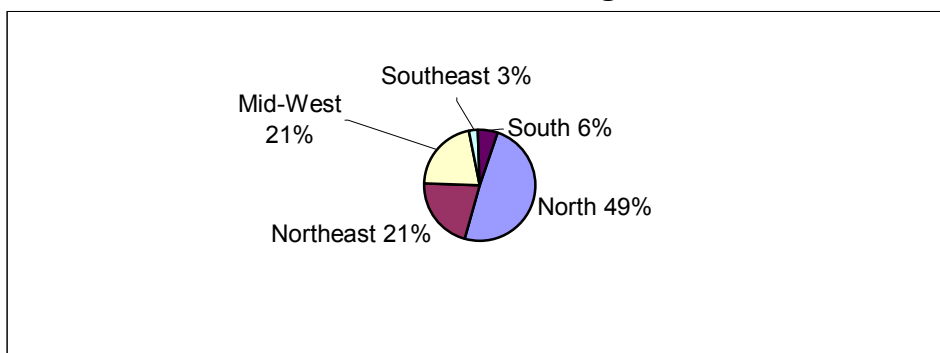


Data and Indicators of Indigenous School Education

Data from the 2003 School Census indicate the existence of 2,079 schools operating in indigenous territories, attending about 150,000 pupils. These schools employ about 7,000 teachers, 85% of them indigenous people. There are 993 schools directly linked to State Secretariats of Education. The rest, mainly those in the states of Mato Grosso, Grosso do Sul, Amazonas, Pará, Paraná, Bahia and Paraíba, are maintained by the Secretariats of Education of 165 municipalities. There are also some schools linked to special projects such as the Eletronorte projects and to some religious bodies. These schools appear in the School Census as 'private schools'.

Figure 6

Distribution of indigenous students in Brazil (%)

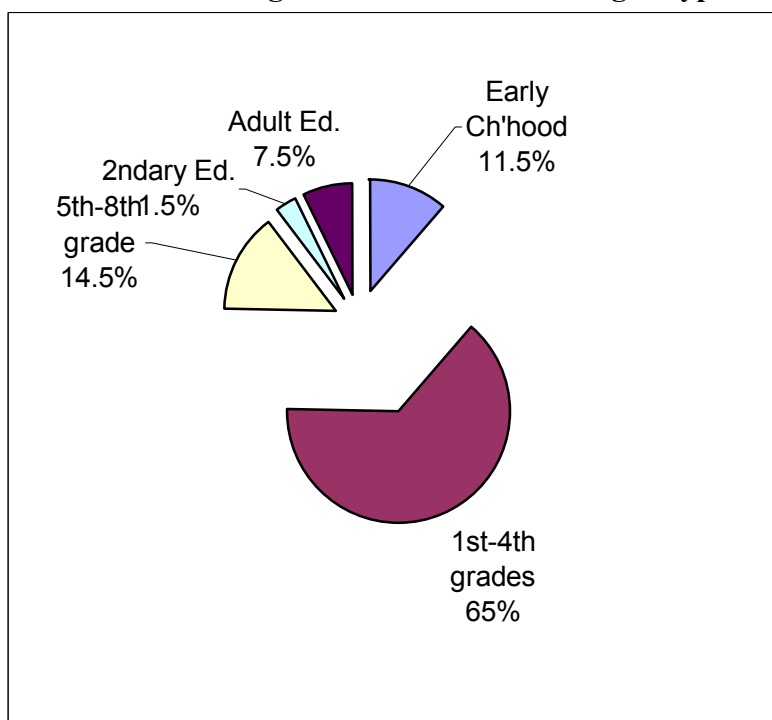


Source: INEP 2003

We should examine at this point the discrepancy between the number of pupils enrolled in the first phase of primary education and those who have access to subsequent phases. While we have 65% of pupils in the 1st-4th grades, 14.5% are in 5th-8th grades and only 1.5% are in the secondary education offered in indigenous schools.

Figure 7

Indigenous students according to type/level of education (%)



Source: INEP 2003

Within this educational process, which is in itself discontinuous, certain problems affect the young people and their communities. Seeking to continue their studies in the second phase of primary school, many go to the towns near the schools and stay there during their schooling period, which means they lose touch with the life of their community during an important phase of identity-building, no longer taking part in rites of passage and entry into the productive, social and cultural life of the community. In an attempt to accompany their sons and daughters in the continuation of their schooling, whole families have moved to the towns, which interferes with indigenous socialisation and has an effect on productive activities. The period young people spend in the towns – many carrying on to 5th-8th grade studies – has resulted in serious problems for themselves and their communities. Exposure to the risks of becoming involved in chemical dependency and alcoholism, prostitution, early pregnancy and infection with STDs/AIDS go together with indigenous schooling outside the villages. As a result, communities have asked the education authorities to install complete primary education in the villages so as to ensure a process of teaching and learning that will conform to the requirements of identity-building and sustainability.

