

LEMANN DIALOGUE 2014

Comments on panel 1 presentations

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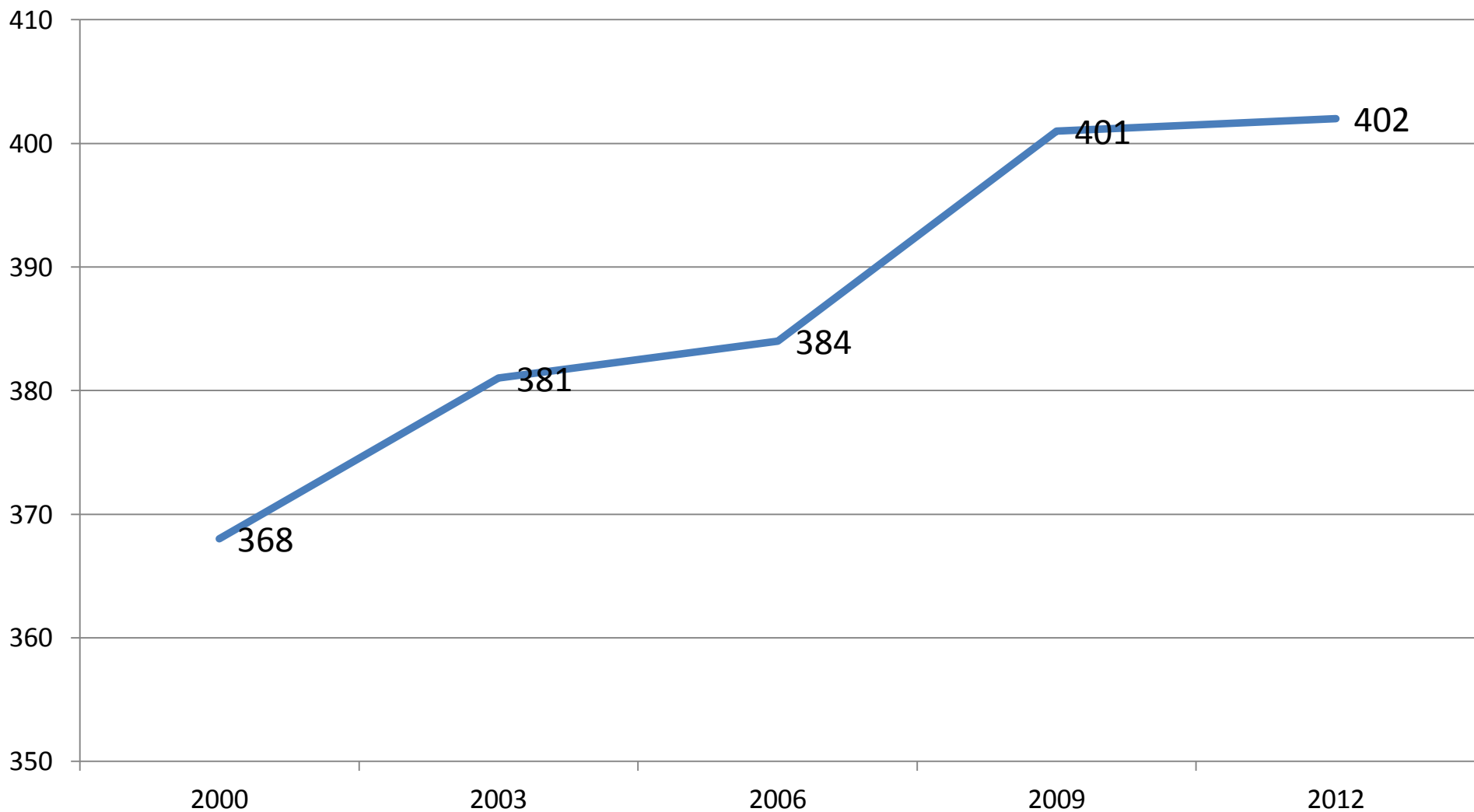
IPEA and UFBA

Key points from presentations

- **Levin:** educating for adaptability; training is becoming more “general” for industry rather than specific for firm; government pays, industry association train, certify, retrain, recertify.
- **Murnane:** information-processing type of education is no longer suitable – computers do such tasks much better. Learning experiences must focus on new & unexpected problem-solving, proactivity, productive team work and effective communication in a wide range of settings.
- **Baer:** Brazil’s human capital problem: basic education performs badly, HEI are lowly ranked and concentrated in humanities & Soc Sci. Very few “centers of excellence”, low R&D, too many PhD in hard sciences working in banks.

