



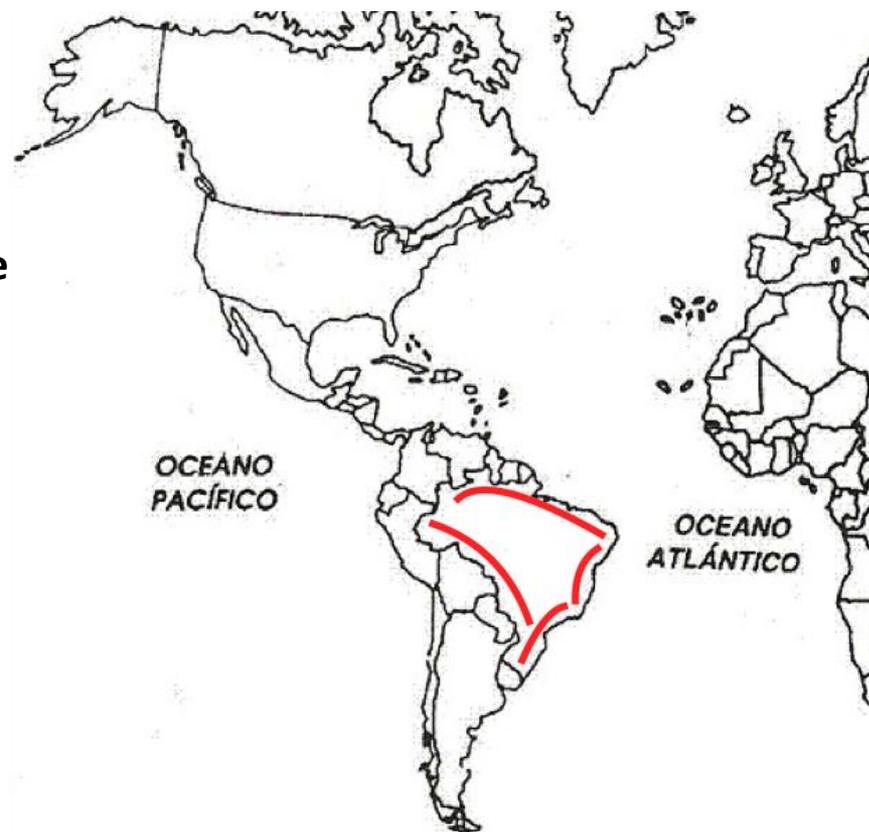
BASIC EDUCATION CONTEXT

- 50,000 Schools
- 2 million Teachers
- 50 million Students
- **PISA 2012: Brazil is in the 58TH position in the ranking, among 65 countries**
- 27 states | 5,564 municipalities:

MORE THAN 5,000 EDUCATIONAL SYSTEMS!

GENERAL CONTEXT

- 200 mi inhabitants
- 7th Economy (GDP) in the world
- 5th largest territory
- Federal system: 27 states | 5,564 municipalities
- **1988 Democratic Constitution**



Today's talk...

1. **Contextual information – as previously shown**
2. What do we mean by inequality?
3. What k-12 public education has accomplished so far? Which policies led to these accomplishments?
4. What is the present situation?
5. Which policies could and should be put in place in order to address inequality in k-12 education