The data given show the challenge of providing high-quality basic education in indigenous territories within the context of the needs and interests of those communities and avoiding children and young people having to expose themselves to serious risks as they try to continue their studies.

Ministry of Education Actions to Help Indigenous School Education

The main actions of the Ministry of Education to ensure the provision of high-quality school education are the following:

- Specialist and financial support in running special courses in initial and in-service training for indigenous teachers.
- The production of special teaching materials in indigenous languages, bilingually or in Portuguese. Books, posters, illustrations and other materials produced by indigenous teachers are published with MEC financial assistance and distributed to indigenous schools.
- Political-pedagogic help to education systems in order to increase school provision in indigenous lands.
- The promotion of Indigenous Community Supervision. MEC is developing, together with FUNAI, training courses to teach indigenous teachers and leaders to exercise community supervision over the means of financing public education as well as over the execution of various activities and programmes for encouraging indigenous school education.
- Financial help in the construction, repair or enlarging of indigenous schools. Increased provision of school education and the growth of the indigenous population require the expansion of physical capacity in indigenous lands.
- School education related to territorial aspects of indigenous life. Many indigenous peoples have land in more than one Unit of the Federation. MEC is promoting links between the various teaching systems so that a single indigenous people may have school education policies that fit their needs regardless of state/municipality administrative divisions.
- Help for the Teaching Systems. MEC offers specialist help to State Education Council and the indigenous school education teams of the State Secretariats of Education by promoting national seminars, regional meetings, working meetings at state level, analysis of projects, etc., with the aim of improving the management of school education programmes directed to the indigenous population. The running of school meals programmes, provision of textbook to indigenous schools, school transport, money direct to the school, are among the activities that are permanently monitored by MEC.
- Spreading knowledge about indigenous cultures. By broadcasting themed programmes and debates on the *TV Escola* and giving out textbooks, MEC is contributing to the spread of knowledge concerning indigenous topics and cultures as a way of combating ignorance, intolerance and prejudice in relation to the indigenous population.

- Research and diagnosis concerning the supply and demand of secondary education in indigenous territories. This initiative is an attempt to present data to formulate policies for indigenous secondary linked to access to special training courses at higher education level for indigenous teachers.

6.2 Primary Education in the Countryside

Profile of Education in the Countryside

Rural schools appeared late in Brazil and were not set up by the State. Until the beginning of the 20th century they were reserved for a select and privileged minority although Brazil was originally a mainly agricultural country. Thus, schooling in the countryside was always problematical in terms of staff available for teaching, infrastructure and physical space, geographical spread, working conditions, salaries, teacher training and contextualising school curricula within the daily lives of country people. Thus there was no tradition of forming special political and pedagogical directives to control how education should function and be organised in the countryside and there was also no financial contribution to set up and maintain high quality schools at all levels; the responsibility for caring for school building was dictated by the limitations and possibilities of community initiative, which meant that inappropriate or improvised structures were used as schools and that for a long period teachers' salaries were ridiculously low.

After the 1970s, society began to mobilise itself, fighting for social democracy and to make people aware of their rights so that various initiatives in the area of mass education (political education, leadership training, adult literacy, union and community training) began to be considered via a critical analysis related to an overview of school education and training for work. In the field of education this process was intensified by debate on the Law of Guidelines and Foundations of National Education (LDB), which proposed ways of bringing the school into line with life in the countryside and by means of the National Education Council's work in terms of specific legislation for rural education.

In spite of the intense urbanisation that has taken place in recent years, about a fifth of Brazil's population live in the countryside, that is, about 32 million people, who find themselves at a clear disadvantage both in terms of financial resources and schooling. Illiteracy rates in the countryside are very worrying, indicating that 29.8% of the adult population (aged 15 or over) cannot read and write. Among 10- to 14-year-olds, while 95% are attending school, more than 72% (i.e., 50% of the age group) are further behind in school than their urban counterparts. Among 15- to 17-year-olds, only 66% are attending school and 17.3% of them are still enrolled in the first grades of primary school.

Poor performance in basic education leads to an increase in drop-out and truancy rates for two reasons: the socio-cultural capital resulting from the age-old neglect of the rural population, reflected in the high levels of illiteracy and the quality of the education offered, which has become one of the priority areas for the social recuperation of this segment of the population.