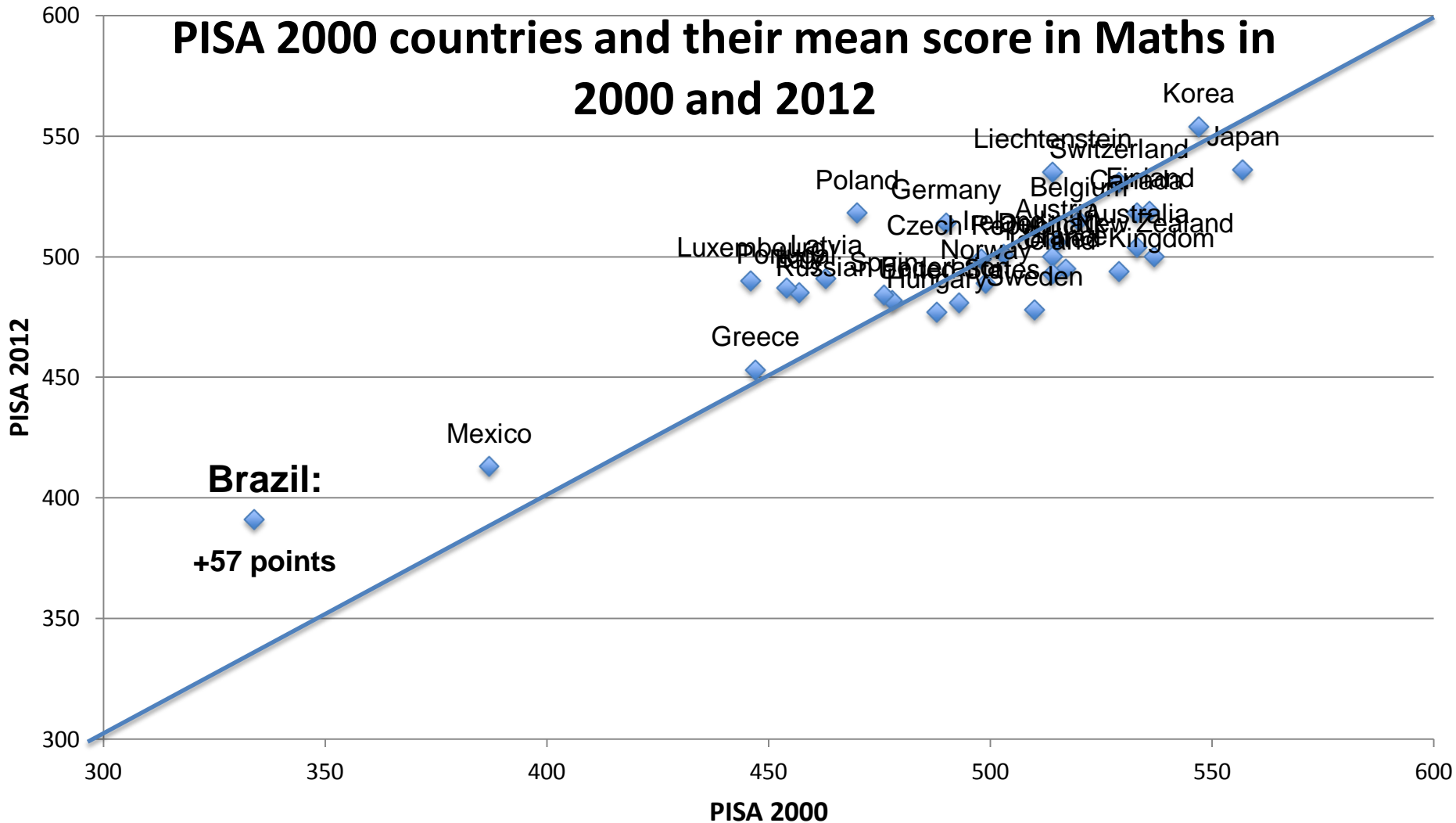
Basic education has been improving in Brazil...

