

Brazil's Report Card on Education: Overcoming inertia?

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Road Map

- PREAL & Lemann Foundation
- The Report Card
 - Current situation
 - Enrollment
 - Conclusion
 - Achievement
 - Equity
 - Five policies to improve education
 - Education standards
 - Assessment systems
 - Authority and accountability at the school level
 - The teaching profession
 - Investment in Primary & Secondary Education

PREAL - Partnership for Educational Revitalization in Latin America and the Caribbean

- Objectives

- Involve civil society in education reform
- Monitor progress toward improving education
- Enrich the thinking of decision-makers and opinion leaders on education policy

- Institutional Sponsorship

- PREAL is a joint program of the Inter-American Dialogue in Washington, D.C., and the Corporation for Development Research (CINDE) in Santiago, Chile

Lemann Foundation

- Vision

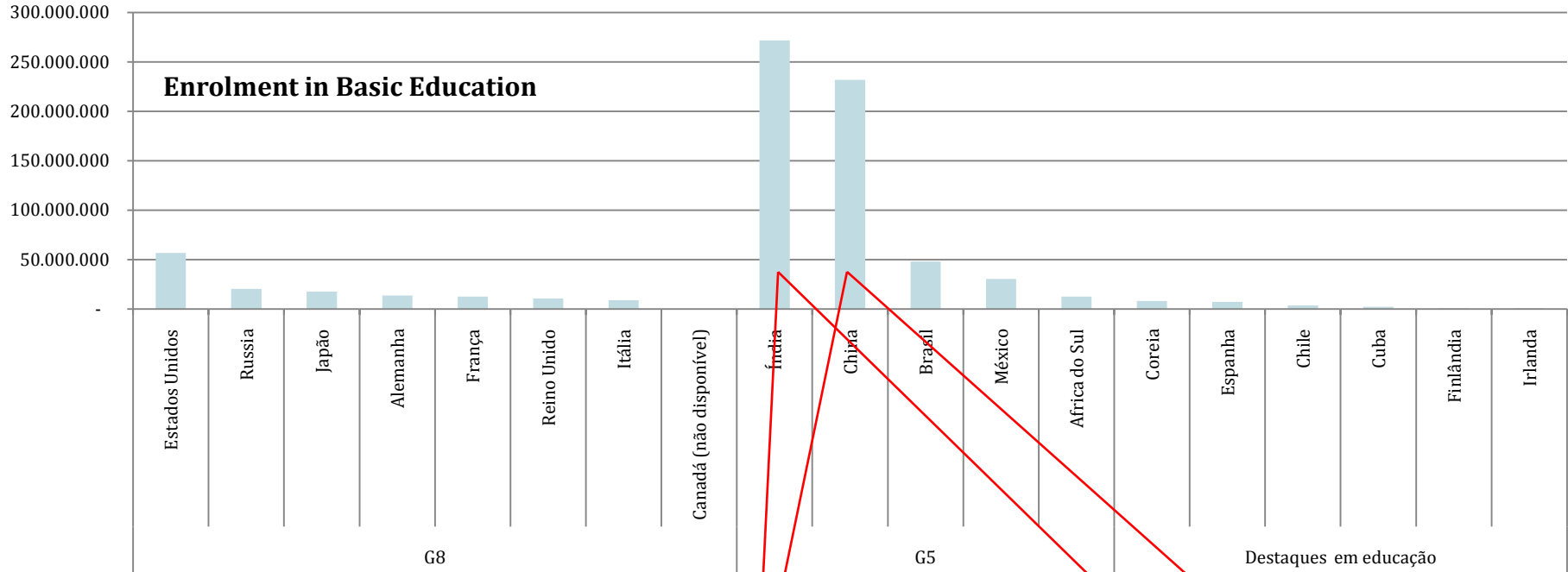
- That the management of public education in Brazil is qualified to enable students to improve their academic performance to the level of their peers in developed countries (OECD)
- That there is a leadership cadre of outstanding individuals who can guide the country forward in its global citizenship and business competitiveness

- Mission

- To make a meaningful contribution to modernizing the management of public education systems and become a model that attracts other investors with similar interests
- To provide exceptional opportunities for personal and professional development to outstanding young Brazilians who can leverage the Foundation's initial investment by their future accomplishments.

