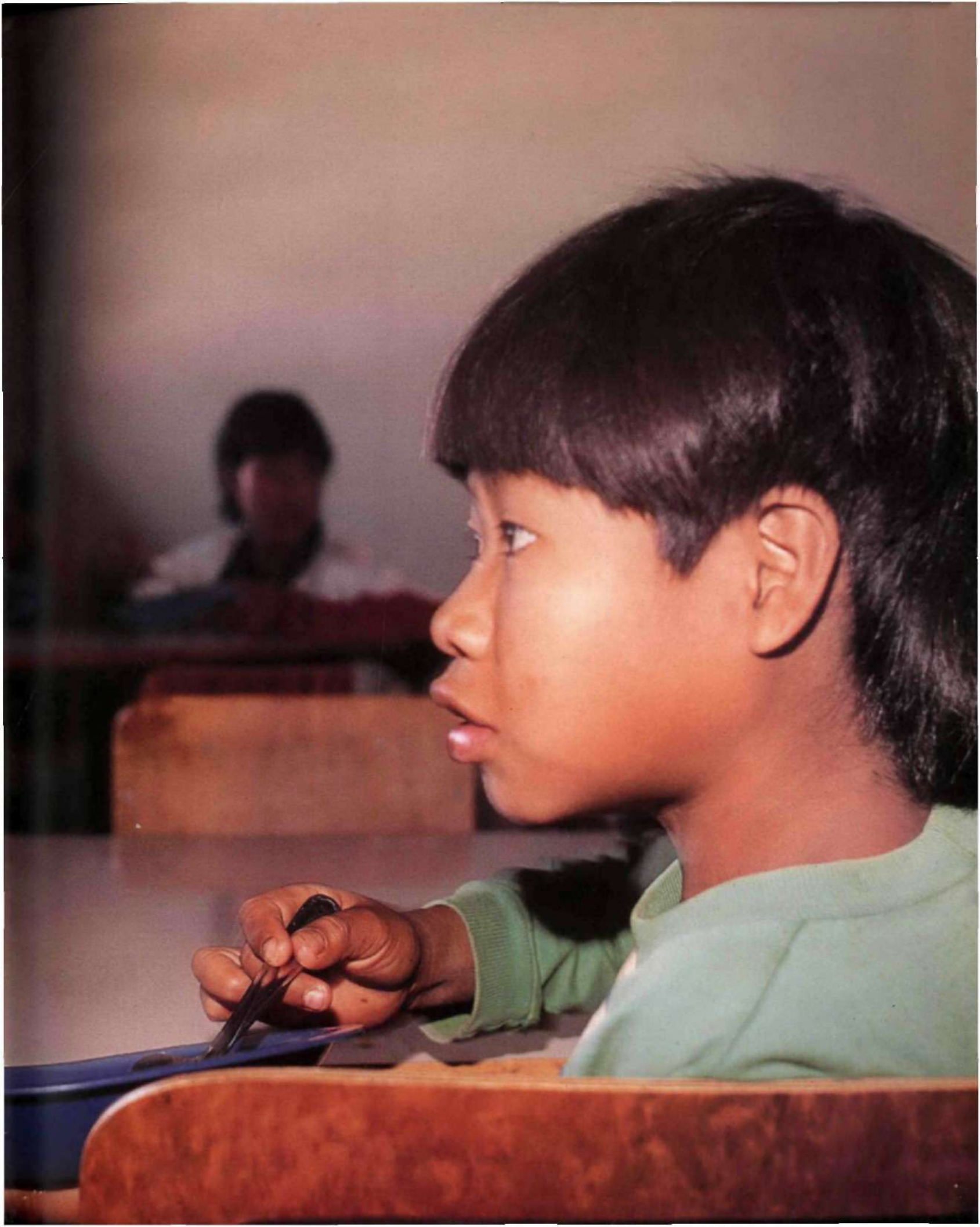
still rather a strange institution for them, but many of the indigenous people believe in a project for the future and this really facilitates dialogue.