Brazil's mean score (all three Pisa subjects)

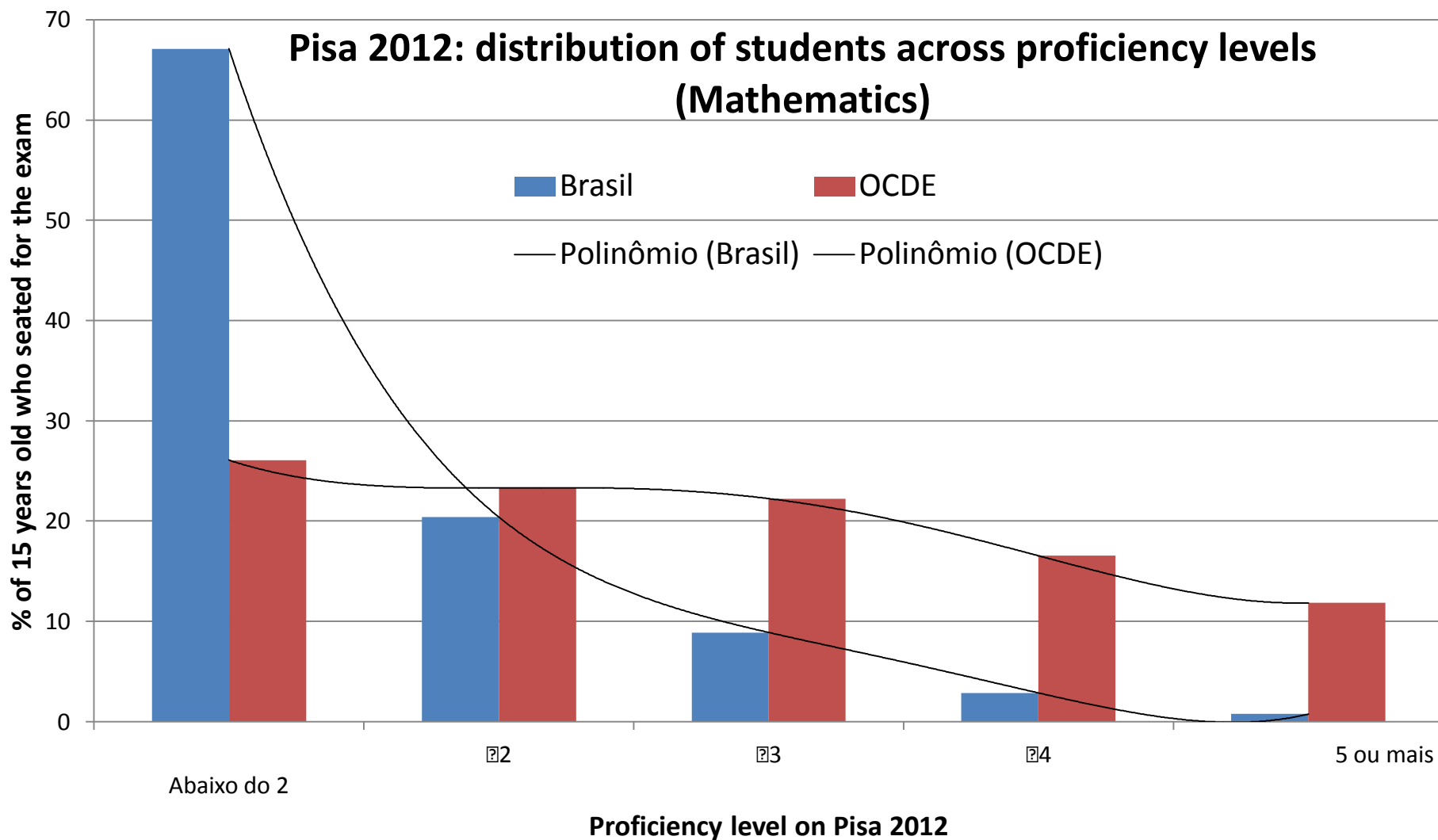


Pisa shows improvement, especially in Maths

PISA 2000 countries and their mean score in Maths in 2000 and 2012

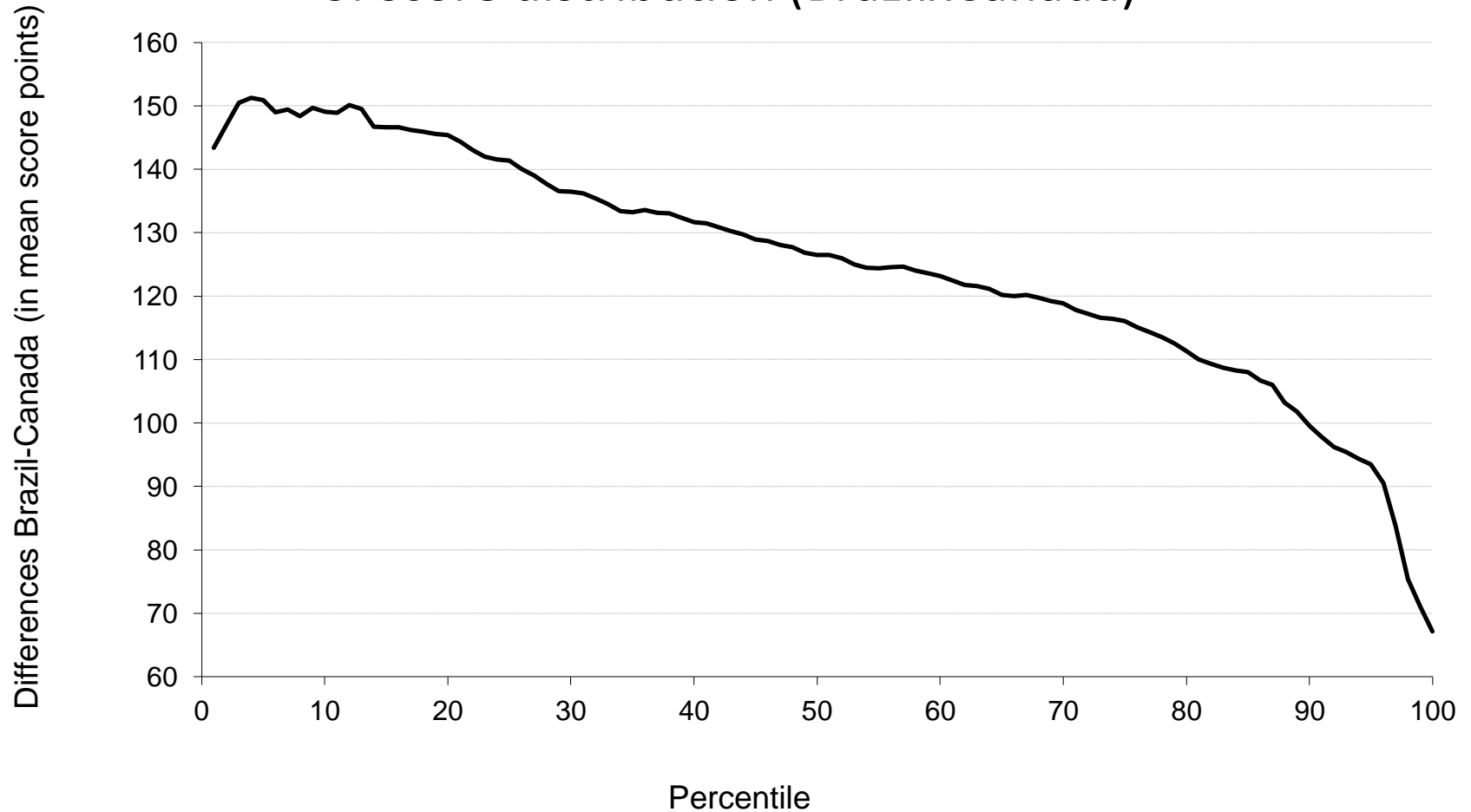


But most of Brazilian 15 years-olds are low performers



Even “top” students underperform in comparison to peers in advanced countries...

Differences in mean scores per percentile of score distribution (BrazilxCanada)



Challenges for basic education

- Educating for adaptability (as Levin states), i.e., acquiring skills in solving new problems, working productively in groups, and engaging in unscripted communication (as Murnane puts it) requires:
 - effective teachers;
 - curriculum innovations; and
 - a learning culture throughout society.

However...