Comparison countries in the Report Card

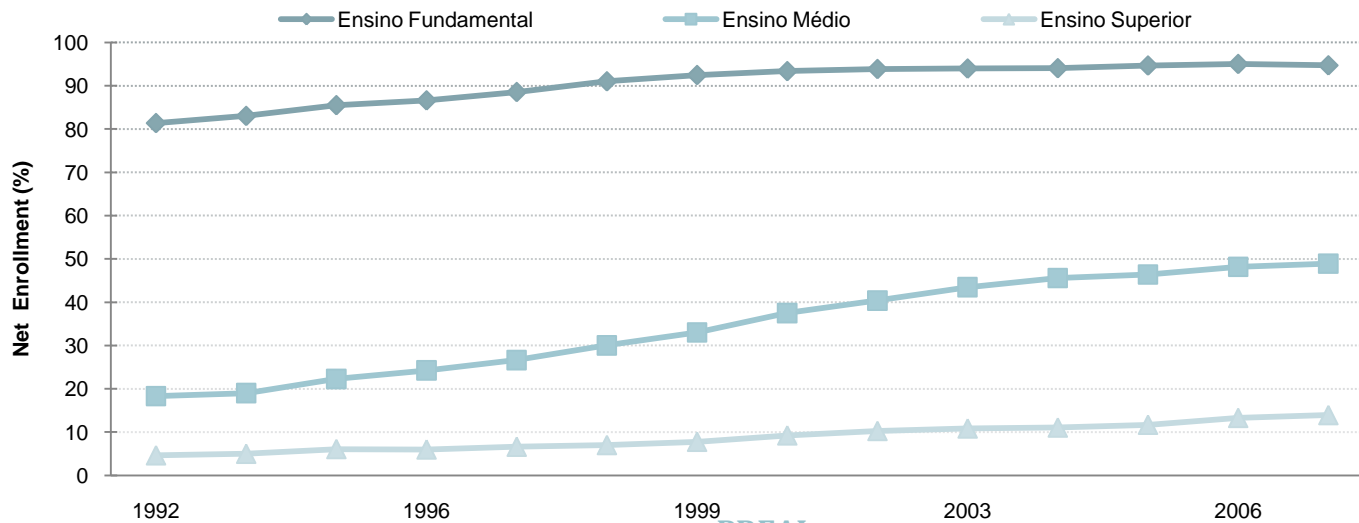
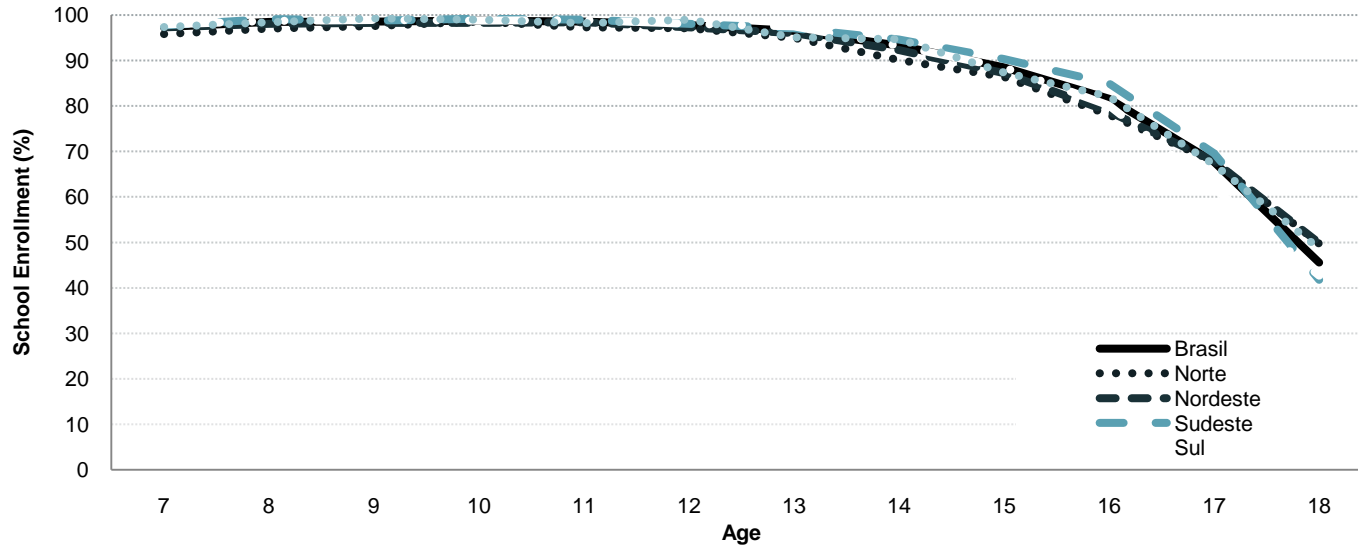
Enrolment in Basic Education



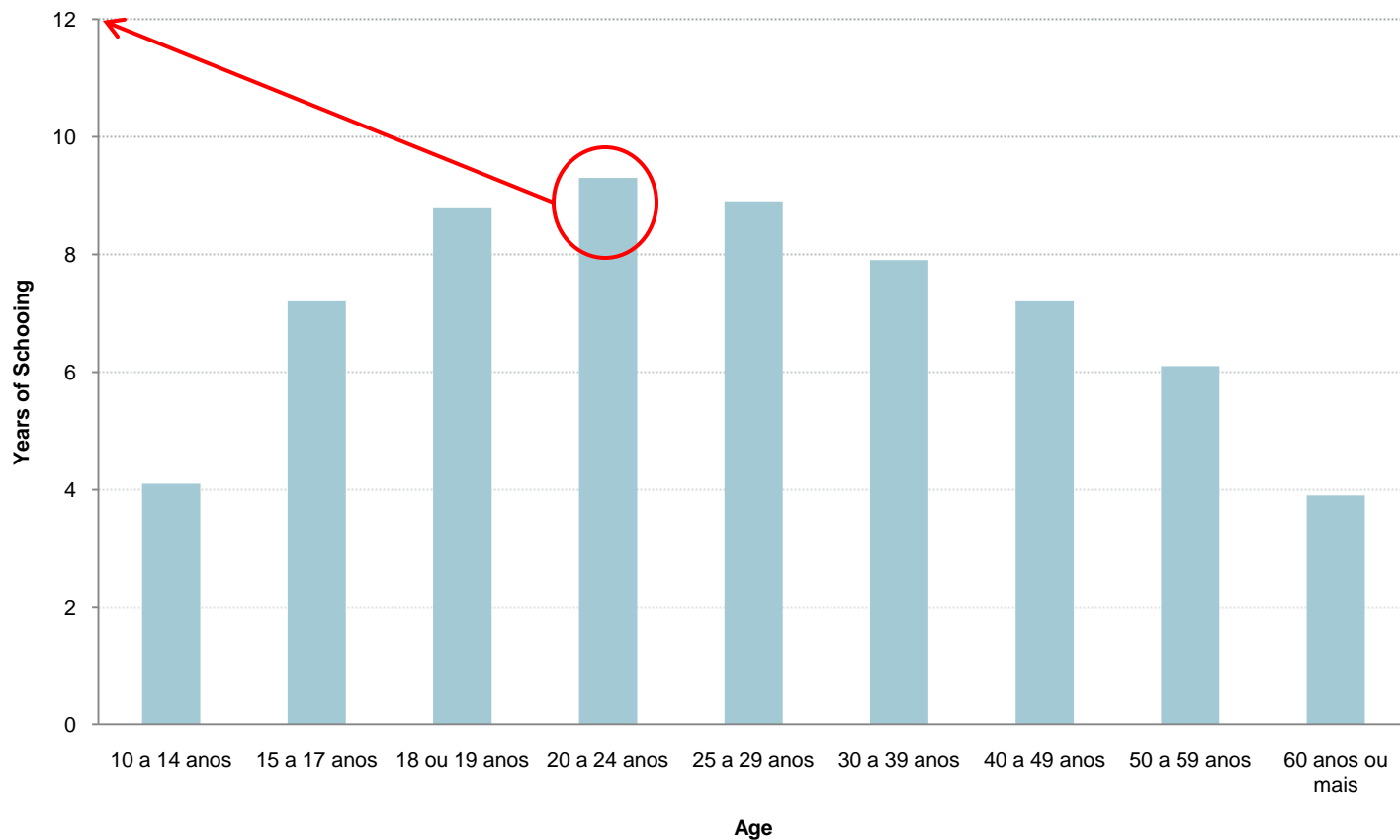
Country	Engineers by 100,000 inhabitants	Number of engineering graduates in 2006	Engineering graduates in 2006 as % of population	% of engineers from total graduates in 2006
China	25	400,000	0.030%	38%
Korea	25	80,000	0.354%	30%
India	22	300,000	0.027%	21%
Brazil	6	30,000	0.016%	10%