The Ministry of Education is developing training courses for teachers, both Indians and non-Indians, to work with these communities. The Indigenous Education Census shows that there are now 93,000 Indian students and 1,392 indigenous schools. Today, of all the teachers involved with indigenous education, 77% are Indians and 56% have concluded secondary school. The work done in these schools is entirely based on respect for tradition

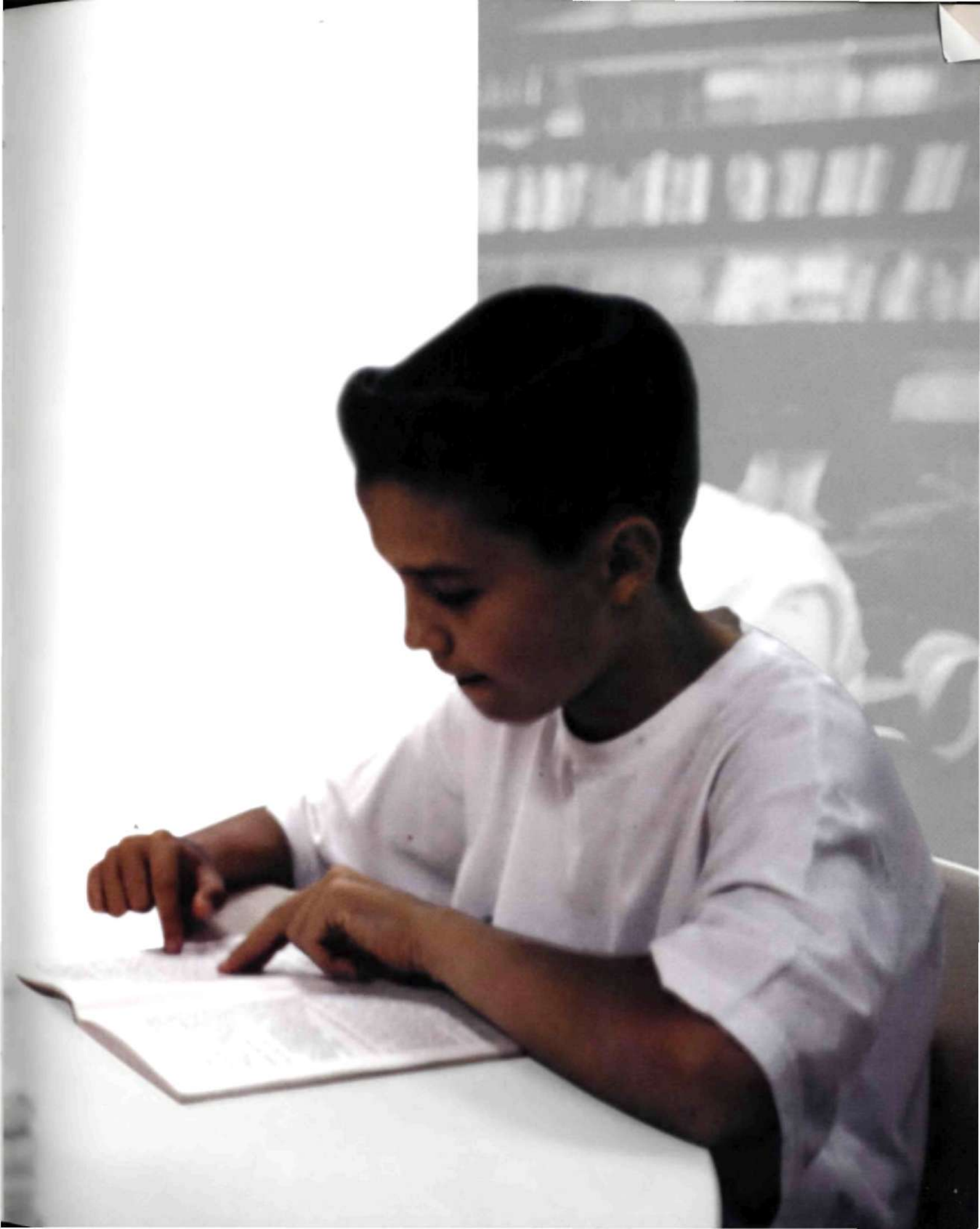
and culture. Many older Indians are asked to come to the classroom to narrate the myths and legends of their peoples. The production of specific educational material is often undertaken by the communities themselves who use their talent for craftwork to prepare publications.