- How to count with effective teachers and how to evolve to modern curricula and innovative teaching & learning approaches if:
 - in Brazil teachers are often low-paid, low-performers and low-motivated?
 - Their initial teacher training is poorly practical, strongly-focused on pedagogical theories, weakly-focused on the subject they will teach, highly ideologically-driven & (on top of all that) lasts 4-5 years?
 - On-the-job training is fragmented and rarely makes real connections to classroom routine?
 - Public school systems cannot fire bad teachers, generally lack school management skills and rarely knows how to translate increasing resource availability in effective teaching & learning?
 - Teacher Unions and Colleges tend to be resilient to change?
 - Society is still poorly engaged in the educational debate?

In spite of difficulties...

- Even small & poor municipalities know already how to access multiple resources, especially from federal programs – although most of them still need to learn how to put these all together in an efficient and effective manner;
- There are plenty of good practices spread across the country – although they are usually too dependent upon the effort of specific school personnel and/or external partners;
- Society's engagement in educational matters seem to be increasing.

Few possible policy recommendations for the short run

- **Focusing federal technical support to state & municipal school systems in tools to improve efficiency and effectiveness in the usage of available resources – there is room to rationalize and achieve better results, especially with on-the-job teacher training initiatives.**
- Federal government to increase effort on identifying and giving support to good practices, aiming to institutionalize them in the settings where they proved to be effective as well as using them as potential benchmarks for other contexts.
- Strengthen public campaigns on the importance of education, and on the importance of engaging in school & educational matters.

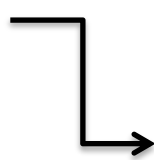
Possible policy recommendation for the horizon of PNE 2020-2030

- Change the Brazilian Constitution to allow public school systems to hire mainly *celetistas* teachers and be able to fire them
 - *A federal teacher-customized “unemployment insurance” could be implemented in parallel*
 - *No longer automatic permanent jobs in public school systems – that would rather be a possible achievement in a well-designed career plan*
- Implement a national teacher exam designed to certify and recertify teachers
 - *Public and private school systems would hire from the pool of previously certified teachers*
 - *Certified teachers can apply to new positions at any point and move to better jobs*
 - *Those teachers who are fired too often should need to be recertified*
 - *Government to intervene in those public systems unable to retain certified teachers*
 - *Exam would be opened to anyone who completed a tertiary degree*

Possible policy recommendation for the horizon of PNE 2020-2030

- Implement a large-scale national scholarship program for teacher training
 - *A number of Capes scholarships could be offered to certified teachers to complete a on-the-job training tutored by accredited teacher colleges*
 - *High number of CNPq and Capes scholarships are currently available for master & PhD program; Capes could redirect its scholarships to this teacher training initiative*
 - *This on-the-job training scheme could be the first teacher position for those certified teachers without previous pedagogical training*
- Attractive career plans for certified teachers
 - *Public education systems joining this certification scheme should be committed to meet well-known salary increase targets*
 - *Federal government to provide add-ons for best-performers, as well as attractive complementary packages for those accepting hard-to-fill teaching positions*
 - *Temporary contracts could be mostly replaced by recently-certified teachers holding Capes scholarships*