Tabela elaborada por Danyela Moron, Master in Public Policy 2008
 Policy Analysis Exercise John F. Kennedy School of Government Harvard University

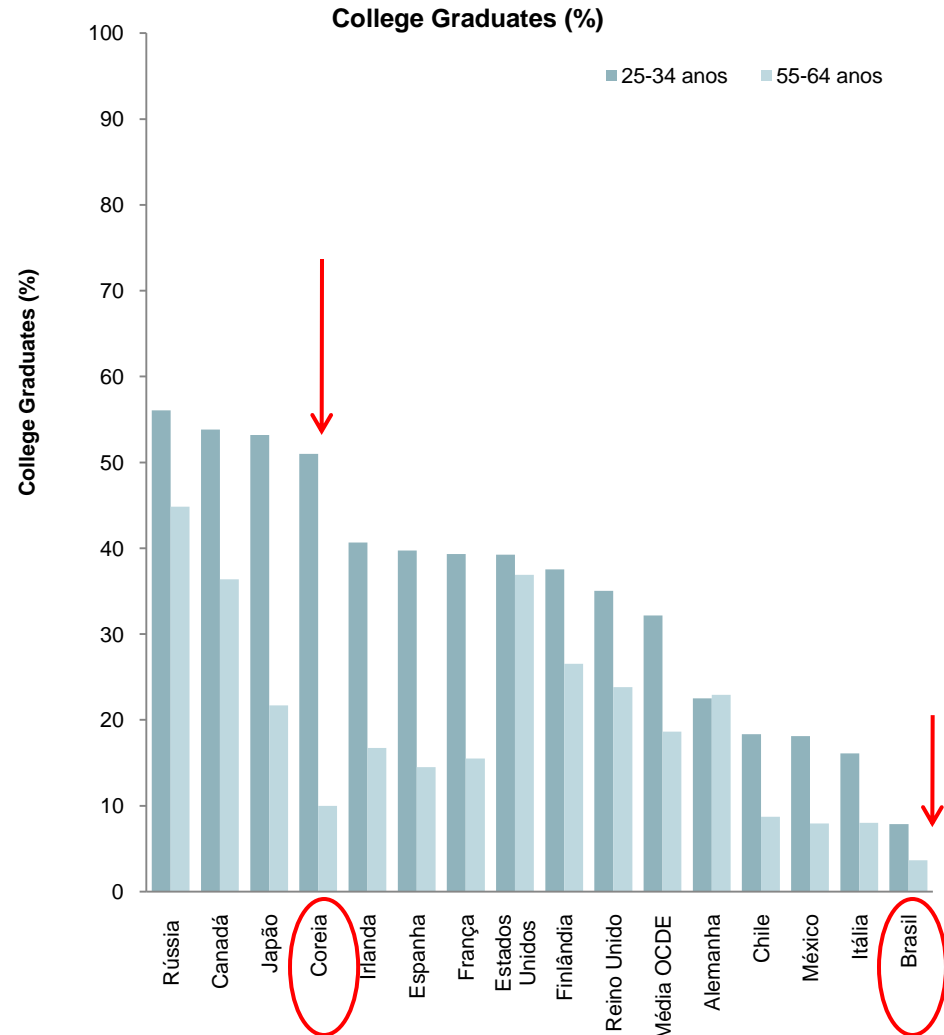
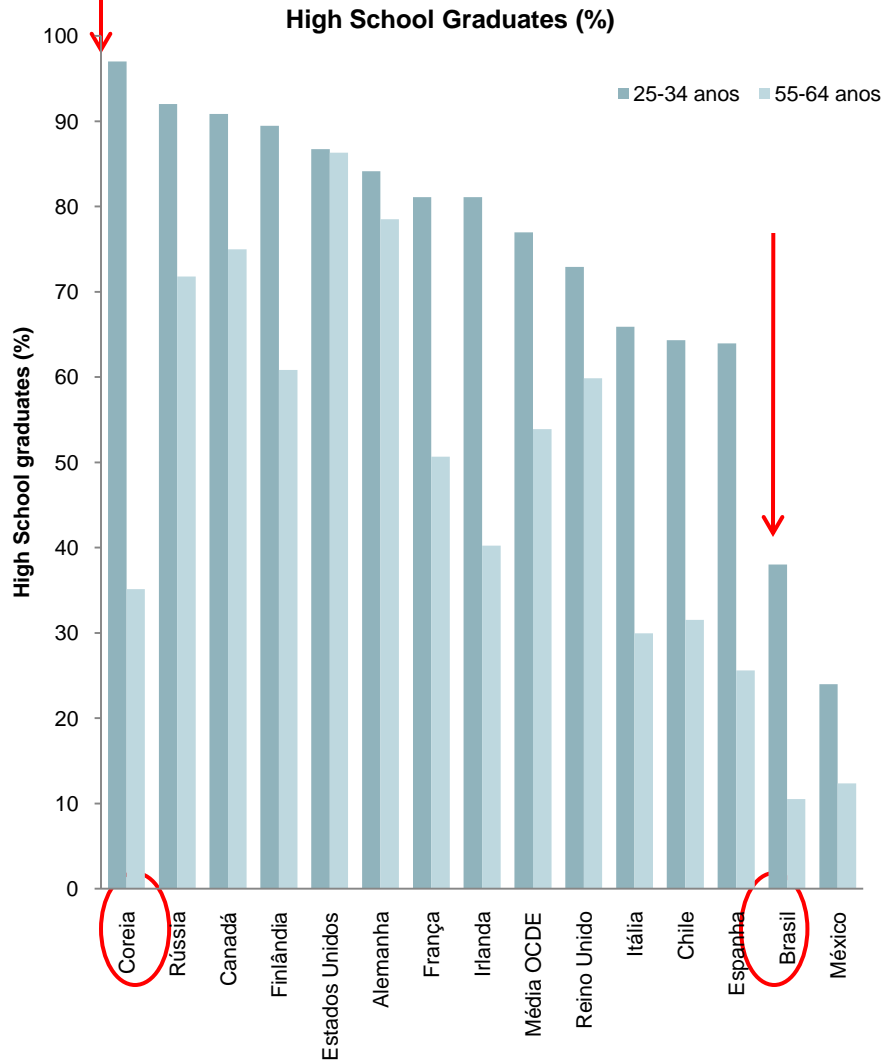
Access to some levels of schooling and school progression are still big challenges...