Basic education in the countryside includes 50% of the country's schools. About half of these schools have only one classroom and only provide primary education from 1st-4th grades, which is equivalent to 15% of national enrolments. Schools are mainly small and have one teacher teaching all grades, with about 17 pupils in each one. Of these establishments, 93% belong to the municipal system. There are also private schools maintained by private businesses, NGOs, unions, associations and co-operatives that provide primary education from 1st-4th grades. In terms of resources available in rural schools, 21% have no electricity, only 5.2% have libraries and less than 1% have science laboratories, computers and access to the Internet. Teachers in rural schools, in

addition to having lower levels of qualification and lower salaries compared to the towns, suffer from problems of overwork, high turnover and difficulty in getting to work because of the state of the roads and lack of travelling expenses. In terms of qualification level, only 9% are graduates. The percentage of teachers whose own level of education is lower than primary school is 8.3%, which shows that there are some teachers who lack the minimum qualification to carry out their duties.

Support for education in the countryside

Throughout 2004, state-level seminars are being held on education in the countryside, attended by representatives of municipal secretariats of education and of social organisations, with the following aims:

- mapping the condition of rural education in each state;
- preparing participants with responsibilities in this area for the implementation of the Operational Directives for Primary Education in the Countryside;
- mapping the specific requirements of municipalities;
- setting up negotiation for the support of Countryside Education institutions;
- working out in a participative way proposals for support programmes for Countryside Education by the Ministry of Education.

6.3 Adult Education

Adult education in Brazil takes the form of a combined primary and secondary education. This means that it belongs to the basic education phase and is considered to be a right of every citizen, in an attempt to overcome a view that “there is a right age for learning” and introducing the idea of lifelong education.

In this way the Ministry of Education is working on three broad fronts in adult education: the initial literacy programme called “Literate Brazil”, adult education (EJA) at primary and secondary levels and actions in the area of vocational education for young people and adults.

Literacy Teaching in Adult Education

Set up in 2003, the “Literate Brazil” programme is an attempt to strengthen partnerships between government and organised civil society, on behalf of young people and adults who have not had access to education, and which are acting together to mobilise society in favour of literacy training. Seeing illiteracy as the result of social inequality in Brazil, and seeing education as an important element in overcoming this inequality, it is hoped to be able to ensure the right of access on the part of young people and adults to the first stage of literacy instruction, which should then extend to direct access to the whole of basic education.

The programme includes setting up joint actions between the Federal Government, states, municipalities, universities, private enterprise, NGOs, international organs and other institutions as a way of training, organising and empowering the nation’s efforts in literacy teaching and schooling as the basic rights of every citizen, independent of age. Linking the programme to adult education is an attempt to strengthen policies that promote the continuity of participation/presence of the young person and adult in the education system after the initial stage of learning to read and write. The aim of the programme is to reach the 16 million illiterate Brazilians aged 15 or over, by 2006.

In 2003 MEC approved 190 projects working with 1,966,165 young people and adults, spending a total of R\$176,012,127.38. The budget for the current year is R\$181,365,581.00.

For the literacy programme for young people and adults, a fixed sum of R\$120.00 per month, increasing to R\$7.00 per month per pupil trained, will be passed on to the organ or suitable body or partner. For the initial and continuing training segment, a fixed sum of R\$40.00 increasing to R\$10.00 per month per trainer, to a maximum of R\$120.00, will be paid.

Adult Education – Primary Education and Secondary Education

Primary Education

Compulsory free primary education is a right not only for children aged between 7 and 14, but also for all those over 15 years of age who did not attend school or were excluded from it. It is the duty of MEC to draw up political and pedagogic directives in an attempt to put this right into practice within a context of continuing education. Among the adult education programmes, one that stands out is called “Making a School”. Its aim is to support and broaden education systems to provide adult education in those pockets of poverty in Brazil where the majority of young people and adults who did not finish primary education are found. From this year onward a strong link will be created between the “Making a School” and the “Literate Brazil” programmes. MEC will provide technical and financial help to state and municipal governments to enable the continuity of schooling for young people and adults finishing the first phase of schooling. To this end the “Making a School” programme was extended in 2004. It now serves 1,790,119 students in the municipalities that were participating in 2003 as well as more than 13,869 literacy students enrolled in the “Literate Brazil” programme in 307 municipalities that did not previously belong to the scheme. Thus the two programmes are linked and plan joint actions at the three levels of government to give technical and financial support to state and municipal governments in broadening the provision of places for literacy students to continue their education.

In 2003, “Making a School” served a total of 2,015 municipalities in 23 states, working with 1,549,004 young people and adults and investing more than R\$387 million. In 2004, 2,322 municipalities in 26 states will be supported, with 1,920,998 students and an investment of R\$420 million. The money represents R\$250.00 per student enrolled in adult education, according to School Census data for the previous year.

Secondary Education

Secondary adult education aims, by continuing their education, to train citizens with the abilities to generate abilities and values that go beyond the formal area of schooling and help them to fulfil themselves and see others as human beings.

