Towards Education for All

UNESCO-BRAZIL COOPERATION

FOUR MAIN INITIATIVES

United Nations Educational, Scientific and Cultural Organization

Ministry of Education

BRAZILIAN GOVERNMENT
In a world where 75 million children are still out of school and almost 776 million young people and adults are illiterate, some countries have been obtaining successful results in changing this reality and improving equal access to quality education for all. Brazil is one of these countries. It has almost achieved the universalisation of primary and lower secondary education and is strongly committed to the challenge of improving quality in education, whilst respecting the diversity of its population. In a country still characterised by expressive regional differences and social inequalities the Ministry of Education, together with UNESCO, has been developing innovative projects, achieving quality and obtaining concrete results.

This publication highlights four educational projects which are contributing to the improvement of Brazilian social indexes and may be used as a model by other countries striving to improve their education systems. The selected initiatives – Plan of Goals All Committed to Education (Metas Compromisso Todos pela Educação), Literate Brazil Programme (Brasil Alfabetizado), African History and Culture in the Basic Education Curriculum and Educational Planning and Management Course – are also successful experiences in international cooperation between the UNESCO Brasilia Office and the Brazilian government, through the Ministry of Education.

We hope that these actions will inspire other countries in pursuit of the international goals of quality education for all by 2015. UNESCO and the Ministry of Education are open and willing to exchange experiences with other nations which are following the same course, striving for a more inclusive and just society through education.
PLAN OF GOALS
ALL COMMITTED TO EDUCATION

Objective

Developed in 2007 with the aim of improving the quality of education in Brazil, the main challenge after the almost complete universalisation of primary and lower secondary education in the country, the All Committed to Education Plan brings together information, methodologies and instruments for developing medium and long-term policies aimed at Basic Education* (Childhood Education – 0 to 5, Compulsory Education – 6 to 14 and Secondary Education – 15 to 17).

Educational innovation

- The Education Development Plan (PDE, Plano de Desenvolvimento da Educação) was launched, aimed at ensuring universal quality in education, thus, meeting fundamental goals of the Brazilian Constitution, such as building a free and just society with solidarity; eradicating poverty and marginalisation, reducing social and regional inequalities, as well as discrimination. PDE has six pillars: a systemic view of education; territoriality; development; a regime which favours collaboration; accountability and social mobilisation.

- Basic Education Development Index (IDEB, Índice de Desenvolvimento da Educação), pioneering initiative of bringing together two important concepts for quality education in one indicator: school flow and average examination results. IDEB’s summarised results permit educational quality targets to be established for education systems.

- Establishing biannual performance targets for each school and school network, as well as providing technical support to all municipalities and states in developing and implementing a coordinated action plan with quality targets to be reached by 2022. The pass rate of 60% was established taking into consideration the pass rate in countries of the Organisation for Economic Co-operation and Development (OECD).

*Basic education in Brazil is made up of: (1) childhood education (educação infantil), offered in day care centres and pre-schools, until the age of five; (2) compulsory nine years of primary and lower secondary education (ensino fundamental), starting at the age of six; and (3) secondary education (ensino médio), final stage of basic education, which lasts for three years.
- Municipalities and states joining the All Committed to Education Plan, one of PDE’s most important actions aimed at improving basic education.

**UNESCO added value**

- Support the Ministry of Education in developing guidelines and instruments for executing and implementing the All Committed to Education Goals;

- Together with UNICEF, draft a document with information about the Plan’s development, involving aspects related to political decisions, technical actions and meeting educational demands of states and municipalities;

- Cooperation in designing instruments for diagnosing the situation of education in municipalities and developing the *Coordinated Action Plan* (PAR, Plano de Ações Articuladas);

- In addition to being part of the programme management group, the highest decision-making level of the plan, UNESCO continues to provide technical support and develop studies, which offer information and data for designing educational policies.

**Concrete results**

- *Coordinated Action Plan*, developed by most of the 5,568 municipalities and 27 units of the Federation, essential instrument for improving the quality of basic education;
• Shared planning and management between the federal, state and municipal government and greater collaboration between municipalities and states in defining actions and targets to be met;
• IDEB enables more transparency and social control by families and other social players, favouring quality education;
• The All Committed to Education Plan contributes with information and data to Ministry of Education’s planning, directing programmes according to the demands of states and municipalities;
• Wider dissemination of the Ministry of Education’s actions;
• Contributing to a more equitable distribution of federal government resources and educational opportunities.

Lessons learned
• Increasing the possibilities of mobilising society in favour of education due to the fact that IDEB may be compared at the national level, as well as assigning value to the most important results: learning and school flow;
• Based on this indicator, it is possible to identify schools or school networks with low performing students and to support them technically and financially, thus, improving quality in education.
2.
LITERATE BRAZIL PROGRAMME

Objective

The Literate Brazil Programme (PBA, Programa Brasil Alfabetizado) was launched in 2003 in the whole country. Its goal is to universalise literacy for adults and young people over 15 years of age. The Programme, conducted in partnership with UNESCO, aims at triggering the interest of young people and adults in continuing their primary and secondary education, offering them a chance to raise their level of schooling.

