

# Public Education in Brazil: Are we developing good teaching?

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# Road Map

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1. Who wants to be a teacher in Brazil?
2. What are teachers learning in their initial training?
3. Some policy challenges for Brazil

# 1. Who wants to be a teacher in Brazil?

# Who wants to be a teacher in Brazil?

## Differences in background characteristics of students entering Schools of Education (*Pedagogia*) and engineering programs

|                           | Engineering | Education<br>(Pedagogia) |
|---------------------------|-------------|--------------------------|
| <b>Mother's Education</b> |             |                          |
| 4th grade or less         | 19%         | 50%                      |
| 5th to 8th grade          | 16%         | 19%                      |
| High School               | 35%         | 22%                      |
| College                   | 30%         | 9%                       |

Source: ENADE, 2005

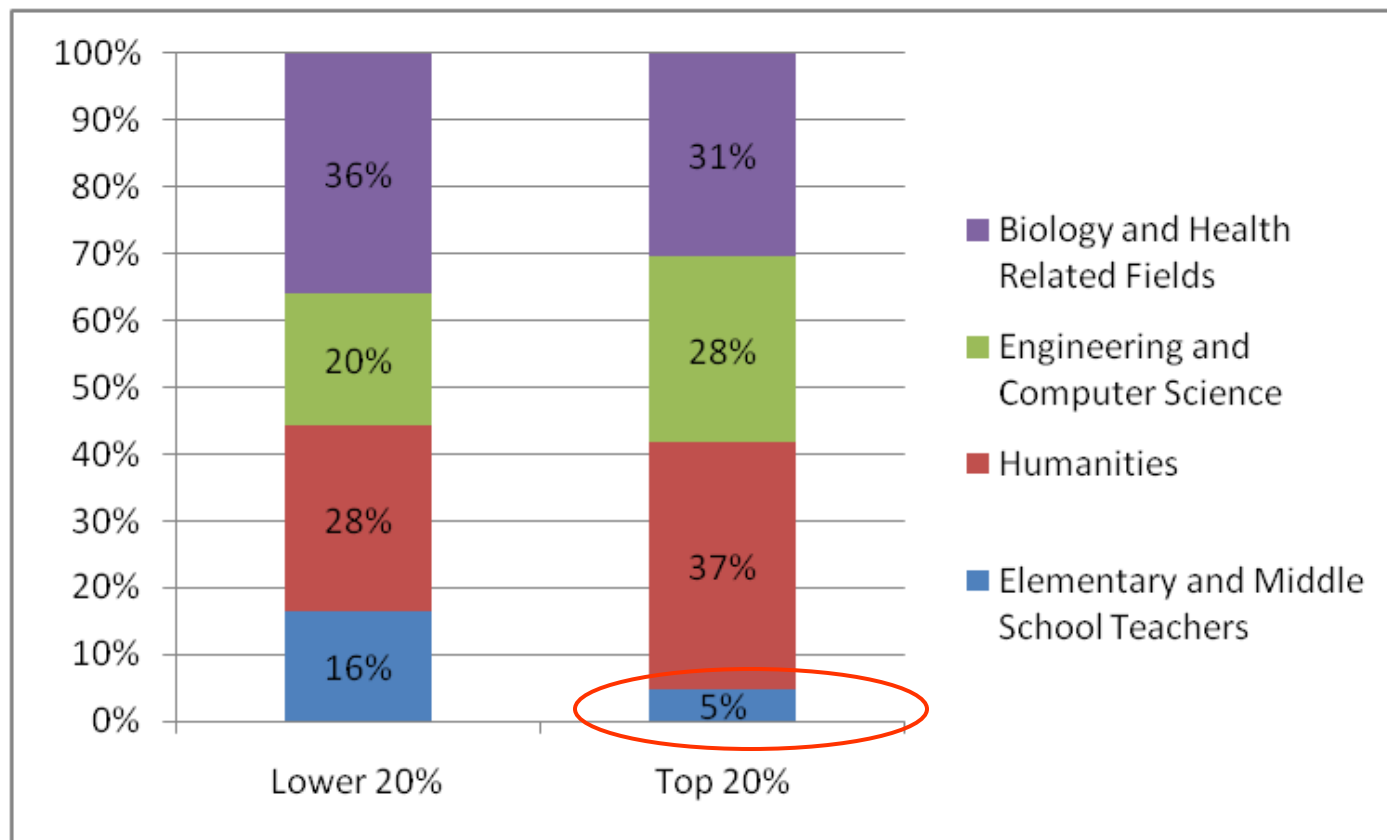
|                      | Engineering | Education<br>(Pedagogia) |
|----------------------|-------------|--------------------------|
| <b>Family Income</b> |             |                          |
| Less than 3 SM*      | 12%         | 48,5%                    |
| 3 to 10 SM           | 56%         | 45%                      |
| 11 to 20 SM          | 21%         | 5%                       |
| More than 21 SM      | 11%         | 1,5%                     |