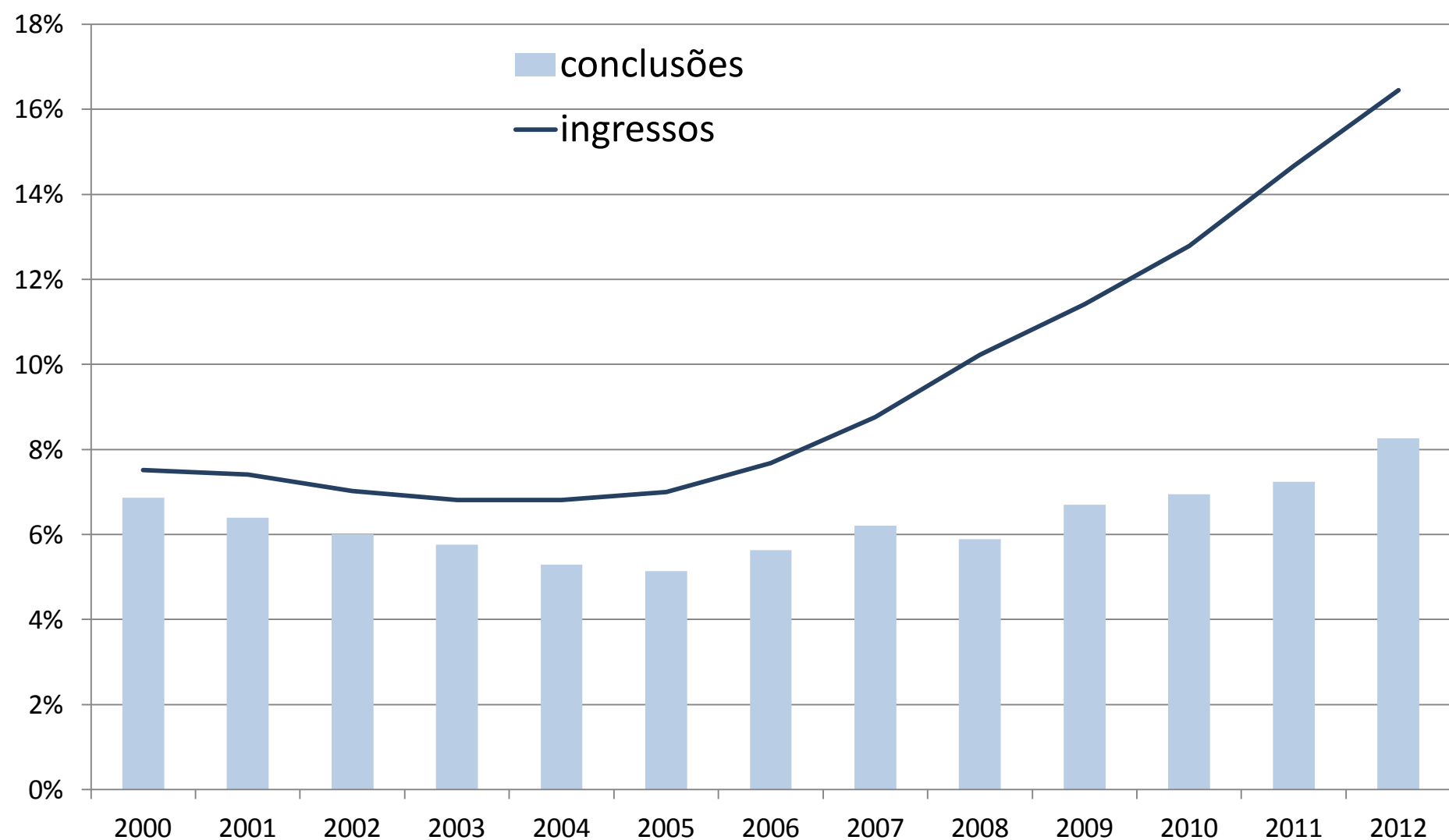
Occupational training

- Because training is becoming more “general” for industry rather than specific for firm + firm competes for talent + workers tend to resist to pay for general training  Government pays, industry associations train, certify, retrain, recertify.
- That is the idea behind the PRONATEC.