The states and municipalities are partners of the federal government and receive financial resources for covering such costs of literacy activities as teacher training, purchase of school material, food and transport.

Educational innovation

• Making adult and youth literacy a priority in the country’s educational agenda, making it one of the core strategies in the Ministry of Education’s new policy;

• Broadening the concept of literacy which has come to be understood not as the finishing line but as the gateway to schooling and the continuing education process;

• Integration of PBA with other public policies aimed at the inclusion of historically excluded social groups;

• Enhancing and strengthening the Programme by implementing actions such as: the use of a class coordinator, increasing the value of grants, inclusion of cognitive tests to verify the level of literacy at the beginning, thus, facilitating the identification of literate students on concluding courses; reinforcing continuity and sustainability;

• The National Literacy Textbook Programme was developed and reading books distributed to new readers who participate in the Programme.

UNESCO added value

• Joint work with the Ministry of Education at the technical and administrative level for goals of the Literate Brazil Programme to be
achieved, involving anything from project development to administrative requirements aimed at its execution.

- Partnership with the Prison Education Programme (Programa Educação nas Prisões), which allocates resources for the training of teachers and managers, as well as for putting together a small library.
- Technical cooperation with a funding programme for higher, vocational and technological education projects, with the aim of offering continuing education courses for young people and adults.

Concrete results

- Priority 1,928 municipalities with illiteracy rate of 25% or more catered for, with a view to ensuring the continuity of education for literacy students;
- In its initial phase, the Programme mobilised 188 partners, supported 2,729 municipalities and 1,668,253 literacy students, investing R$ 162,123,470. Between 2004 and 2006, 5.2 million literacy students were catered for. In the first three years, resources reached half a billion reais. In 2009, it is estimated that another 1.6 million literacy students will be reached.

Good practices

- The Grade A Citizen (Cidadão Nota Dez) Programme, from the State Secretariat of Development of the Valleys of Jequitinhonha, Mucuri and...
North of Minas Gerais State, has benefitted over 300 thousand people, teaching 132 thousand young people how to read and write, trained 1,880 partners, reaching 198 municipalities;

- The Lesson for Life Programme (Programa Lição de Vida), from the Municipal Administration of Recife, in the State of Pernambuco, has benefited around 20 thousand people, among young people and adults. In 2009, 7,000 people will be taught how to read and write;

- Youth and Adult Literacy Programme from the Municipal Secretariat of Education in Unaí, which mobilises students through publicity in local churches, TV and radio stations, and has already catered for 1,824 literacy students.

**Lessons learned**

- The programme’s initial design showed the need for liaising and maintaining a close partnership with government entities, in order to optimise literacy actions for young people, adults and the elderly;

- Implementation of the Literate Brazil System (SBA, Sistema Brasil Alfabetizado) made the management of the Programme more efficient with the availability of accurate and up-to-date data;

- It is necessary to reinforce the quality and relevance of contents to reduce drop out rates, as well as creating new opportunities for continuing studies, favouring sustainability of learning.
AFRO-BRAZILIAN and AFRICAN HISTORY and CULTURE in the BASIC EDUCATION CURRICULUM

Objective
With the objective of aiding in the institutionalisation of Law 10.639/03, which makes the teaching of Afro-Brazilian and African History and Culture compulsory in primary and secondary schools in the country, UNESCO is working with the Ministry of Education to develop instruments and materials which allow for new educational offers, based on the awareness and value given to the important contribution of African and Afro-Brazilian history and culture to the national social formation.

Educational innovation
• For the Brazilian educational policy, the change made to the National Education Guidelines Law (Law 9.394/1996) by Law 10.639/03, meant a profound rupture with pedagogical positions which do not acknowledge ethnic-racial differences, part of the country’s historic background;
• Promoting ethnic-racial diversity in Brazilian schools by acknowledging the participation of African culture in all fields of Brazilian educational policy and at different education levels and modalities;
• Approval of law which makes the teaching of these contents compulsory in basic education puts Brazil in a privileged position in relation to other countries, including African countries.

UNESCO added value
• Focus on priorities established by the United Nations Development Assistance Framework (UNDAF/2007-2010) for Brazil, with emphasis on gender and racial equality;
• Establish the status and the conditions for the implementation of Law 10.639/03 four years after it was enacted, through a workshop on the theme held in 2007 with core social players, with a view to contributing to the process of institutionalisation of the law;
• Technical cooperation with the Ministry of Education to develop a proposal for an Implementation Plan for Law 10.639/03, with a view to contributing to the driving role played by educational policies from the Ministry, as well as making the process of institutionalisation of the law effective;

• Disseminating knowledge on the History of Africa, by translating into Portuguese the UNESCO General History of Africa Collection, published in the 80s and written over 30 years by more than 350 experts under the direction of an international scientific committee made up of 39 intellectuals, of whom 2/3 were African;

• Conduct research on “Pedagogical Practices in Education on Ethnic-racial Relations”, with the Federal University of Minas Gerais, about experiences in implementing Law 10.639/03.