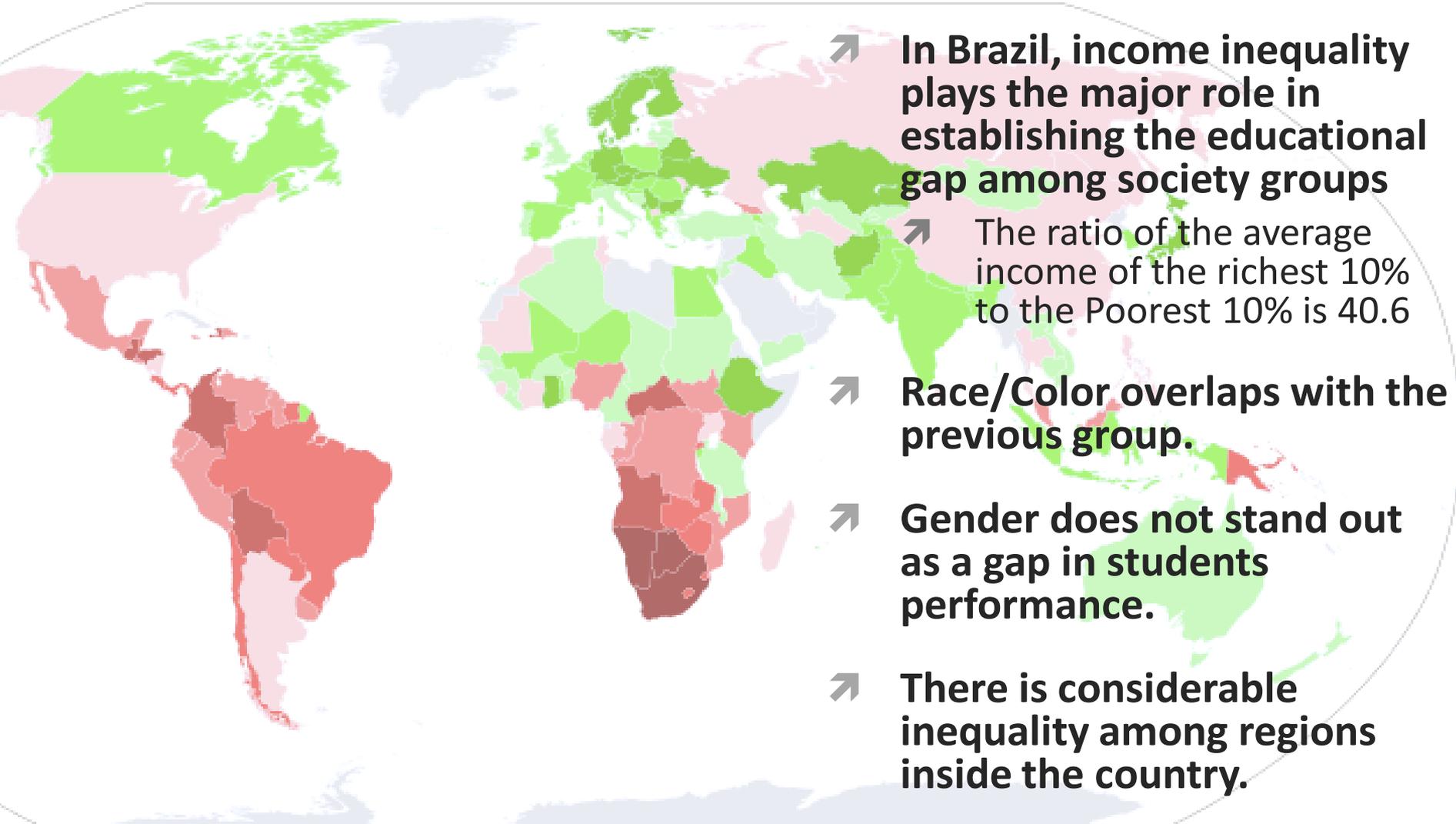
Today's talk...

1. Contextual information
2. **What do we mean by inequality?**
3. What k-12 public education has accomplished so far? Which policies led to these accomplishments?
4. What is the present situation?
5. Which policies could and should be put in place in order to address inequality in k-12 education

2. What do we mean by inequality?

- Access
 - All children have access to school
- Constrain the gap
 - Schools help to keep (as opposed to increasing) the social gap among groups in society
- Close the gap
 - Schools help narrowing the social gap within the society and promotes social mobility