The Ministry of Education has also been developing a campaign to disseminate Indian-related themes for the rest of Brazilian society, particularly for students, either from indigenous schools or not. The aim is to combat prejudice and discrimination by informing people of the complexity of the issues.





Integration, modernisation of curricula, introduction of specific courses, distribution of educational material and changing habits are transforming schools, as they begin to provide students and teachers with more attractive conditions. Brazil is not just training students, but educating citizens who will be better prepared to face the challenges of the future.

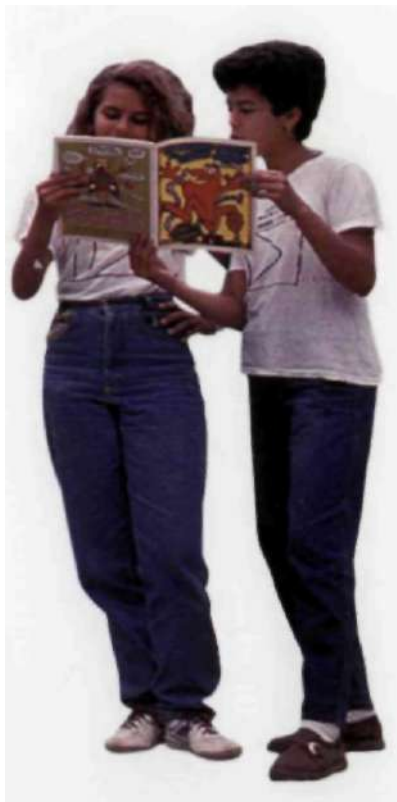


TELEVISION FOR SCHOOLS

The *TV Escola* program was launched in 1996 as a means of providing continued training for teachers in the public primary and secondary systems. It was also a way of updating methods and heightening the profile of teachers in terms of recognition of their role by enriching the teaching-learning process. The program has become a key instrument for more dynamic teaching and encouraging the community to take part in the life of the school.

All public schools with over 100 stu-

dent were sent a kit comprising a television, VCR, satellite dish, satellite receiver and a set of 10 videotapes to begin recording. The high quality programming is specifically planned for educational purposes and broadcast by satellite 14 hours every day to reach 56,770 schools. Around a million teachers and 28.9 million students in all states are benefiting from the program. On weekends, programming is more community-oriented to encourage people to participate and integrate socially around schools.







"Nowadays, technology is reaching the schools and we teachers feel the need to update to keep up with students. Some 6th-grade students are star performers with computers. And teachers cannot lag behind. Proinfo will make a great contribution to the learning process by facilitating and giving pace to classes to attract students' interest "

Maria de Fátima, schoolteacher, Rio Branco, Acre, interviewed for the TV Escola program.

Teachers often record programs for classroom use. They can build videotape collections to improve the quality of education and stimulate students' ability to investigate and learn.

COMPUTER AND TEACHER TRAINING PROGRAMS

New sociocultural situations require us all to become intensive users of Information Technology and discover to new knowledge and abilities, and the Ministry of Education is implementing programs to help schools in this respect. IT is set to change educational culture and curricula and affect learning processes in addition to transforming the way schools relate to the community.

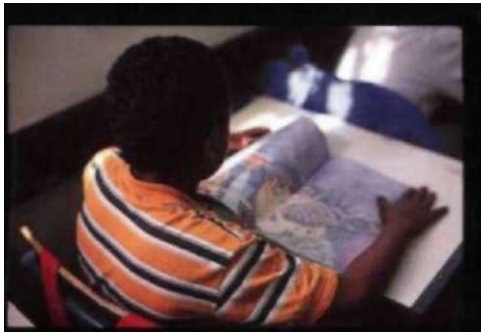
The program is known as *Proinfo*, the Nationwide Educational IT Program, and the main aim is to assist teachers and students in the public school system in relation to knowledge and use of the new techniques as a tool for curriculum development and modernization and enhanced teaching.