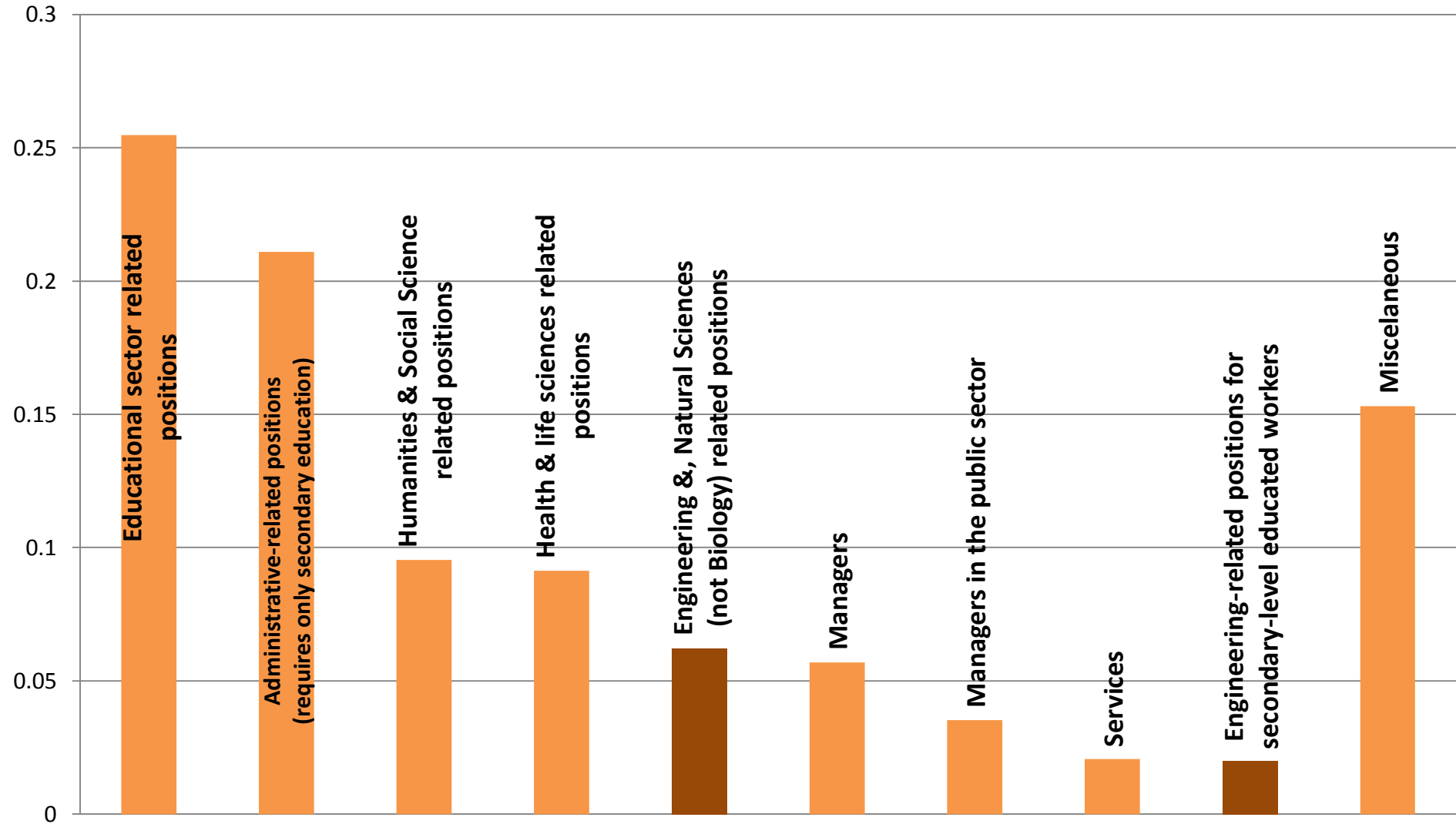
Some highlights concerning higher education in Brazil

- Brazil still produces very few graduates: in 2011, only 11.6% of 25-64 years-old Brazilians hold tertiary degree (against 31.5% in OECD countries).
- Degrees were historically highly concentrated in Management, Pedagogy and Law majors.
- They still are, even considering the recent boom observed in the engineering, manufacturing and construction (EMC) area.
- Low economic growth may soon reverse this trend.
- Even after years of higher economic growth, workplaces for degree-holders were still demanding relatively few engineering-related professionals.

The recent engineering-degree “fever” in Brazilian HEI: entrances & conclusions in EMC degrees as a % of entrances & conclusions in all tertiary degrees



Distribution across types of positions of the Brazilian workers with tertiary degrees - 2012



Comments on Baer's recommendations

- Restructuring public educational sector
- Creation of centers of excellence
- All graduates of public universities, which are free, are obliged to do one year of “social service”
 - Educational reforms need long negotiation with Legislative
 - Court decisions may reduce the impact of reforms
 - It would be desirable to reproduce IMPAs and ITAs across the country, but even if institutionally possible, the extent of such policies would be bounded by the low achievement of those completing basic education
 - Reproducing EMBRAPAs is perhaps less challenging than reproducing ITAs, but it may alongside require aggressive policies to attract qualified workforce from other countries
 - Compulsory social service demands a too-costly control apparatus; an income-contingent loan scheme may work as a better way to make graduates pay for their studies at public HEIs – and this recovered costs could be used to invest in “centers of excellence”

THANK YOU!

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