2. What is the Gap?

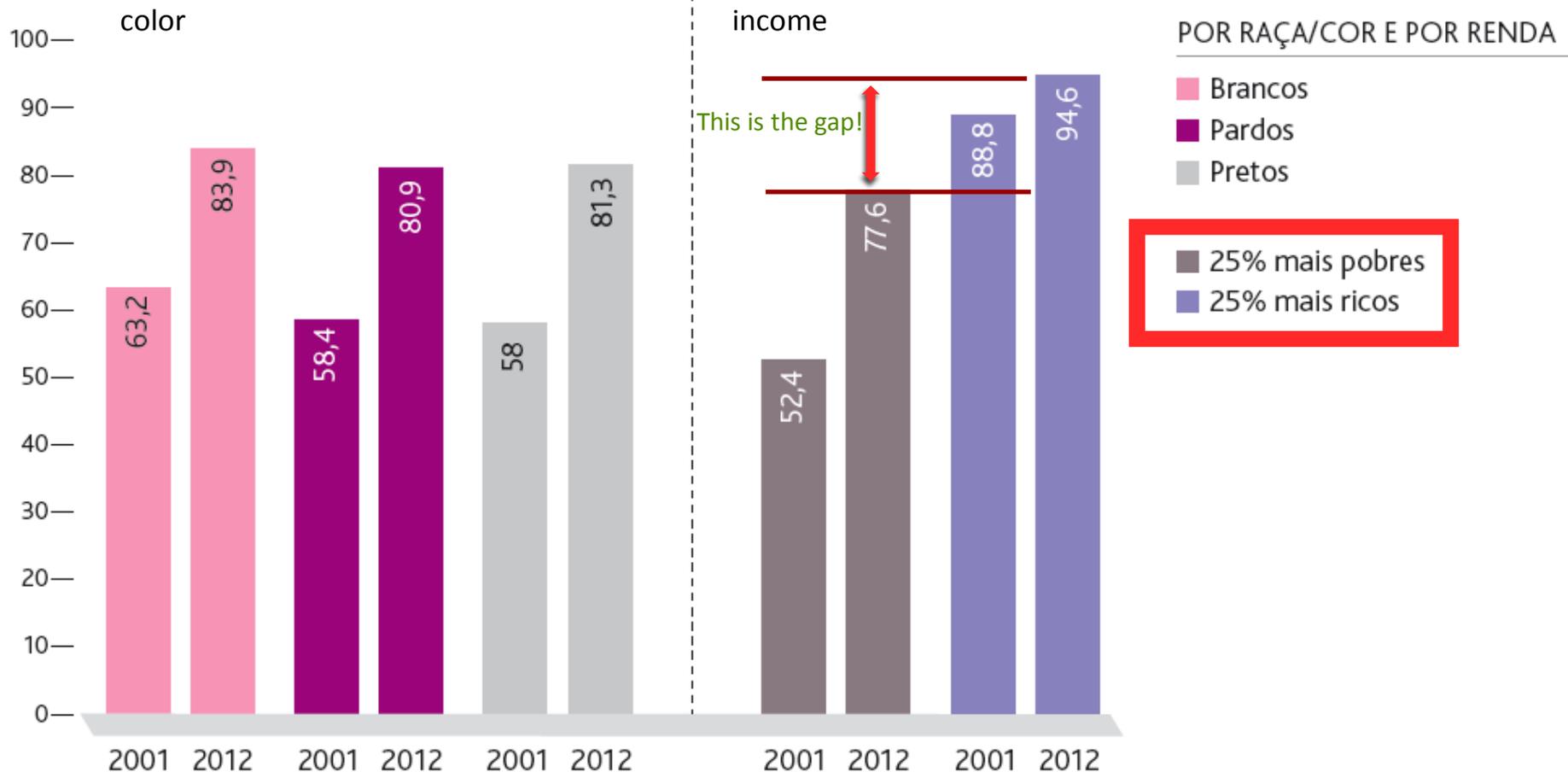


- **In Brazil, income inequality plays the major role in establishing the educational gap among society groups**
- **The ratio of the average income of the richest 10% to the Poorest 10% is 40.6**
- **Race/Color overlaps with the previous group.**
- **Gender does not stand out as a gap in students performance.**
- **There is considerable inequality among regions inside the country.**