The work developed is based on an inclusive and meaningful education that seeks, above all, to respect differences and proceed in accordance with the students’ situation and needs. A different pattern of work is suggested to that found in conventional secondary education, in that adult education “because of its recuperative function, needs to be thought of as a teaching model that is appropriate to the aim of creating teaching situations and to satisfy the learning needs of young people and adults”.

Prior to 2004, thirty students over the age of 21 were taught in the area of Greater Florianópolis and the course provided 1200 hours of classes over three semesters, as is legally required.

Adult Education in the area of Vocational and Technological Education

The Federal Centre for Technological Education in Chemistry in Nilópolis in the State of Rio de Janeiro has been working in adult education since 1998, when the institution presented a project to

recognise the equivalence to primary level of basic education of the Alternative Programmes for Vocational Training concerned with raising schooling levels that had been run by institutions working in partnership with it.

Since then, CEFET Chemistry has been working in adult education in partnership with the National Confederation of Metalworkers on the organisations for integration with NGOs “Viva Rio”, CAMPO and CIEDs in the Teleclassrooms delivering primary education using the Telecourse 2000 methodology. Among the elements of CEFET Chemistry are academic monitoring, teacher training and the assessment and certification of students. Between 2001 and 2004, 300 young people and adults have benefited from the Integrate-Raising Primary Schooling Levels programme and 362 others have studied through the Integration/Raising Secondary Schooling Levels programme.

Since 2001, the Integration Programme has increased its activities in adult education, through a new partnership between CEFET Chemistry and the Urban Workers’ Union, with the Integration Programme, now provided in partnership with the Institute for the Quality of Society. Joining the raising of schooling levels to providing vocational qualification, CEFET Chemistry provided a Basic Entrepreneurialism Course in 2002 for all students in secondary education who were on the Integrate and Integration programmes. This course has now trained 51 young people and adults.

In 2004, with the inauguration of our Vegetable Processing and Bread-making Post, learning environments for the Vocational Course in Nutrition, adult education students were offered new courses for occupational qualifications in that area.

The CEFET Programme Integrated with the Multiplication of Knowledge/Quality of Life (CIMCO)

The CEFET Programme Integrated with the Multiplication of Knowledge/Quality of Life (CIMCO) is an institutional programme that has been operated since 1996 by the Paraná-CEFET-Pr Federal Centre for Technological Education in its units in Curitiba, Medianeira, Ponta Grossa, Pato Branco, Campo Mourão and Cornélio Procópio. The programme includes the institution’s social responsibility policy and develops activities aimed at promoting quality of life together with the external and internal community. Until 1999 it focused on AIDS/STD and chemical dependence prevention. Today the guiding principles are incentives to adopting activities for giving value to life, social/community commitment, community participation, contribution to increasing knowledge and developing citizenship.

Today, under the aegis of Quality of Life, Promoting Human Values and with its voluntary work, the CIMCO Programme is working to spread information concerning the labour market, citizenship, education and health.

Short training courses are run by CEFET-PR teaching staff and provided in all units as well as short courses for low-income or unemployed groups, to promote or reinforce a spirit of entrepreneurship based on training participants in the various disciplines of the units. From 2001 to 2003, a total of 49 training courses were offered.

Notable among these courses is the “Hope Project” which, through a partnership with the Foundation for Social Action (FAS) in Curitiba and the Committee of Bodies Fighting against Hunger and for Life (COEP-PR) has provided the opportunity for technical training for young people at risk aged between 16 and 25 in a Curitiba slum, in the Santa Felicidade Regional Nucleus.

The training of voluntary multipliers for the programme, is directed to providing knowledge about and information/updating on topics such as jobs, sexuality, the improper use of psycho-active

substances, DSTs, AIDS, adolescent pregnancy, homosexuality, dating and family, always focusing on the quality of life. In 2003, 115 multipliers were trained in seminars, workshops, courses, lectures, round tables, forums, etc.

In the Medianeira Unit, the “Wake up Project” involves interdisciplinarity between the areas of sociology, the aim of which is to prepare learners to be able to create their own citizenship and awake in them a sense of solidarity, and the Economics and Administration II course, which gives them a functional idea of social organisation and responsibility. At the start of the academic year students choose the APAE, Municipal Crèches, Old People’s Home and Secretariat for Social Action as places to develop their studies. They pay frequent visits to these institutions, where they plan a wide variety of activities, such as: games, music and dance; they prepare snacks relevant to each situation and requirement of the place they are in. This has been developing since 1998 and up to 2003 about 400 teenagers between 14 and 16 have passed through the programme.

With the aim of helping the Church Children’s Society in the municipalities of Medianeira and Serranópolis do Iguaçu, group therapy sessions on self-esteem, individual counselling and visits to low-income families have been carried in the area of sensitising, spirituality and respect for life, reaching a total of 6,085 people. The Western Unit of CEFET/PR is still developing the Community Action Project involving physical activity for the Elderly, Hypertense and Diabetics. Physical activity cannot solve the problems of the hypertense and the diabetic, but it can achieve a considerable improvement, including checking blood pressure in the classes and diabetes levels in the Health and Family Centre staffed by community workers, health assistants, nurses and doctors.

