

Country profile prepared for the
Education for All Global Monitoring Report 2007
Strong Foundations: Early Childhood Care and Education

Brazil

Early Childhood Care and Education (ECCE) programmes

Compiled by:
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BRAZIL

Early Childhood Education and Care (ECCE) programs

A. GENERAL INFORMATION, STATISTICS AND INDICATORS

Starting age of compulsory education (if applicable):

According to the UNESCO Institute for Statistics (UIS) the compulsory education age range is 7-14 years.

1. ISCED 0 PROGRAMS (USUALLY, PRE-PRIMARY EDUCATION)

(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programs:

Pre-school education

1.2. Normative age group(s) covered by ISCED 0 programs:

4-6 years of age

1.3. ISCED 0 programs: statistics and indicators (*source: UIS*)

1.3.1. Enrolment:

	Percentage	Year
Gross enrolment ratio	67.5	2002/03
Net enrolment ratio	52.5	2002/03
Percentage of children entering primary education with previous preschool experience	...	

1.3.2. Enrolment ratio by age group, 2002/03 (percentage, also including the first years of primary education when applicable):

Less than 3 years of age	Age 3	Age 4	Age 5	Age 6	Age 7
0.3	4.8	26.1	54.3	67.1	16.6
			0.8(*)	15.6(*)	88.2(**)

UIS estimation. (*) Enrolled in primary education. (**) Primary education enrolment ratio.

1.3.3. Teachers, 2002/03:

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)
363,838	94

(...) Not available.

1.3.4. Funding:

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	11.25 (1999)

1.3.5. Main source(s) of financing:

Public: 73.8%

Private: 26.2%

(Source: PNAD/IBGE, 2003.)

2. OTHER ECCE PROGRAMS

(Generally preceding ISCED 0 programs)

2.1. National definition of other ECCE programs:

Day Care Centres (crèches)

2.2. Normative age group(s) covered by other ECCE programs:

0–3 years

2.3. Estimate number of children covered by other ECCE programs:

1,237,558 children (source: MEC/INEP, 2003)

B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMS (INCLUDING ISCED 0)

3.1. Legislation concerning ECCE:

Leis de Diretrizes e Bases da Educação Nacional, 1996
National Plan of Education, 2001

3.2. Official body/bodies in charge of supervision or coordination:

National Child Education Department, Ministry of Education (MoE)
State Education Secretary (Department of ECD)
Municipal Education Secretary (Department of ECD)

3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):

Pre-school education (early childhood education) is not compulsory and is offered in two types of institutions: day-care centres or equivalent institutions for children up to the age of 3 (nursery education); and pre-primary schools for children aged 4-6 years.

Pre-school programmes are basically run by the municipalities. Between 1988 and 1998, the participation of municipalities increased from 39.1% to 66.3%. In state-run institutions, on the other hand, there was a drop from 25.9% to 9.6%. This growing municipalization, as in the case of day-care programmes and literacy classes, results from the legislation that makes municipalities responsible for early childhood education. Municipalities must offer free early childhood and primary education and regulate the provision of early childhood education in private crèches and pre-school institutions.

The country has 28,055 day care centres, 48% of them are private. There are 94,741 pre-schools, 27.5% in the private sector.

3.4. Type of personnel involved:

In 1994, there were 274,500 teaching positions at the pre-school level, of which 72.8% were filled by teachers with teaching certificates (12.5% by teachers with degrees in higher education, and 60.3% by teachers with teaching certificates from secondary schools). The remainder of these positions was filled as follows: 0.9% by teachers with a higher education degree, although without a teaching certificate; 2.6%

by teachers with completed secondary education; 11.3% by teachers with completed primary education; and 12.5% by teachers who had not completed primary education. In 1999, about 22% of teachers had a higher education degree.

3.5. Type of staff training (requirements):

There is a national coverage programme named *Pró-infantil* which intends to reach at least 40 thousand of day care centres and pre-school teachers by the end of 2007.