2. What do we mean by inequality? What is the gap?

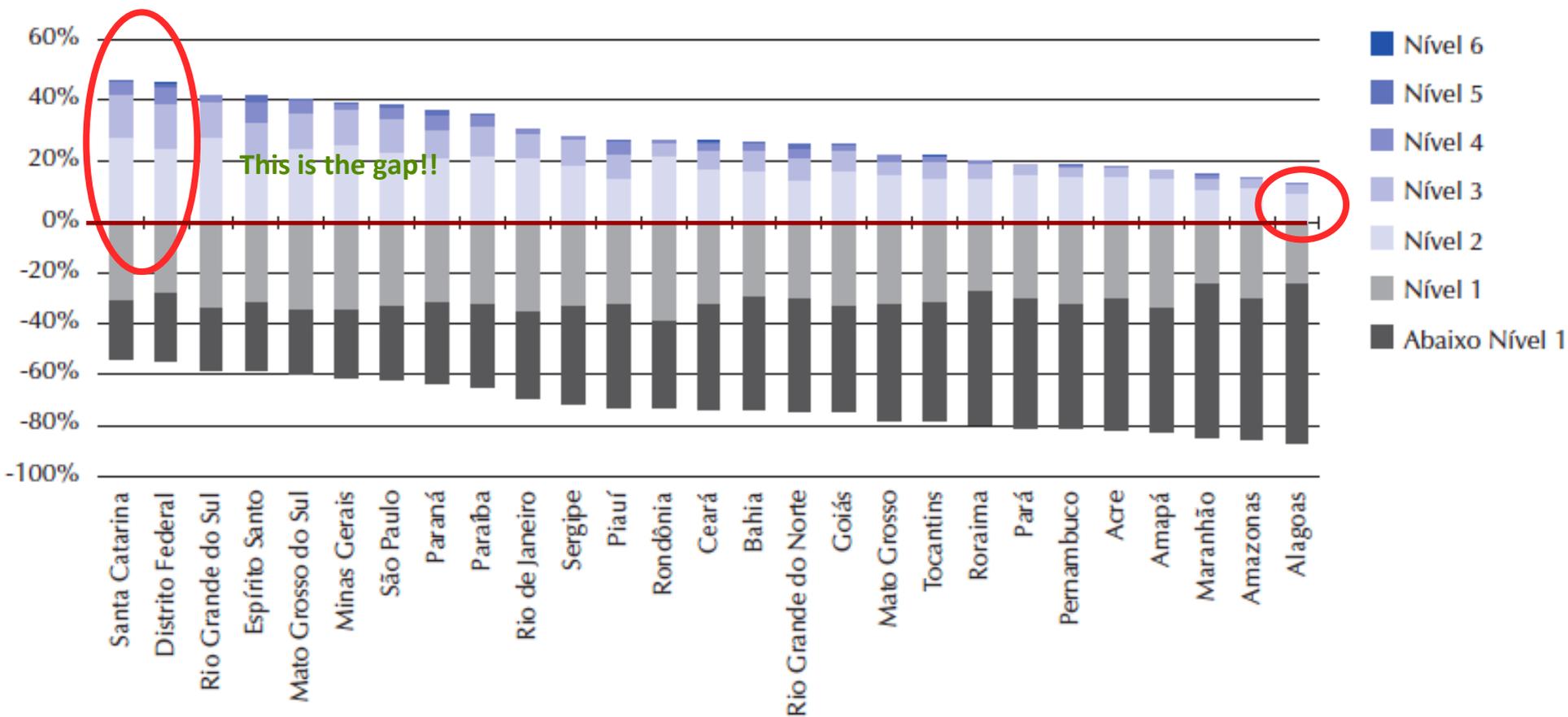
PRE-SCHOOL - % CHILDREN THAT ATTEND SCHOOL | 2001 e 2012 | COLOR AND INCOME

Porcentagem de crianças de 4 e 5 anos que frequentam escola – Brasil – 2001 e 2012



2. What do we mean by inequality? What is the gap?

Níveis de proficiência em matemática por estado nas áreas urbanas



Today's talk...

1. Contextual information
2. What do we mean by inequality?
3. **What k-12 public education has accomplished so far?** Which policies led to these accomplishments?
4. What is the present situation?
5. Which policies could and should be put in place in order to address inequality in k-12 education

3. What k-12 public education has accomplished so far?

Between 2003 and 2012 PISA Assessments...