Table 21

Comparison of Cimco Actions, 2001-2003

DESCRIPTION	TOTAL		
	2001	2002	2003
Years	2001	2002	2003
No. of multipliers	252	176	290
No. of individuals benefiting	11,677	16,800	12,877
No. of talks given on quality of life	62	56	101
No. of training courses offered to low-income communities	8	10	31
No. of partnerships in special projects linked to external bodies	6	22	17

Source: SEMTEC 2004

6.4 Special Education

Challenges and Actions

As well as its ethnic and cultural diversity, a considerable proportion of Brazil’s population requires special attention from Central Government and especially from its education systems: the physically disabled.

According the 2000 Demographic Census carried out by the Brazilian Institute of Geography and Statistics (IBGE), disabled people make up 14.5% of the Brazilian population. That is, about 24.6 million people in the country have at least one of the handicaps listed in the Census questionnaire³

³ The Census, following the recommendations of the World Health Organisation and the United Nations, used the idea of perception in terms of the following conditions: permanent mental disability; physical disability, unable to see or having great difficulty in seeing; unable to hear or having great difficulty in hear; unable to or having great difficulty in walking or climbing stairs. We have not put a total in the ‘Occurrence’ column, as an individual may present more than one disability. So there are in Brazil 14,600,256 people with “at least one of the disabilities shown”. We should point out that the concept of visual disability used in the Census, based on international recommendation, is wide and includes problems that are correctable with spectacles or contact lenses.

which used the idea of limitation of activities to define the term. More than two million of those with at least one handicap are in the 12-20 age group.

Table 22

Disabilities in the Community

Disability	Occurrence
Visual	16,573,937
Motor	7,879,601
Auditory	5,750,809
Mental	2,848,684
Physical	1,422,224

Source: IBGE Demographic Census

At the turn of the 21st century, provision of special education increased. Enrolment of pupils with special educational needs in the stages and type of basic education, which had totalled 374,699 pupils in 1999, rose to 504,039 pupils in 2003⁴. What is more significant, however, is that the enrolment of these pupils grew proportionally more than overall enrolments in basic education and grew in relation to overall numbers.

Table 23

Growth of Enrolments 1999-2003 (Basic Education in General and Special Education)

Breakdown						Growth
	1999	2000	2001	2002	2003	1999-2003
Total Enrolment in Basic Education	52,945,474	53,634,486	54,362,501	54,716,609	55,265,848	4.20%
Enrolments of Pupils with Special Educational Needs	374,699	382,215	404,743	448,601	504,039	34.60%
Proportion of Special Education Enrolments in Relation to Total Basic Education	0.71%	0.71%	0.74%	0.82%	0.91%	12.80%

Source: School Census MEC/INEP 2003

In Brazil, the increased access of pupils with special educational needs to basic education resulted from various factors: social movements of those working for human rights and people with disabilities; changes in legislation and policies; a greater spread of information by public bodies and the media, and the activities of the Ministry of Public Affairs (Ministério Público). These pupils are increasingly being seen as having the right to an education.

⁴ Of this total, 49.9% have mental disabilities; 12.4% have multiple disabilities; 11.2% have auditory disabilities; 4.9% physical disabilities; 4.8% visual disabilities; 3.3% with behavioural problems; 0.3% are gifted, and 13.2% have other special educational needs.

In 2001 this process experienced two striking and simultaneous events. On 14th September of that year, the National Directives for Special Education in Basic Education – the first legal national and specific measure in favour of special education in Brazil – and the Inter-American Convention for Eliminating all Forms of Discrimination against People with Disabilities, were issued by the General Assembly of the Organisation of American States and came into force at the same time.

The National Directives indicated ways in which teaching systems should be organised to put inclusive education into practice: recognising the community’s requirements for special provision; re-defining teaching plans; training serving teachers, creating support teams; encouraging the use of sign language and Braille; making school buildings more accessible and increasing access to information and communication technologies. Their implementation became compulsory from 2002 and caused the mobilisation of public authorities at all levels.

The Inter-American Convention, also known as the Guatemala Convention, reinforced the commitment of society and the Brazilian State to the objective of the Republic enshrined in the 1988 Constitution to “promote the good of all, without prejudice concerning origin, race, sex, colour, age of any other forms of discrimination” and to the constitutional principle of promoting “equality of conditions of access to and remaining in school”. The Ministry of Public Affairs has been very active in defending non-discrimination in Brazilian schools and in access to work.