\* SM = Salário Mínimo (Minimum Wage).

In: LOUZANO, P. et al. Quem quer ser professor? Atratividade, seleção e formação docente no Brasil. Estudos em avaliação educacional, São Paulo, n. 47, p. 543-568, 2010.

# Who wants to be a teacher in Brazil?

## Distribution of career choices in end of high school exam



Source: ENEM, 2005.

# Who wants to be a teacher in Brazil?

## The USP case

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### Score differences among students entering teacher training programs and medical training at University of São Paulo (USP)

|                                | Education<br>(Elementary) | Math Education<br>(Middle and High<br>School) | Medicine | USP<br>(total) |
|--------------------------------|---------------------------|---|----------|----------------|
| Number of<br>incoming students | 180                       | 150   | 175      | 11.057         |
| Average score<br>(0-100)       | 35.3                      | 33.9  | 81.9     | 52.6           |
| Score Range                    | 29 - 62                   | 25 - 66                                       | 79 - 91  | 21 - 91        |

Source: FUVEST, 2010.

In: Leme, L. (2012). *Atratividade do magistério para a educação básica: estudo com ingressantes de cursos superiores da Universidade de São Paulo*

# Who wants to be a teacher in Brazil?

## – the USP case

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- 36% of the elementary school students and 45% of the middle and high school math education students who entered University of São Paulo (USP) in 2010 reported they would not have chosen a teaching program if they had a chance to get into a more selective program
- USP is the best and most reputable Latin American University according to the 2014 Times of Higher Education ranking.

## **2. What are teachers learning in their initial training?**



# Characteristics of **teacher education** programs in Brazil

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- More than 7,000 programs offered by a wide range of institutions across the country;
- Increase in distance learning and night-class courses, with students working day jobs, resulting in limited time to dedicate to their studies (i.e. distance learning increased from 1% of the enrollment in 2001 to 36% in 2012);
- Regulations focus on some formal aspects allowing for diversity in the quality of the programs.

# Teacher Initial Education in Brazil

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- More than 95% of middle school teachers completed higher education, but nearly one-fourth did not complete a teacher-education program;
- Only about 60% of teachers reported their programs included subject knowledge and classroom practice;
- Only half of teachers in Brazil report that the pedagogy for all the subjects they teach was included in their training;
- Teachers whose formal education included content, pedagogy and practical components for the subjects they teach report feeling better prepared than those whose formal education did not contain these elements.

# What are teachers learning in their initial training? The USP case

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## USP teacher education program required coursework

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| Year            | Foundation studies<br>(History, Psychology, Sociology, Philosophy) | Educational policy and organization of schools | Pedagogical content | Research (TCC) | Total<br>(non elective courses) |
|-----------------|--|--|---------------------|----------------|---------------------------------|
| 1 <sup>st</sup> | 10   | 0  | 0                   | 0              | 10                              |
| 2 <sup>nd</sup> | 1  | 3  | 2                   | 1              | 7                               |
| 3 <sup>rd</sup> | 0  | 2  | 3                   | 0              | 5                               |
| 4 <sup>th</sup> | 0  | 0  | 4                   | 0              | 4                               |
| <b>TOTAL</b>    | <b>11</b>  | <b>5</b>                                       | <b>9</b>            | <b>1</b>       | <b>28</b>                       |

## 3. Some policy challenges

# Challenges

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- Teacher candidate previous schooling (subject areas) is poor, placing a challenge to most teacher education programs (i.e. developing in-depth knowledge of the subject area and the capacity to make connections based on this knowledge);
- Great variety in the provision of teacher education and different paths to teaching makes it difficult to coordinate and align a new vision of the teaching profession with a type of training that reflects this vision.

**Thank you!**

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