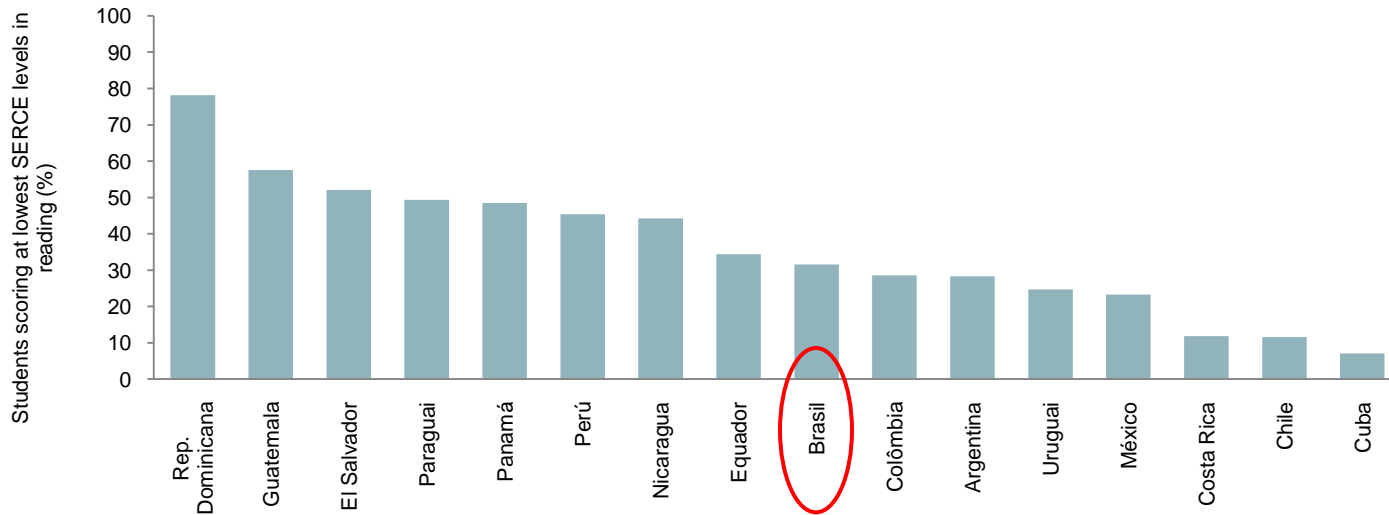
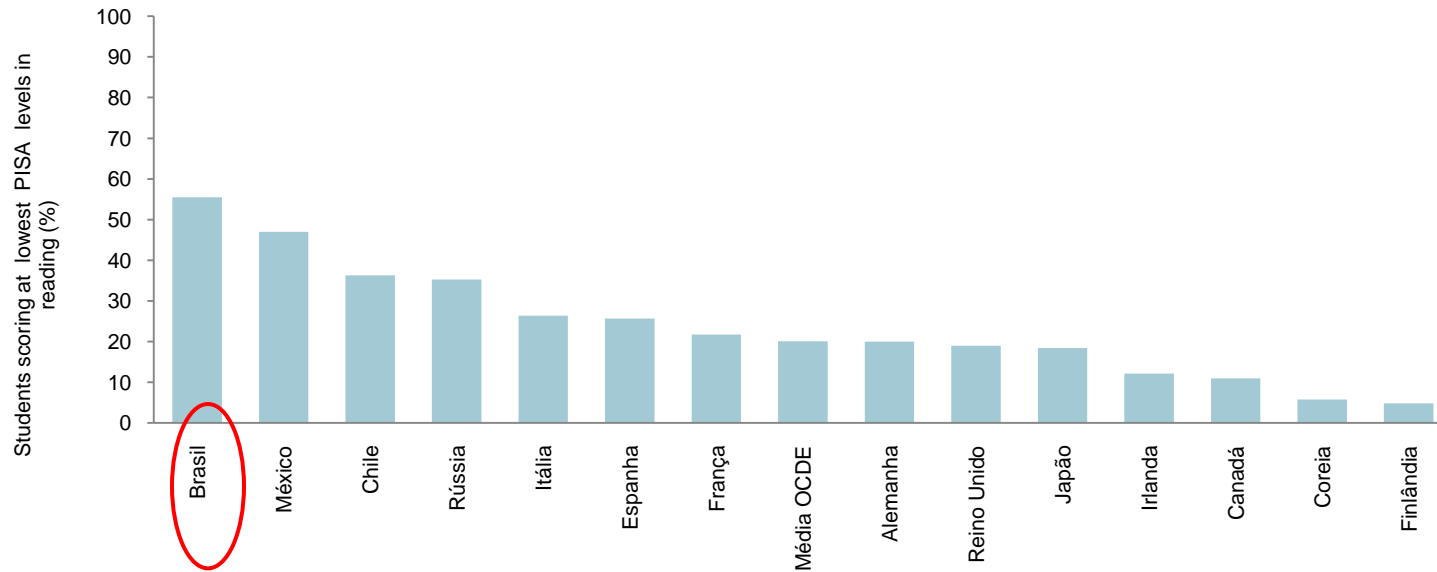
... which impacts conclusion ...