Concrete results

• On May 13, 2009, the Ministry of Education and the Special Secretariat for the Promotion of Policies in Racial Equality (SEPPIR, Secretaria Especial de Políticas de Promoção da Igualdade Racial) launched the National Curricular Guidelines Plan for Ethnic-racial Relations in Education and for teaching Afro-Brazilian and African History and Culture;

• Participatory methodology for developing the Plan and already existing targets, which allow for more involvement and social control;
• Revision, updating and translation into Portuguese of UNESCO General History of Africa Collection funded by Ministry of Education.

Lessons learned

• Ratification by Brazil of the UNESCO Convention against Discrimination in Education (1960) and the Durban Declaration and Plan of Action (2001) were essential for acknowledging “institutionalised discrimination”, which has as its main victims, afro-descendants and indigenous peoples. Such legal frameworks contributed to the structuring of Laws 10.639/03 and 11.645/08, which address education in ethnic-racial relations by teaching the history of Africa, as well as Afro-Brazilian and indigenous culture;

• The participatory planning methodology used for developing the National Plan for Education in Ethnic-racial Relations, as well as for teaching Afro-Brazilian and African history and culture, showed the importance of calling upon different social players to design strategies and establish targets. The continuity of this work in each region relies on Forums on Diversity in each location working to the best of their capabilities, particularly in the social control of educational policies;

• The National Curricular Guidelines Plan for Education in Ethnic-racial Relations and for teaching Afro-Brazilian and African History and Culture is the finishing line of a movement which became more vigorous in the 80s, and constitutes the starting line as far as including an ethnic-racial focus in public educational policies. This depends on investment, as well as initial and continuing training policies for teachers, managers, administrative staff, curricular policies, pedagogical materials, among others.
EDUCATIONAL PLANNING and MANAGEMENT COURSE

Objective

Brazil’s federative characteristics, in addition to the successive changes in the Brazilian education system, present important challenges to the complex management of Latin America’s biggest education system. In this context, at the beginning of 2007, the Ministry of Education launched the Education Development Plan (PDE), which provides technical and financial support to states and municipalities in reviewing their educational planning processes and developing new management tools and methodologies.

In order for activities planned in PDE to be conducted, essential for achieving the goals of Education for All (EFA) in Brazil, the management capacity of the technical teams involved at the different government levels (federal, state and municipal) needs to be strengthened.

Through its long experience in international collaboration with educational policy management bodies, as well as its technical knowledge on the reality of Brazilian education, the UNESCO Brasilia Office identified training needs in educational planning and management for technical teams in educational agencies.

Based on these demands, UNESCO Brasilia, together with the Ministry of Education and the UNESCO International Institute for Educational Planning (IIPE), based in Buenos Aires, developed the Educational Planning and Management Course, tailored to meet Brazilian needs.

Educational innovation

- Comparative view on educational policies in Brazil, comparative policies in Latin America and international benchmarks in educational planning and management (concepts and methodologies);
- Integration of technical contents of educational planning and management with core themes of the agenda of Brazilian and Latin American educational policies;
• Analysis and discussion of relations between the sectors that make up Ministry of Education’s organisational structure and its autonomous administrative agencies, encouraging communication between the Ministry’s different technical teams.

**UNESCO added value**

• Contribute to improving planning processes for Brazilian educational policies, increasing capacity in management, development and evaluation of educational programmes and projects, as well as designing strategies for actions in local and regional communities;

• UNESCO’s international experience in developing knowledge, techniques, and management and operational instruments for use in specific social, economic, cultural and political contexts, was essential for the success of this endeavour;

• Political and technical knowledge in UNESCO Brasilia Office of Brazilian educational policies and reality, acquired by collaborating with those management bodies responsible for Brazilian educational policies (Ministry of Education, State and Municipal Education Secretariats) since 1964;

• Strengthening national capacities for quality in education.
Concrete results

- Capacity-building of 55 permanent staff in the Ministry of Education for planning and managing educational policies, programmes and projects;
- Technical teams from the Ministry of Education and its autonomous administrative agencies working closer together, so as to have an overview of all the Ministry’s actions and a better understanding of workflows;
- Based on the evaluation of the course’s results, the Ministry will offer this training opportunity to new groups.

Lessons learned

- In order to guarantee the success of the experience, it is essential to ensure the real commitment of local partners, carrying out a rigorous survey of the country’s educational policy needs and agenda, so that training proposals, which may have a real effect on local reality can be presented;
- It is essential to promote dialogue between concepts and experiences presented by UNESCO professionals (national and international) and policies, programmes and projects developed by local partners. In this way, State-Members may benefit from the knowledge acquired by UNESCO through its offices and specialised institutes.
For further information on these initiatives:

Ministry of Education
http://portal.mec.gov.br

UNESCO Office in Brazil
http://www.brasilia.unesco.org/areas/educacao

UNESCO International Institute for Educational Planning
http://www.unesco.org/iiep

Other successful projects of UNESCO-Brazil cooperation:

Open School
http://www.frnde.gov.br

Preventive Education in HIV/AIDS
http://www.brasilia.unesco.org/areas/educacao/areastematicas/edaids/educacaopreventivaHIV-Aids

Sixth International Conference on Adult Education
http://www.unesco.org/pt/confinteavi/