The present administration, which took power in 2003, has worked to broaden and improve the quality of statistical information concerning the requirements for specialised academic support in Brazil’s schools. To this end it has revised terms concerning disability in the School Census questionnaire and from this year will discover in which grades pupils with special educational needs are enrolled.

Table 24

Enrolments of Pupils with Special Educational Needs by Sector and Type of Provision

Type of Provision	Enrolled in Public Sector	Percentage Share in Public Sector	Enrolled in Private Sector	Percentage Share in Private Sector	Total	Percentage Share of Types of Provision
In Mainstream Classes in Mainstream Schools	137,185	94.5%	7,955	5.5%	145,141	28.8%
In Special classes or in Special schools	139,076	38.8%	219,823	61.2%	358,898	71.2%
Total Enrolment	276,261	54.8%	227,778	45.2%	504,039	100.0%

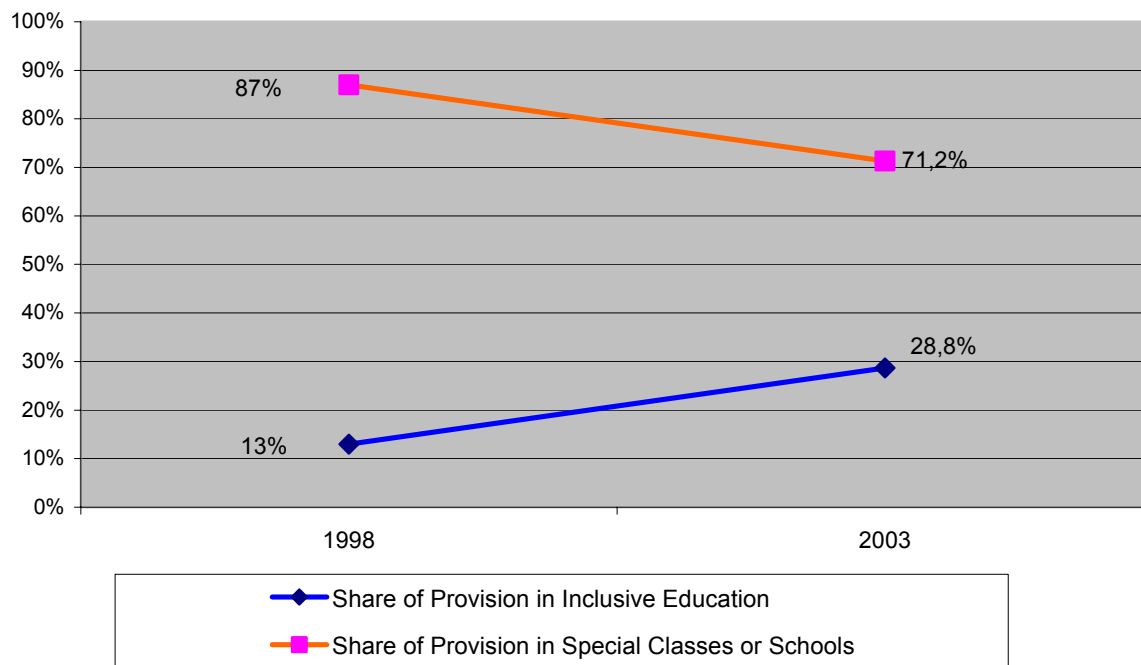
Source: School Census MEC/INEP 2003

Brazil’s state and municipal public education systems operate both conventional schools open to all, and special schools which pupils enter according to their disability. In the same way, in the private sector we have on the one hand, private schools that have regimes of inclusive education - learning together in the same classrooms – and on the other, bodies that maintain special schools in which only disabled children and young people study.

In Brazil’s public education system, which should be open to all, without discrimination, the idea of separated areas still prevails: special schools and special classes. One of the challenges the Brazilian government faces is to carry out the changes necessary for inclusive education to happen. This means giving a new incentive to a historical trend that carries with it a political option.

Between 1998 and 2003, Brazil significantly increased the participation of special needs pupils in classes with other pupils in ordinary classes in ordinary schools: from 13% of enrolments in 1998 (43,923 pupils) to 28.8% in 2003 (145,141 pupils). Inclusive education is on the increase in Brazil:

Figure 8
Increase in Provision for Pupils with Special Education Needs



Source: School Census MEC/INEP

In spite of this progress, the Government is aware of the challenges inherent in the process of change: there is resistance to be overcome in the country arising from fear, ignorance and prejudice; there are towns and schools that are not making a complete change; there are barriers that cause the pupil with special educational needs to fail to reach the highest levels of education – 91.5% of those enrolled are in the initial stages: early childhood education, literacy classes and primary education (both for children and for adults).

In addition, in many of Brazil's 5,560 municipalities, pupils with special needs are not enrolled in school. In 1998, only 49% of them had enrolled at least once; in 2003 the number was 71%. The role of Central Government in providing special education has resulted in little over 50% of enrolments, while the School Census shows that about 85% of Brazilian public schools are maintained by public money.