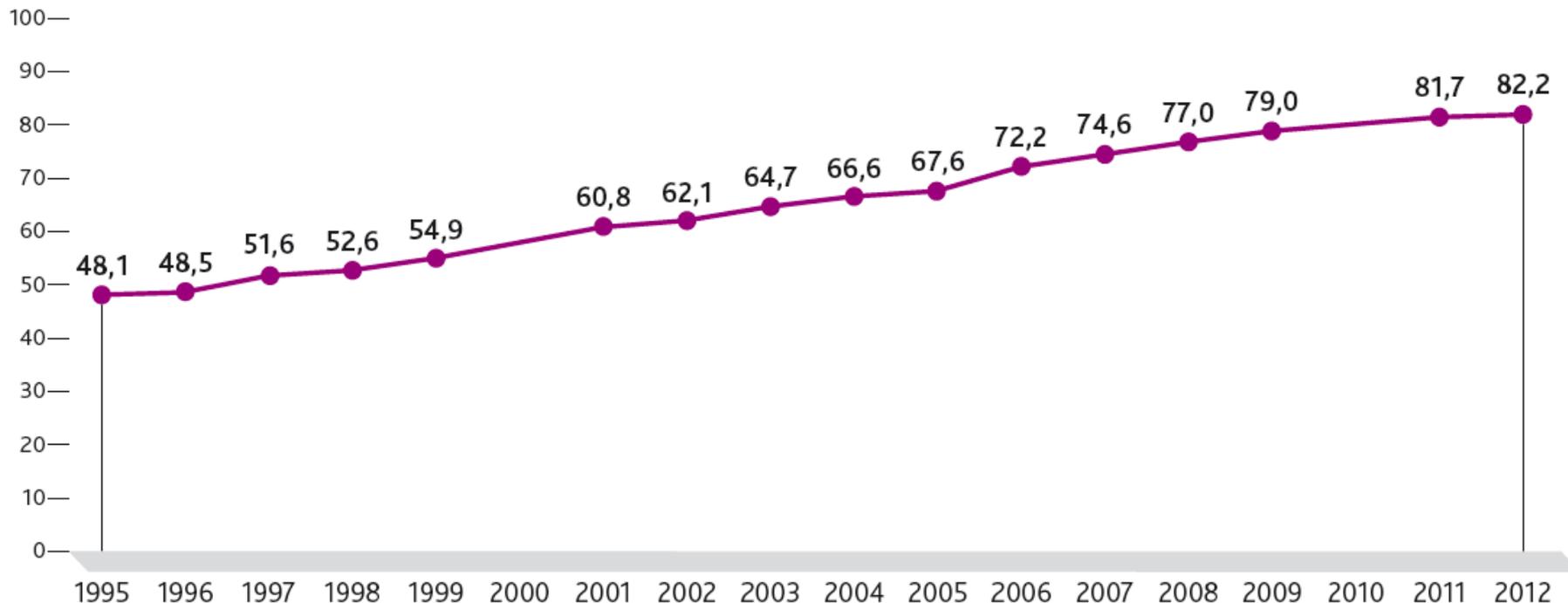
- **Brazil expanded enrolment** in primary and secondary schools, with enrolment rates for 15-year-olds growing from 65% in 2003 to 78% in 2012. (PISA)
- Brazil has improved its performance, *while (in)equity remained stable during this period.*
- **The improvement in performance is not limited to students with the lowest socio-economic status**, but is equally strong among students from lower- and upper-middle class families (second and third quarter of economic, social, and cultural status).
- **The performance gap between public and private schools narrowed** in Brazil.