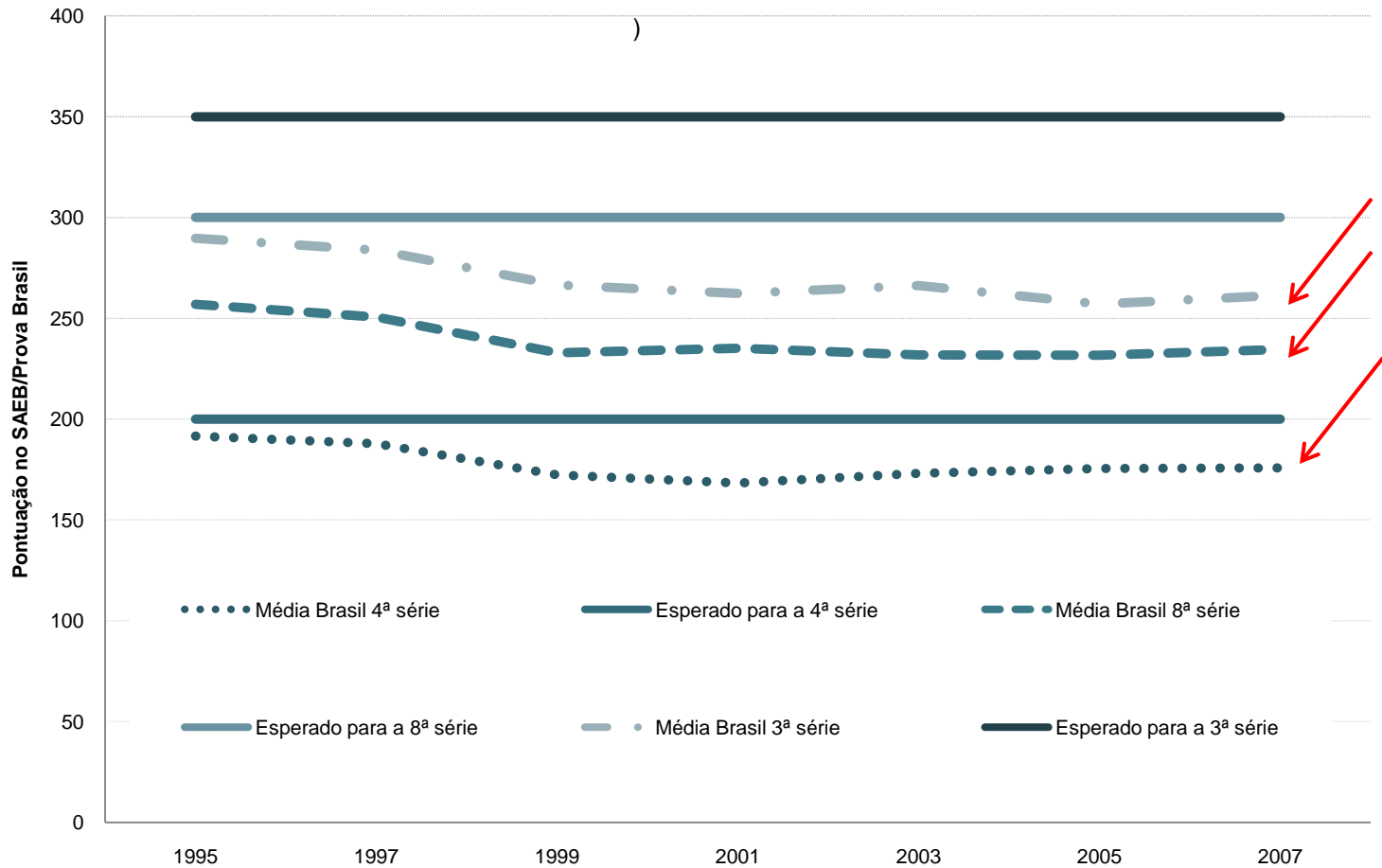
... leaving Brazilian workforce lagging behind other countries ...



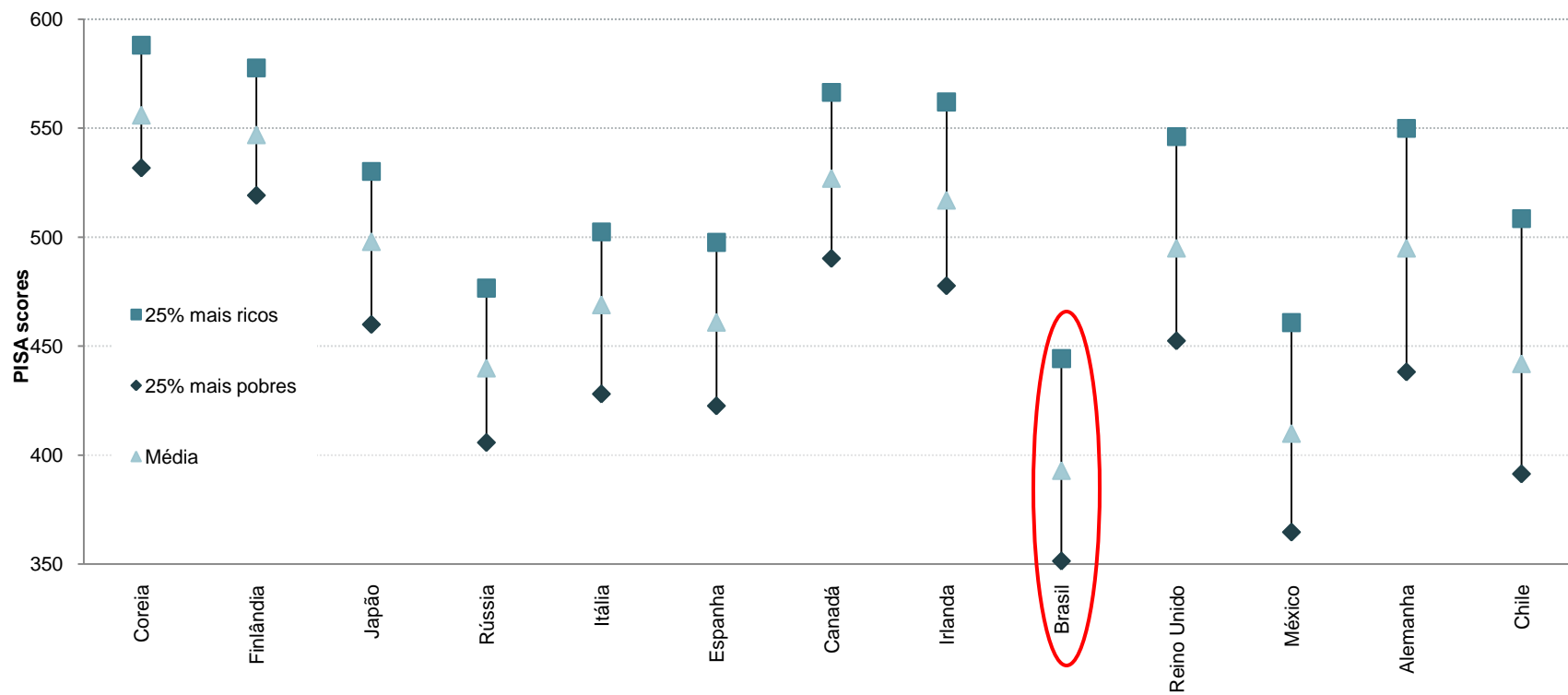
Student achievement is low by international standards . . .