By May 2001, the *Proinfo* program had organized specialized courses to train 1,419 multiplier agents and installed 256 Education Technology Centers throughout the country that had provided courses for 58,640 teachers and benefited 200,000 students in the 2,477 schools that had been given computers. The program has involved 1,025 municipalities and delivered 32,255 computers

with accessories to enable Internet connections to be made.

Another program, the Training Program for Practicing Teachers, known as *Proformação*, is a secondary-level distance-learning course leading to a teaching diploma for teachers lacking the proper qualifications.

The teachers targeted are working in the first four grades of basic education and literacy classes in the public system schools in the North, Northeast and Center-West. The *Proformação* program will last for two years and is being developed in partnership with state and municipal governments, and with *Fundescola* (Fund for Better Schools). The program has enrolled some 30,000 teachers.



NATIONWIDE TEXTBOOK AND SCHOOL LIBRARIES PROGRAMS

One of the major factors in improving the quality of education has been the Nationwide Textbook Program, launched in 1985 and revamped in 1996 with a new format and stricter evaluation. Initially, it was only for students in grades 1-4 of primary education. It now caters for all 8 grades and (in a break with the past!) textbooks are actually distributed to schools well before the beginning of the school year.

Commissions of educators evaluate books submitted to the program by pub-

lishers and prepare a guide summarizing their main features for primary education teachers. They select titles to be purchased and distribution is ensured by FNDE - National Fund for Educational Development - through a complex logistics operation planned jointly with the Post Office.

The growth of the program has surpassed all expectations and record numbers of textbooks were involved. Some 109 million textbooks were distributed free of charge to 32.5 million students in 2000. For the first time, 20.2 million dictionaries for students and teachers were included.

Reading is an essential factor in the development of individuals and of society itself. Knowledge becomes broader and understanding much sharper. And schools are the ideal place for students - and teachers too - to develop their taste for books. The School Libraries Program also encourages reading by providing public system schools with a kit containing Brazilian literature and books for children and young people, both the classics and contemporary authors, as well as reference works. The program was expanded in 2000 and now provides teachers with classroom materials and manuals on using the collection.



Partnership between the Ministry of Education and the Post Office has made distribution more efficient and ensured delivery before the school year starts.

"Starting in 1998, we succeeded in running a complex logistics operation that is thought to be Brazil's biggest, and one of the largest in the world. We now manage to deliver textbooks on time. They are in the schools before term begins and mailmen will use all and every kind of transport in this logistics operation to get them there on time, even if takes trucks, planes, ships, vans, bicycles, motorcycles, canoes and even animals. This involves over 100 million books being distributed all over Brazil. We take great pleasure in getting the job done; our hearts are in the work. We make sure we have proof of delivery and today we can be certain that 95% of the material is there by December, before the beginning of the school year. So schools and teachers have time to prepare for the beginning of term. We have exceeded expectations and this makes us very proud. "

Raimundo Rodrigues, head of the Post Offices Corporate Customer division.



SHARING RESPONSIBILITY

AND JOINING FORCES



Brazil's public education system is enormous, with 187,000 schools, 176 higher education institutions and a total of around 47 million students at all levels. The key to making this huge system more responsive is municipal control and decentralization. School meals or snacks reach 37 million children every day in the public school system. This is the equivalent to the whole population of Argentina. So it makes no sense at all for the Federal Government to centralize and decide what a particular school in a particular municipality should or should not be doing. Regional differences too are important in such an immense country. Through partnerships with state and municipal governments, school communities and society as a whole, schools have become more responsive and more independent.

THE FUNDS DIRECTLY TO SCHOOLS PROGRAM

This program was started by the Ministry of Education in 1995 and aims to transfer funds - acting through the FNDE - to municipal and state primary schools and to special education schools maintained by nonprofit NGOs, to give them more autonomy in governance and to improve their physical and educational infrastructure. Funding is supplementary in character and may be used for a wide range of items: maintenance, conservation and repairs to school buildings; acquisition of any materials or consumables required to run schools; training educators; holding educational activities; evaluations; implementing teaching projects, and acquisition of equipment in general.