This picture indicates the importance of strategies that will reach Brazil's municipalities in an integrated way, not just to enrol pupils but mainly in order to organise services to generate inclusive education of high quality and without discrimination.

In this context, there are three main challenges to Brazilian government policy in the area of special education:

a) **QUALIFICATION:** Providing access on the part of teachers and educational managers to the necessary knowledge and methodologies to support pupils with special needs. The "Inclusive Education: The Right to Diversity" Programme is in the forefront of this effort: from 2003 to 2006 it will bring information and training to educational professionals and managers of public schools in municipalities all over Brazil. One of its directives concerns the collective production of Municipal Education Plans in the area of inclusive education. In addition, focusing on young people (and also

on adults) between 2004 and 2007 the Ministry will increase access of disabled people to higher levels of professional qualification.

b) **ACCESSIBILITY:** Supporting the elimination of architectural and communicative barriers in Brazilian schools. Making school buildings and installations accessible and encouraging the use of Braille and of Libras (Brazilian sign language). The Government is supporting technical and financial projects to adapt schools and also it has published materials and promoted courses in the whole country to give information on and to use sign language and Braille. In the last few years Centres and Nuclei have been set up in the whole country to support the education of the blind (helping, for example, to reproduce materials in Braille) and Support Centres for the Deaf, which help to spread and strengthen Brazilian Sign Language.

c) **HIGH-QUALITY EDUCATION:** Making available teaching materials and equipment to help to develop the learning of pupils with special educational needs in Brazilian schools. The Ministry of Education supports the acquisition of specific items by schools and secretariats of education. It has also encouraged the creation of computer laboratories with software to help the learning of pupils with special educational needs.

This is, in brief, the road to be taken by special education in Brazil: overcoming historic discrimination and encouraging the creation of common spaces for teaching and learning so that education may be a vehicle for everyone to achieve full citizenship.

6.5 Complementary Educational Actions

The Ministry of Education's Complementary Educational Actions Programme supports the implementation of extra-curricular activities for pupils in secondary and primary education to encourage them to practice educational activities that reduce the probability of exposing children, teenagers, young adults and their respective families to social risk situations. These activities are in the areas of education, recreation, art, culture, sport, leisure, crafts, work training, education for citizenship and human rights, environmental education, and others. In this way they attempt to include and keep young people in school and within society, giving them a chance to grow and recover their self-esteem, citizenship and social progress. The implementation of these activities makes the school a more attractive place for them, promotes educational equality and is an efficient way to combat truancy as well as being an important alternative way of keeping children, adolescents and young adults interested in their own growth and development, even during those times when they are not at school and ensuring that they stay within the educational process for the maximum possible time.

In addition there is also the challenge of ensuring a pro-active movement to include and keep in school those children, teenagers and adolescents who have had their rights violated, and this should be carried out in a co-ordinated way among the MEC secretariats and together with government and non-government organisations, because a co-ordinated network provides a more powerful resource base. An attempt is made to encourage partnerships with non-profit-making NGOs with a recognised track record in dealing with children, teenagers and adolescents who are at risk and vulnerable, victims of abuse and sexual exploitation, and giving high priority to municipalities with high levels of these cases.

Within the present exercise there are funds in the order of R\$16,800,000 for the implementation of complementary educational actions in municipalities that have had their proposals for funding approved. The projects have to be drawn up in harmony with the schools' policy/pedagogical plans, local requirements and the specialist capacity of the professional staff available to carry out the activities. They must also include mechanisms for monitoring and evaluating activities and

checking on the attendance and school performance of the children, teenagers and young adults taking part in the activities that have been planned.

In order to develop educational support activities, there are funds totalling R\$2,400,000 made available through giving financial help to the work plans of non-profit-making social organisations which carry out educational support activities in partnership with local school with the purpose of dealing with situations of vulnerability and training monitors and teachers, with the aim of:

- developing psycho-pedagogical activities and psycho-social monitoring to facilitate the process of integrating with family and society;
- integrating teenagers and young adults over 14 years of age into vocational activities and the work training process, taking into account the economic possibilities of the area in which these young people live;
- dealing with the physical and psychological results of situations of discrimination and social vulnerability and providing, either directly or indirectly, the necessary medical treatment by referring clients to the public health system;
- holding debates on the social situations in which they are operating in order to overcome the background of discrimination and social vulnerability, especially in cases of ethnic or racial inequality;
- linking with other institutions dedicated to protecting the rights of children and teenagers;
- training teachers to deal with situations of violence in school and the community;
- supporting official campaigns to deal with situations of vulnerability and social risk of children, teenagers and young people, especially of those who are victims of abuse and sexual exploitation;
- integrating the activities of state and municipality Executive, Legislative and Judicial powers and of the Councils for the Rights of Children and Teenagers and Care Councils.

