The outlook of education in Brazil and the 21st century challenges to leaders

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The tragedy

Brazil has 14 million children and adolescents under the age of 17 out of school. Only 15% of children under 3 years of age have access to daycare.
The tragedy

<table>
<thead>
<tr>
<th>Basic School</th>
<th>Public school</th>
<th>Private school</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>4,123,778</td>
<td>478,966</td>
</tr>
<tr>
<td>2a</td>
<td>3,866,676</td>
<td>450,613</td>
</tr>
<tr>
<td>3a</td>
<td>3,617,707</td>
<td>443,193</td>
</tr>
<tr>
<td>4a</td>
<td>3,590,858</td>
<td>429,817</td>
</tr>
<tr>
<td>5a</td>
<td>4,103,182</td>
<td>414,701</td>
</tr>
<tr>
<td>6a</td>
<td>3,486,708</td>
<td>394,412</td>
</tr>
<tr>
<td>7a</td>
<td>3,030,895</td>
<td>378,336</td>
</tr>
<tr>
<td>8a</td>
<td>2,763,901</td>
<td>371,928</td>
</tr>
<tr>
<td>Completing BS</td>
<td>2,131,957</td>
<td>339,733</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secondary school</th>
<th>Public school</th>
<th>Private school</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>3,273,534</td>
<td>378,369</td>
</tr>
<tr>
<td>2a</td>
<td>2,430,942</td>
<td>342,025</td>
</tr>
<tr>
<td>3a</td>
<td>2,103,155</td>
<td>338,678</td>
</tr>
<tr>
<td>Completing SS</td>
<td>1,556,545</td>
<td>302,070</td>
</tr>
</tbody>
</table>

Entrants Superior Education | 335,767 | 1,417,301 |
Completing SE               | 183,085 | 553,744 |

Source: MEC/INEP 2008
The tragedy

Finland has the best primary school, between 57 selected OECD countries.

Source: PISA/OCDE 2006
The tragedy

Brazilian schools are in 4th place in Math, 9th place in Reading, 6th place in Science, only from the bottom up.

They are among the worst!

Source: PISA/OCDE 2006
The tragedy

Only 782 schools in Brazil (1.2% of total) reached an average of 6, good performance in education, according to the OECD.

<table>
<thead>
<tr>
<th></th>
<th>Primary school</th>
<th></th>
<th>Secondary school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st to 4th grade</td>
<td>5th a 8th grade</td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>4,0</td>
<td>3,5</td>
<td>3,2</td>
</tr>
<tr>
<td>Federal</td>
<td>6,2</td>
<td>6,1</td>
<td>5,7</td>
</tr>
<tr>
<td>State</td>
<td>4,3</td>
<td>3,6</td>
<td>3,2</td>
</tr>
<tr>
<td>Municipal</td>
<td>4,0</td>
<td>3,4</td>
<td>3,2</td>
</tr>
<tr>
<td>Private</td>
<td>6,0</td>
<td>5,8</td>
<td>5,6</td>
</tr>
</tbody>
</table>

IDEB 2007 (MEC/Inep)
The tragedy

Brazil has more than 14 million illiterate youth and adults (10% of the population).
The tragedy

If we maintain the current pace of literacy, Brazil will only be free of illiteracy within 17 or 18 years.
The tragedy

In 2008, Brazil invested just over R$3 per day for each student enrolled in primary education.
Brazil has the 7th largest GDP in the world, but occupies the last place in the ranking. OECD analyzed the investment in education in 32 countries.
The tragedy

The situation of the schools reflects the low investment:

- 5.5% of students from 1st to 4th grade study in schools without electricity
- 38% have no access to library
- 77.2% are enrolled in schools without Internet.
The tragedy

One third of students in the 4th grade have the knowledge concerning the content of the 1st grade. (MEC, 2008)
The tragedy

85.7% of students who had concluded elementary school in 2007 knew less than they should. (UNESCO, 2008)
The consequence - aparthation

In Brazil, the richest 10% have an average income 57 times greater than the poorest 10%. (*Human Development Report, 2009*)
The consequence - apartation

First-aid Post at Mandaqui, SP

Hospital Monte Sinai at Juiz de Fora, MG
The consequence - apartation

Bust station at Goiânia

Airport at Recife
The consequence - apartation
What to do?

1. To transfer to the Federal Government the responsibility towards the Basic Education (primary and secondary)
2. To create a National Teaching Career
3. To create the Federal Program for Quality School for Integral Education in Full Time Schools
4. To carry out the Republican Revolution of Education across the country, by means of a Program called “City with Ideal Basic School”, in a 20-year period, by groups of cities
5. Set national standards for all Brazilian schools
6. To approve a Law of Educational Goals and a Law of Educational Responsibility
What to do?

7. To stimulate the valorization, provide good train, evaluate permanently, motivate constantly and demand respect to the Teacher of the traditional career
8. To implement a Network of Centers of Research and Development of Education
9. To improve the overall infrastructure of schools
10. To protect buildings and school facilities
11. To ensure universal attendance to school until the completion of secondary school
12. To create the Post-Basic Education – ensure universal Technical Education
What to do?

13. To promote full involvement of the university with Basic Education
14. To implement a Sequential Evaluation Program during the 3 years of secondary education, in replacement of the present university selection system – the “Vestibular”
15. To create the Federal Card of School Monitoring
16. To eradicate illiteracy in Brazil
17. To create a National System of Evaluation and Monitoring of Basic Education
18. To stimulate the involvement of families and the media in the Educational Revolution
What to do?

19. To establish a system of Educational Awards

20. Implantar o Sistema Nacional Público de Educação de Base, considerar a possibilidade de parcerias público-privadas e criar o PROESB To implement the National System of Public Basic Education, considering the possibilities of partnerships with the private sector and to create the PROESB

21. To resume the Program “Educa, Brazil”

22. The Pact for Excellency
The Educationist Movement

Space of superfluous consumption to be prevented by regulations of environmental protection

Upper boundary: unbalanced consumption

Social ascension ladder

Space of tolerated inequality, established by individual talent and persistence

Lower boundary: social protection net

Space of social exclusion to be prevented by social policies
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