3.6. Recent national policies and reforms:

In 1998, there was an important federal initiative aimed at creating the curricular requirements for early childhood education. The requirements were planned to give guidelines for consideration on a national basis with regard to aims, content and teaching guidance for instructors working with children from 0 to 6 years, taking into account various teaching styles as well as the child's level of development and the cultural and social diversity of the target population. This was the result of a wide-ranging national debate involving teachers and members of other professions who deal directly with children.

Currently priority is given to the strengthening family competencies, providing information for families of the children day care centers, pre-school and community-based institutions

3.7. Efforts targeted at vulnerable or disadvantaged children:

The Brazilian law guarantees that all the children should be enrolled in mainstream schools. Therefore there are 108,596 (data refer to 2004) disadvantaged children in day care centres and pre-schools, but 78% of them are enrolled in special schools.

One of the aims of the National Education Policy is to ensure regular ECD institutions for all the disadvantaged children.

3.8. Special projects/programmes aiming at expanding or improving ECCE:

There are no special projects aiming at expanding or improving ECCE, but there are national community-based projects trying to expand and give quality to ECCE, namely *Movimento Interforum de Educação Básica*—MIEB.

Currently there is a new proposal for funding concerning ECCE programmes which will result in the increasing of enrolment for this group.

3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programs

Pedagogical guidelines for pre-school education are defined at the national level and complemented by the states and municipalities, which formulate their own educational and curricular proposals.

3.9.1. Objectives and aims:

The objectives of pre-school education proposed in the national policy are as follows:

- to provide suitable conditions for the child's physical, emotional, cognitive and social development;
- to promote the application of children's experiences and knowledge, encouraging their interest in the process of the transformation of nature and in the dynamics of social life;
- to play a role in ensuring that the child's social interaction and relations will reflect the values of solidarity, freedom, co-operation and respect.

3.9.2. Learning areas and teaching-learning methods:

Not available

3.9.3. Average number of hours per week and average amount of weeks per year:

Not available

3.10. Any other relevant and pertinent information

Data from the 1999 School Census show a total of 831,978 children enrolled in day-care centres, mainly in municipality-run institutions (10,031 institutions serving 522,703 children); 8,297 private institutions served 292,174 children. The provision for this age group is very low, considering that there are more than 13 million children in the age group entitled to day-care services (0-3 years). Furthermore, only about 10% of the group served by day-care centres lives in rural areas.

In 1994, of a total of 9.9 million children between the ages of 4 and 6 years, 48% were in pre-schools, compared to 28.6% in 1985. Eighty-one per cent of children between the ages of 5 and 6 from families whose per capita income is above two minimum wages were in pre-schools, compared to only 37% of children belonging to poor families. In 1999, more than 4.2 million children were enrolled in pre-school (of whom: 87.1% in urban areas; 62.8% in municipality-run institutions; and 23% in the private sector).

[*Main Sources: National Report on the Development of Education, 2004. National Institute for Educational Studies and Research.*]

C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)

4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below:

Type of programme	Yes or No (note for each programme)	Please estimate the number of beneficiaries (if possible)
Parenting education through early learning centres and child care centres	Yes. This programme began in 2005 in a programme in partnership with the MoE and UNICEF. The name of the programme is “Strengthened Brazilian Family in Child Education”.	There are no figures as it is the beginning of a pilot project the MoE started with 70 municipalities in 4 states, mainly in Amazon area and in Semi-arid region.
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits	Yes	NA
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development	Yes	NA
As component of adolescent, livelihood or literacy programmes	NA.	NA.
Media broadcast, such as <i>Sesame Street</i> , with media for and with children	Yes	NA.
Other (please specify)		

Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).

Yes, there is a programme targeting specifically vulnerable and poor children particularly in the Brazilian Amazonian area and in the Semi-arid region that started in 2005 as a partnership between the MoE and UNICEF.

4.2. Is there a national-level system for monitoring children's development or school readiness prior to entering primary school?

No

4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted? If not, is there one under development?

Yes, there are some policies already accepted and others under development. A National Committee on ECD has been created in order to establish guidelines and goals for the National Education Policy.

[Information revised and additional data provided by UNICEF, December 2005.]