3. What k-12 public education has accomplished so far?

PRE-SCHOOL ATTENDANCE

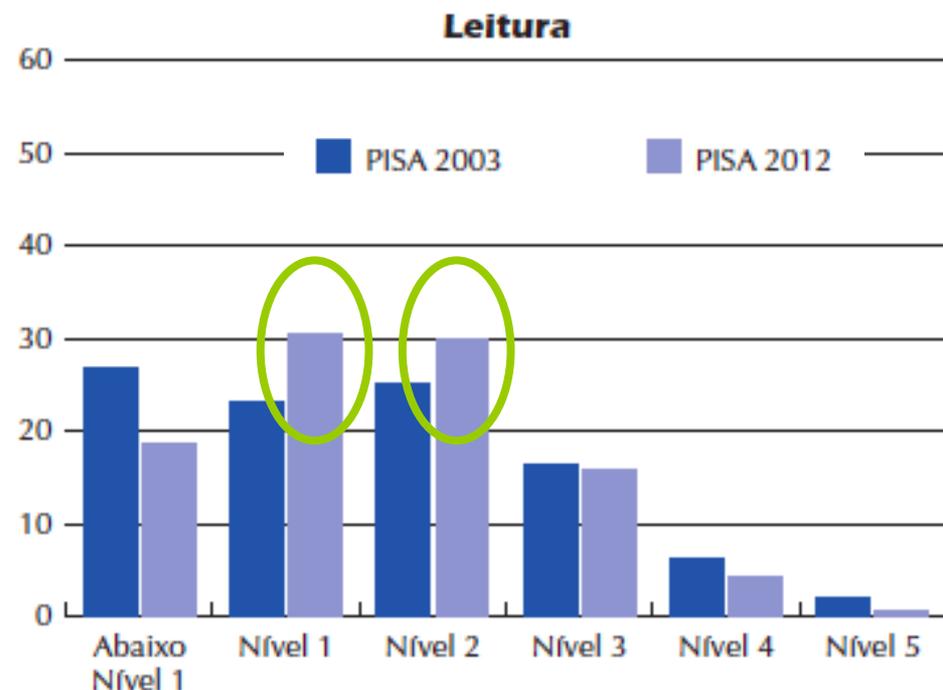
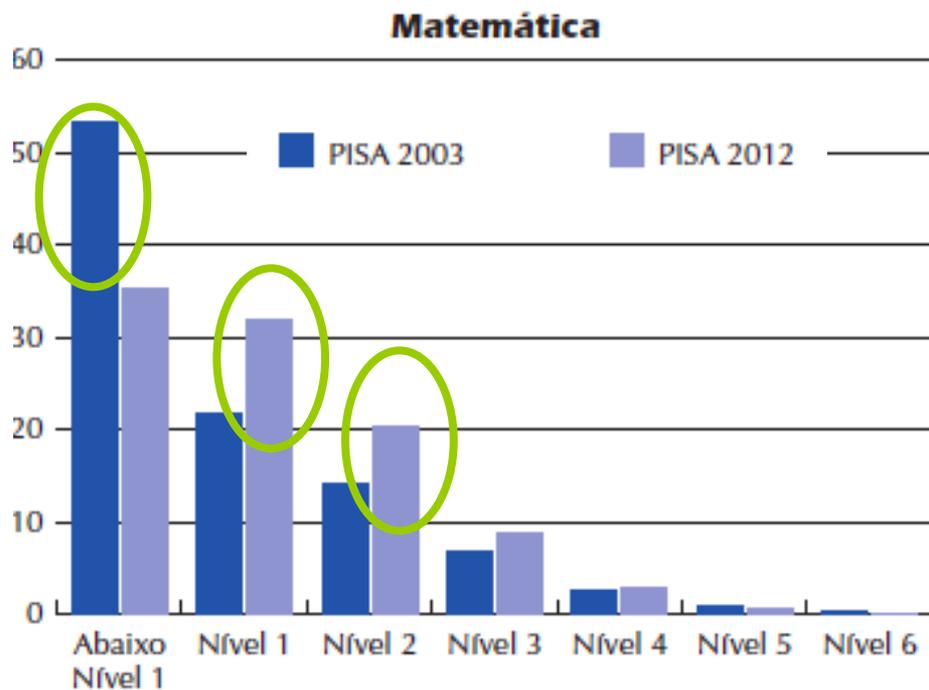
Pré-Escola

Porcentagem de crianças de 4 e 5 anos que frequentam escola – Brasil – 1995-2012



3. What k-12 public education has accomplished so far?

Distribution of students per levels of performance
PISA | 2003 - 2012



Today's talk...