The Ministry of Education's policy of

decentralization is bringing about a profound change in society's attitude to school. Meetings of school directors, teachers, parents and educators are held to decide the best way of using these funds. Integration between community and school not only provides a forum for debate, but also favors heightened social awareness and organization.

A very important point to underline is the fact that schools have become much more responsive in solving minor problems. For instance, a school may need painting, but suddenly, during school year, drains might get blocked. Perhaps painting was included as a budget item, but not plumbing. This issue can be quickly resolved through the "Funds Direct to the Schools" program, which now reaches an average 136,00 schools annually and benefits 29 million students each year.







"We have developed this program in the school with everybody participating: teachers, staff and community. It greatly facilitated improvement in the schools. We have achieved more pleasant surroundings and students perform better. We rebuilt an area as the dining hall — children ate in a corn dor before that. We bought fans, changed the facade to tiles and built an area where children can play in the shade. The amounts are small, but the money makes a big difference. We have got rid of the old bureaucratic procedures and now our school is much more attractive. "

Leonildo Augusto de Barros, School Council chair, temando Santa Cruz School, Recife, Pernambuco.



NATIONWIDE SCHOOL MEALS PROGRAM

Like the previous program, this involves funds transferred directly to schools from the Ministry of Education via the FNDE. Funds go to the School Meals Council, which was set up for this purpose and involves schools and communities. Meal contents and dishes are decided locally to reflect favorite dishes and customs in each region as well as local agricultural produce. At least one meal a day is now provided to for Brazil's 37 million students in preschool and primary education on the 200 days of the

school year. In fact, this is the world's largest meal distribution program in terms of the numbers involved.

Formerly, school meals were centralized and this led to higher costs and much waste. Perishables were stored and not distributed. Purchases were made that were not even delivered to the schools, much less distributed to the students. The dishes or foods selected were often out of line with regional customs. Now all this has changed, and with the arrival of the money ensured, dealing with suppliers is much easier.

Communities choose their own favor-

ite foods, and school meals staff have begun to take new pride in their work as they attend courses taught by chefs and nutritionists or watch instructional videos. Enjoying new respect as qualified professionals, school meals staff are now serving well balanced and beautifully presented meals. This investment in their self-esteem and the recognition afforded their work has had a huge effect.

Increasingly, we hear of examples such as the school meals lady in Jundiaí, in the state of São Paulo, who used to make porridge that nobody ate. One day she decided to try making it with



School Meals Councils were established after 1999 and there are currently 5,510, involving the community, teachers, parents, and Executive and Legislative powers.

the same basic recipe, but this time with caramelized sugar and it was a resounding success. Another lady used to make chocolate-flavored milk drinks that nobody liked. Then she decided to use a blender to give the drink a "creamy froth" and it became another smash hit.

Which only goes to show that whereas the technical side of ensuring a balanced diet is essential, in many cases it is interest in the job that can overcome obstacles.

NATIONWIDE SCHOOL HEALTH PROGRAM

First-grade children in basic education are tested for sight and hearing problems under a program run by the Ministry of Education in partnership with the Brazilian Council of Ophthalmology, the Ear, Nose and Throat Foundation, the Ministry of Health and the Brazilian Association of the Visually Impaired. Students' performance is often lower than we would wish, so in cases of difficulties at school there may be some

kind of problem as yet undetected by family or teachers, rather than learning difficulty as such.

Two nationwide campaigns called "Eye to Eye" and "Good Hearing Makes for Better Learning!" were launched to heighten the awareness of parents, teachers and students in relation to problems that may have a direct effect on learning.

Some 3 million students received assistance in 2000 and needy children were given hearing aids or eyeglasses.



"Our job is to detect any hearing problems students may have. Often children are considered incapable of attaining literacy but on further examination, there is found to be a sight or hearing problem. The Ear, Nose and Throat Foundation sends materials — videos and pamphlets — for teachers to test students. This functions as an initial triage. We have given teachers and multipliers training on this task. The next step is to evaluate students who have difficulties on the tests. We sometimes detect a problem that can be treated preventively. When needed, hearing aids or eyeglasses are donated. Our intention is to expand the program and include more students and municipal districts. "

Stela Maris Aron, superintendent director of the Ear, Nose and Throat foundation (NGO).