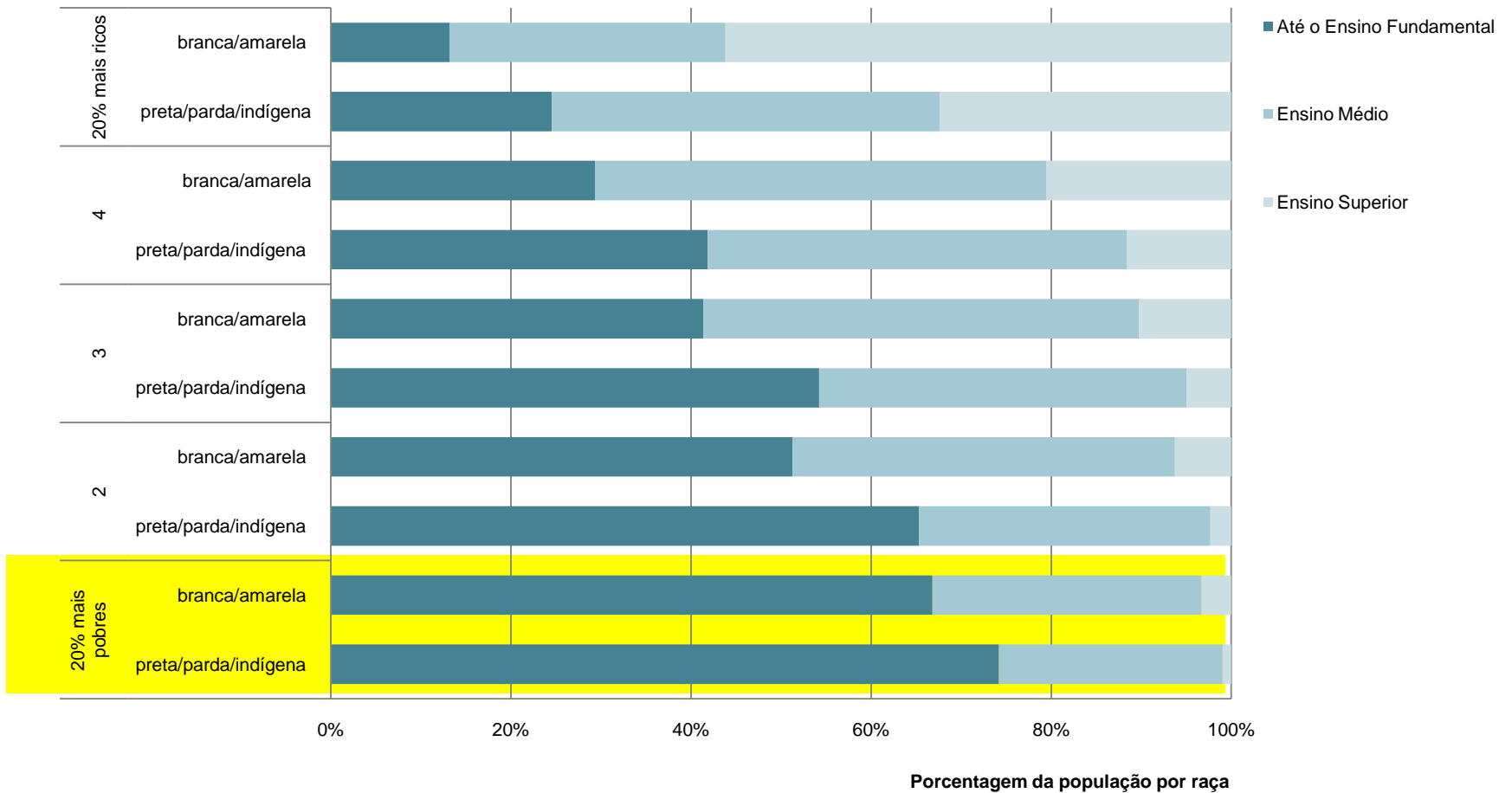
... and by national standards also.



Even the richest students don't do so well . . .



... and poor and black students really lag behind.



The current situation

1. Enrollment

There was a dramatic increase in enrollment in the last decades, but access to pre-primary and high school remains a challenge.

2. Conclusion

Low quality schooling, repetition rates, stop-outs and poverty contribute to student dropping out of school before 12 years of education.

3. Achievement

Brazil is the 8th world economy, but our students are among the least proficient. Quality does not seem to be improving.

4. Equity

Educational opportunities in Brazil are not equally distributed. Income is the main source of inequality but race is also a factor.

Policies that can improve education

5. Educational Standards

- *Curricular standards*: no national curriculum
- *Performance standards*: no official reference
- *Learning opportunity standards*: law was not implemented

6. Assessment Systems

- *National assessment systems*: exist since 1995, cover basic and higher education and are reliable and technically advanced. *Educational Development Index (IDEB)* created an accountability system by publicizing school level information.
- *States and municipal assessment systems*: 16 states have their own tests, however they are not complementary to national systems.
- Schools do not understand data and do not know how to use it to improve teacher practices and student learning.

Policies that can improve education

7. Authority and accountability at the school level

Schools *do not have autonomy* to hire or fire staff, and to manage relevant budget.

Schools and teachers *have autonomy* to choose textbooks and design curriculum.

Schools are being held accountable for student performance but have few technical and financial support to improve student learning.