1. Contextual information
2. What do we mean by inequality?
3. What k-12 public education has accomplished so far? **Which policies led to these accomplishments?**
4. What is the present situation?
5. Which policies could and should be put in place in order to address inequality in k-12 education

3. Which policies led to these accomplishments?

- ACCESS
- Constitution fixed responsibilities both for the federal and local governments - *supply* - and for the families – *demand* (parents have to take the kids to school)
- Constitution fixed minimum to be spent on education as 25% of state and municipal revenues and 18% at the federal level.
- Bolsa Família – cash transfer

3. Which policies led to these accomplishments?

- TRANSPARENCY AND ACCOUNTABILITY
- IDEB: *Basic Education Development Index*
- COMBINES PERFORMANCE + GRADE PROMOTION

- PERFORMANCE IS ASSESSED BY *PROVA BRASIL*:
 - 5TH + 9TH Grades
 - Results can be accessed by anyone

4. Which policies led to these accomplishments?

➔ NATIONAL ASSESSMENT – PROVA BRASIL STRENGTHENS ACCOUNTABILITY AND INFORMS POLICY AND RESEARCH WWW.QEDU.ORG.BR



4. Which policies led to these accomplishments?

➤ FUNDEB – 2007

➤ Fund for the Maintenance and Development of Basic Education and Enhancement of Education Professionals

➤ Expanded the role of the federal government's contribution that, currently, corresponds to 10% of total resources allocated to the fund by states and municipalities.

➤ Reduced disparities between different states.

➤ Before FUNDEB: the ratio between the highest per pupil value (state of Roraima) and the lowest (state of Maranhão) was **3.2 times**

➤ 2013: the ration is **1.7 times** - better but still unequal.

4. Which policies led to these accomplishments?

➤ SUMMARY:

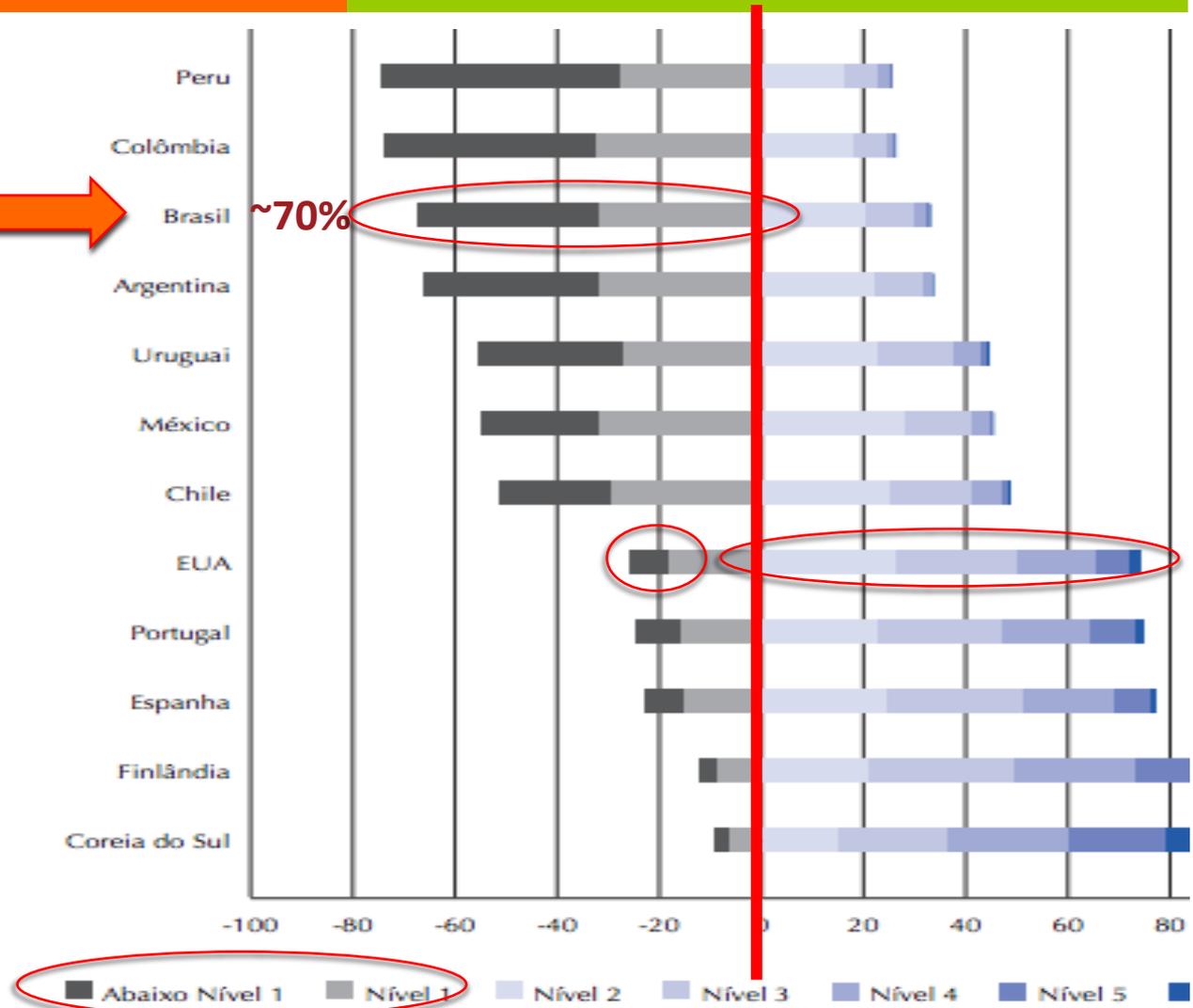
- ACCESS
- FUNDEF/FUNDEB
- NATIONAL ASSESSMENT AND TRANSPARENCY

Today's talk...

1. Contextual information
2. What do we mean by inequality?
3. What k-12 public education has accomplished so far? Which policies led to this accomplishments?
4. **What is the present situation?**
5. Which policies could and should be put in place in order to address inequality in k-12 education

4. What is the present situation?

PISA 2012, MATH
% STUDENTS BY
PROFICIENCY LEVEL



4. What is the present situation?

➤ PISA, reading achievement, 2012

- About half (49.2%) of students in Brazil performed below the baseline level of proficiency (Level 2), meaning that, *at best, they can recognise the main theme or author's purpose in a text about a familiar topic and make a simple connection between information in the text and everyday knowledge.*

4. What is the present situation?

- About 30% of students never finish basic education, and about half don't finish the three-year high school program

5. Which policies could address inequality in Brazilian k-12 education

➤ National Standards/Framework for students learning expectations

- Voyage: where the **final destination** (students achievement) is set by the central government, **the route**, adventures and languages of the trip (students learning experiences) are set by schools and teachers.

➤ Address income and regional inequality

- All students should have the same opportunity and expectations towards their learning goals.

➤ Builds coherence among other educational policies

- Common language for autonomous but interdependent actors
 - Assessments – private and government agencies
 - Teacher Education – PRE-SERVICE - Universities
 - Teacher Education/Development – IN-SERVICE – Private sector and NGOs

➤ Comparative advantage – efficiency

- Teachers and specialists may improve the standards, but do not have to build them from scratch in each of the 5,564 + 27 educational systems.

5. Which policies could address inequality in Brazilian k-12 education

- Acknowledging challenges and weaknesses for the National Standards
 - How to build consensus around the ‘final destination’?
 - How to deal with diversity?
- Address income and regional inequality
 - Need to increase and improve the allocation of resources.

5. Which policies could address inequality in Brazilian k-12 education

➤ Teacher Education

➤ for Teacher Education

➤ Theory meets Practice

- University has to be a partner of public schools systems
- The classroom is where teacher learning happens.
- Classroom observation as an strategy for teacher development

➤ Teachers as professionals

- Networks for sharing knowledge

➤ Content Knowledge

➤ + Tenure

➤ + Wages

➤ + In-service education/ development at schools



Thank you!

Mila Molina
molinami@umich.edu

Fundação Lemann

contato@fundacaolemann.org.br
São Paulo - SP