PROGRAM FOR THE EXPANSION OF VOCATIONAL TRAINING

In the early 1970s, legislation obliged all secondary schools to include vocational training in their curricula through courses such as Accounting, Administration and Secretarial Skills. School leavers received two diplomas, one for concluding secondary education and the other for the technical course.

This created large numbers of workers that the labor market was unable to absorb. Schools were remote from real situations and practices. In 1997, the Ministry of Education separated regular academic education from technical or occupational training and created

the Program for the Expansion of Vocational Training, referred to by the acronym ProEP.

In today's constantly changing society, the labor market is increasingly selective and demands levels of qualifications and professionalism that are not possible even for those employed in the area. Employees have to be updated and the peculiarities of regional labor markets require qualified labor and increasingly specific training.

It is now necessary to train workers who are oriented to the market in particular regions. The need to compete and seek better employment has been assimilated by society. Solutions to un-

employment were right there staring us in the face, but funds and strategy were needed to match workers to the real situations in their regions.

ProEP is building hundreds of schools, modernizing and equipping existing units, creating hundreds of thousands of vacancies and attracting partners in the communities. There are 224 schools being built or undergoing repair or expansion, surpassing all expectations of the Ministry of Education, which has developed a partnership for this task with BID - the Inter-American Development Bank and Brazil's FAT - Employee Assistance Fund.

The community approved and gave its

support, and the market responded favorably too. The President Juscelino Kubitschek Federal Agrotechnical School is located in Rio Grande do Sul, in the city of Bento Gonçalves, renowned as Brazil's winemaking capital. This is an agroindustrial complex with modules for processing milk, meat, fruit and green vegetables, vats and smoking facilities. This is an example of a school tracking the growth of agribusiness to build a future for the region's economy.

In Salvador, Bahia, the Pracatum Music School trains musicians and offers the chance of a new life for the city's

young people. The Pracatum School was created in partnership with a community assistance organization chaired by composer Cadinhos Brown that has expanded its scope and students can now enroll for courses on computers, sound mixing and production, making musical instruments and producing events. The school has trained musicians - mainly for percussion - who play with bands backing famous performers like Gilberto Gil and Marisa Monte.

In the Southwest of the state of São Paulo, there are around 700 furniture makers scattered around the 42 municipalities in the region. There, the city of

Pracatum School is located in the Candeal de Brotas neighborhood of Salvador, Bahia, where it has changed the lives of many needy teenagers as music has recovered their self-esteem and the dream of a better life.

Votuporanga, in partnership with the nationwide industrial training organization Senai and the local community, has built a center known as Cemad (Wood and Furniture Occupational Training Center). This vocational school trains skilled workers who will be absorbed by the market in the region.

These are just a few examples of successful ProEP initiatives. But the real basis for all this is the government's persistent policy of providing more access to quality schools that are responsive to needs and independent and that can train professionals who are able to exercise their rights as citizens.

"Firms were having difficulty in finding skilled professionals in the region. So we formed a partnership with the Ministry of Education and industry and bought more equipment and laboratories. We now have the capacity to train technicians with the skills the market demands in the fields of management, mechanics, TT, industry and health. "

Ari Roque Adams, coordinator of ProEP in Panambi, R.S.





NATIONWIDE SCHOOL AND FAMILY DAY

Families must be part and parcel of schooling if students are to perform well. Parents would often like to be more actively involved in their children's school work but do not know how to set about it.

Teachers also feel the need for more contact with parents since a closer relation with them may help solve students' problems.

The Nationwide School and Family Day brings together parents, teachers and heads to discuss schools and the

teaching-learning process, thus starting a partnership with the community that has every chance of being successful.

Brazil's first experience of this initiative was on April 24, 2001 and the level of parents' involvement was highly significant all over Brazil. Some 60% of families took part and showed their willingness to join forces and share responsibilities with teachers and school directors.

Now the Nationwide School and Family Day is part of the school agenda and takes place in each semester of the school year.



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