8. The teaching profession

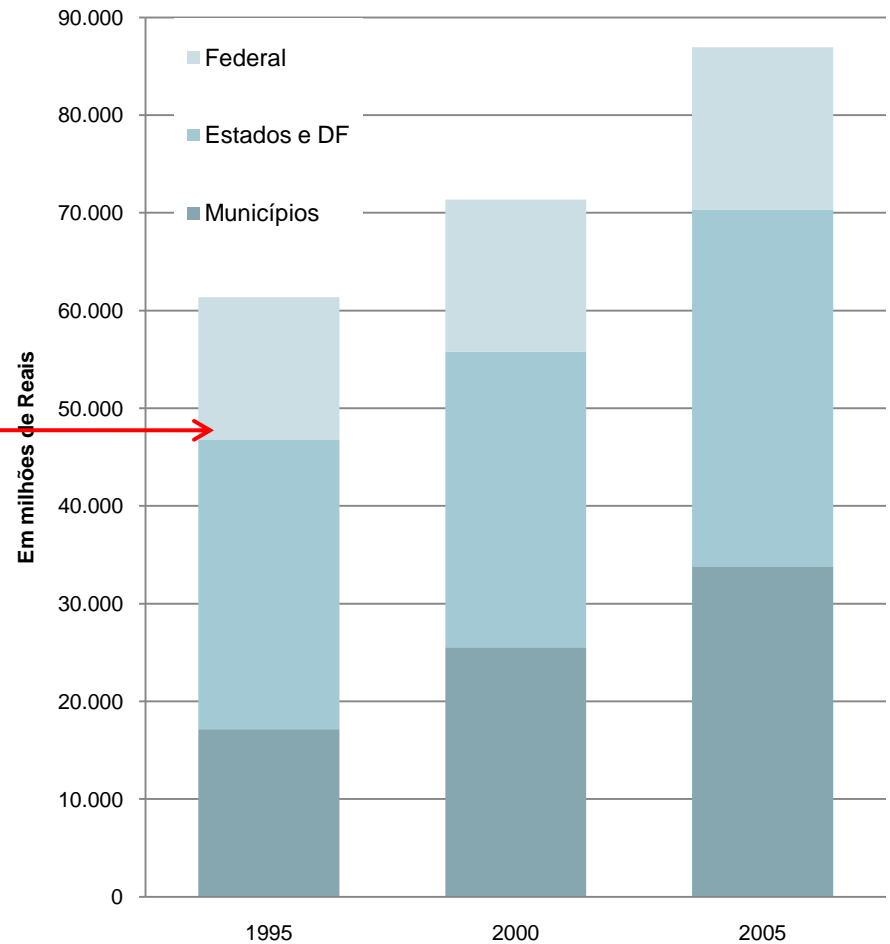
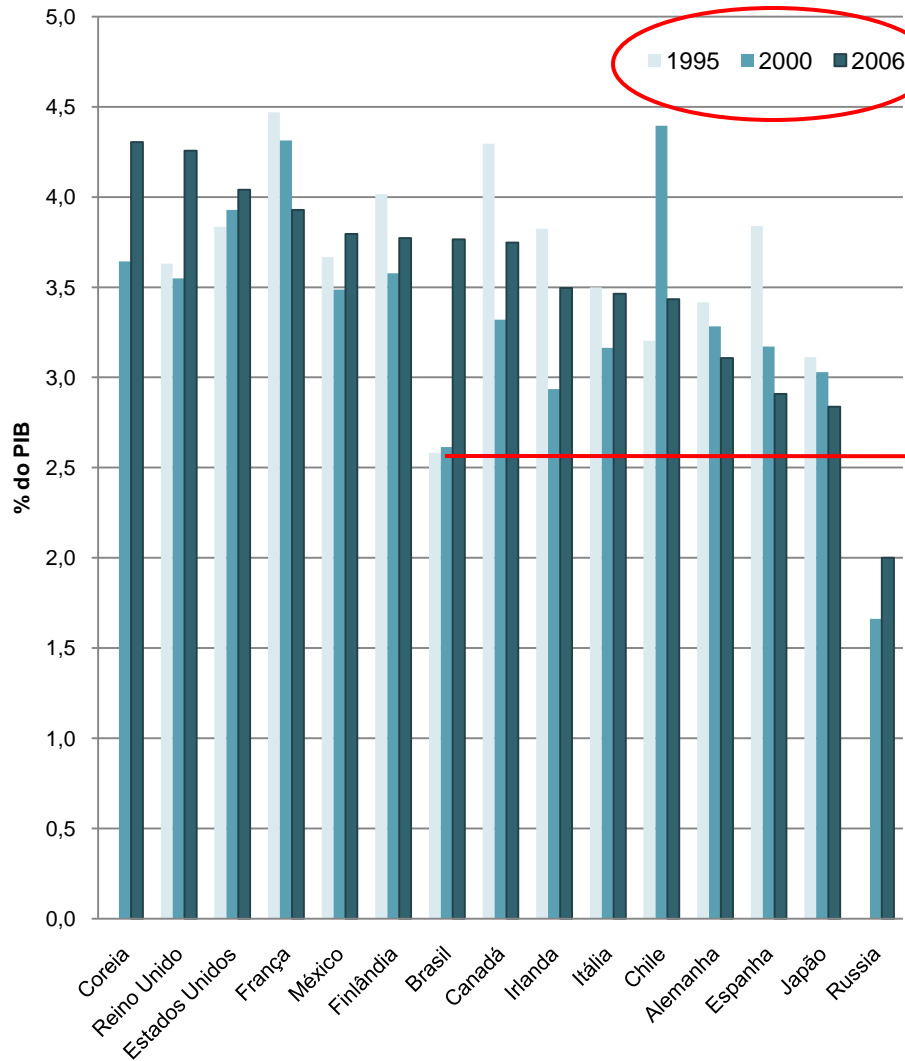
There has been improvements in teachers' education and salary.

Teaching does not attract the best high school students, initial salary is low and the career path is flat.

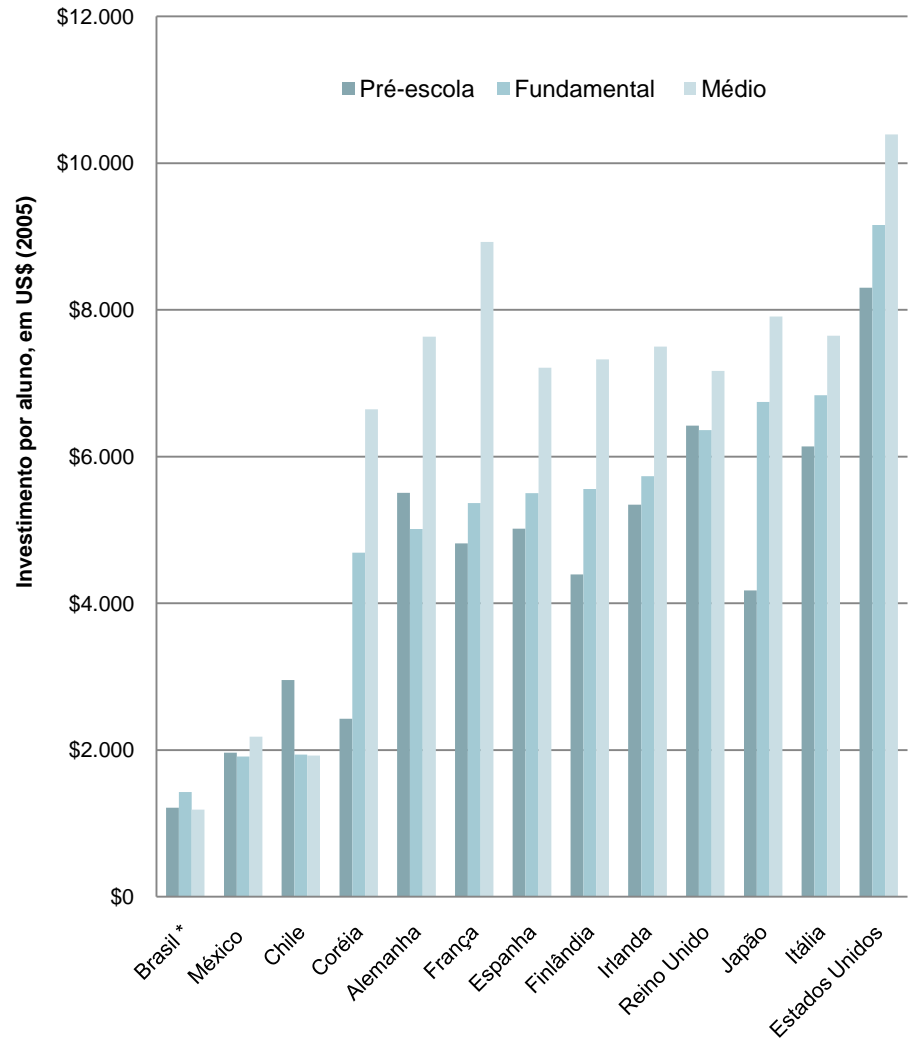
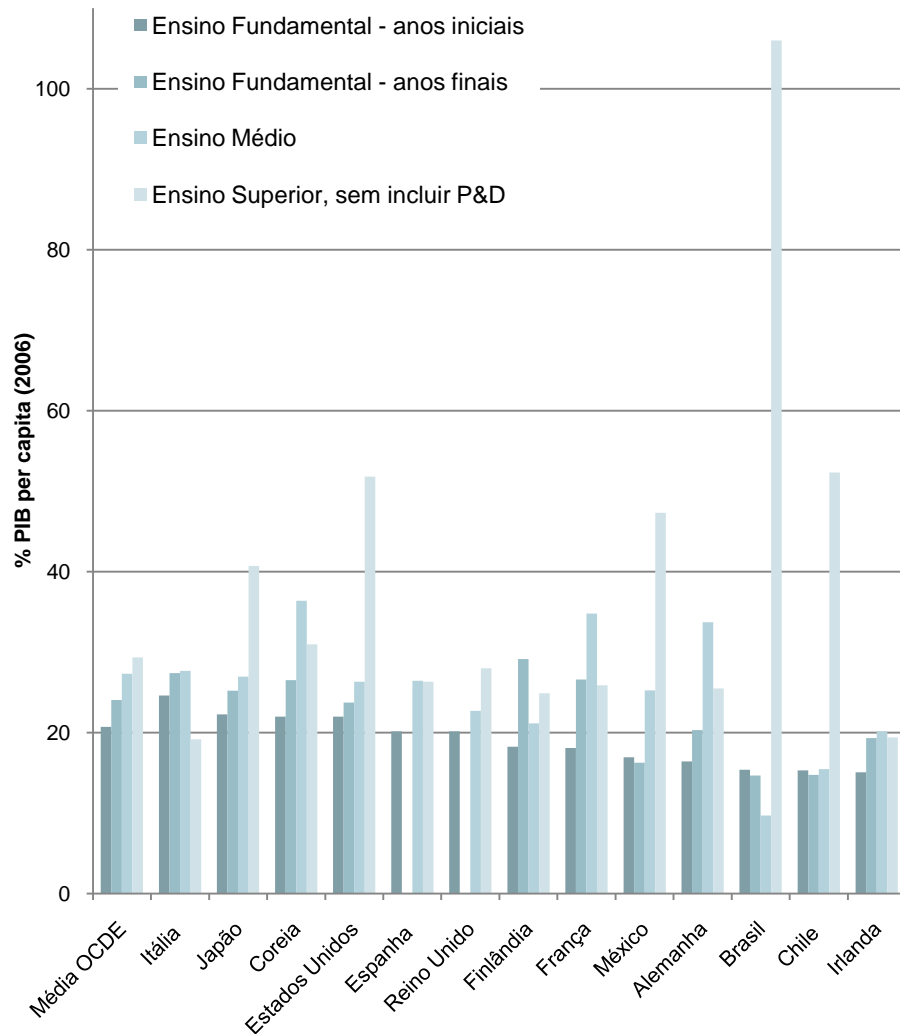
Teacher training is in general detached from classroom practice.

Rights and obligations of educational professionals are not well balanced.

Investment in Education: Despite increase in educational expenditure . . .



... Financial resources are still insufficient



Brazil's Report Card

Disciplina	Conceito	Tendência	Comentários
Matrículas	B		<i>Aumentaram sensivelmente, mas ainda há muitas crianças e jovens fora da escola, especialmente no ensino médio</i>
Permanência	C		<i>Apesar de frequentar a escola por alguns anos, os estudantes não conseguem completar 12 anos de estudo</i>
Desempenho	D		<i>Os alunos não aprendem o esperado para sua idade e estão em clara desvantagem de aprendizado em comparações internacionais</i>
Equidade	C		<i>As desigualdades de acesso diminuíram, mas as oportunidades de educação de qualidade ainda não são distribuídas de forma equitativa para toda a população</i>
Padrões educacionais	D		<i>Existem referências curriculares, mas ainda não há padrões claros e detalhados que garantam um mínimo de qualidade em todas as salas de aula</i>
Sistemas de avaliação	B		<i>São bastante avançadas em relações a muitos países, mas seus resultados ainda não são usados para melhorar a qualidade da sala de aula</i>
Autoridade e responsabilidade no nível da escola	C		<i>Houve descentralização no atendimento, mas as escolas ainda não podem decidir sobre variáveis cruciais para o serviço que oferecem</i>
Carreira docente	D		<i>A escolarização dos professores aumentou, mas a qualidade dos cursos de formação ainda é precária. Como consequência, os professores não estão preparados para a sala de aula</i>
Investimento em educação básica	C		<i>Os recursos públicos disponíveis mostram que educação ainda não é prioridade para os brasileiros</i>
Legenda	Conceitos	Tendência	
	A – Excelente		Melhorando
	B – Bom		Sem tendência definida
	C – Regular		
	D – Insatisfatório		Piorando

Recommendations

- Develop and implement curricular standards if not nationally, at least at the state and municipal levels.
- Improve assessment systems. They should not only be used for accountability purposes but also as a tool to support teachers improving their classroom practices.
- Schools should be able to make important decisions, but they must have the financial and technical resources available to taking on some responsibilities. On the other hand, schools should be held accountable for learning of all students.
- Improve teacher career to make it more attractive. Balance rights and obligations of educational professionals focusing on the right of the students to learn. The best teachers should be placed in most vulnerable schools .
- Increase investment in basic education focusing on policies that can improve student learning. Improve equity by establishing national expenditure per student that guarantees minimum quality standards.

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