The *Fraldinha* Project

This project consists of offering 7- to 15-year-olds, most of them from the poorest sectors of society, the chance of becoming future citizens by football, together with strategic actions that attempt to contribute to the overall development of the individual.

The main activity, football, is accompanied by other activities targeting the children's needs in order to exercise those values and principles that are vital to the exercise of citizenship, that is: human dignity, self-esteem, respect, participation, ethics, discipline, responsibility, leadership and co-operation.

Other activities include: information about hygiene, monitoring school progress, medical advice, psychological counselling, nutrition, financial help with transport, buying sporting equipment and visiting low-income families.

The project is run by CEFET-RN, ASETF-RN (a Workers' Association), professional community workers such as doctors, dentists and psychologists and works with approximately 820 children in various communities in the city of Natal. It received the ABRINQ Foundation's Children's Prize in 2000 and has provided the opportunity for practical experience for students of the Advanced Course in Leisure and Quality of Life.

6.6 Higher Education

Between 1992 and 2002 Brazil's universities underwent a rapid and surprising period of growth, especially in terms of private institutions, as the figures in the following tables show:

Table 25
Growth of H.E. Institutions (IES)

	1992	2002	Δ (%)
Number of IES	893	1637	83.31
Number of public IES	227	195	-12.16
Number of private IES	665	1442	114.9
Percentage of public institutions	25.4%	11.9%	-53.15
Percentage of private institutions	74.6%	88.1%	18.10

Source: SESU 2004

Table 26
Growth of Numbers of Students Enrolled in IES

	1992	2002	Δ (%)
Numbers Enrolled in Public IES	629,662	1,051,655	67
Numbers Enrolled in Private IES	906,126	2,428,258	168
Percentage Enrolled in Public IES	41%	30.2%	-26.34
Percentage Enrolled in Private IES	59%	69.8%	18.30

Source: SESU 2004

Table 27
Growth of Numbers of Teaching Staff in IES

	1992	2002	Δ (%)
Numbers of Teachers in Public IES	72,242	84,006	16.3%
Numbers of Teachers in Private IES	62,161	143,838	131.4%
Percentage of Teachers in Public IES	53.8%	36.9%	-31.41
Percentage of Teachers in Private IES	46.2%	63.1%	36.58

Source: SESU 2004

All these figures reveal the uncontrolled growth the Brazilian university system has gone through and which has made its re-structuring vital.

It is necessary to create a set of norms to regulate this system that will be applicable to all universities, public or private, and of other bodies that are part of the production of knowledge at the higher level, such as research institutes, businesses, hospitals, community service divisions of public organisations higher education professional training bodies.

This marked growth, together with the global scenario of concentration of wealth and diminution of quality of life has required a re-assessment of the role and activities of universities, especially the Brazilian university, so as to increase its contribution to reducing social inequality and to formulating new development processes at national and regional levels.

The Process of University Reform

Brazilian higher education must therefore go through a process of reflection and proposals for re-structuring that will lead to creating a Brazilian higher education system organically linked to other levels of teaching, that has as its basis the university institution as an open political organisation, and that guarantees access to sectors of society that have traditionally been deprived of higher education.

The public nature of universities and institutions of higher education, whether public or private, must be strengthened; high-quality education must be offered to all without distinction of class, gender, ethnicity or region.

The content of this system – the government strategy for developing a project of nationhood – will respond to the huge challenges to be overcome in order to achieve a university that is truly republican.

The federal higher education system needs to be organic in concept and to have organic regulations based on contemporary principles. While respecting the Federal Constitution and maintaining, within certain limits, the Law of Guidelines and Foundations of National Education, the Organic Law to be presented to the National Congress in November, 2004 should be able to:

- see education as a public benefit existing within the field of basic social rights, treated as a priority for Brazilian society and therefore as a state matter; the university should be the expression of a democratic, multi-cultural society which cultivates freedom, solidarity and respect for differences;
- establish the central mission and strategy of the federal system – both public and private – in the process of the country’s cultural, economic and social development; training high-level professional manpower; producing science and technology; contributing to the harmonious existence of man and his environment; spreading cultural, scientific and technical knowledge; promoting a deeper two-handed partnership with society by means of extension courses;
- recognise the plurality and regional diversity of institutions in the federal system, establishing a new regulatory measure of autonomy in harmony with general principles of efficiency and responsibility that will guarantee the participation of the internal and external community in overseeing the directions of these institutions;
- establish the means to combat regional and social inequalities, including conditions for all social classes to have access to and stay in higher education; re-affirming respect for multi-cultural differences and for the rights of the excluded; understanding that academic quality needs to be linked to social relevance and equality;
- set up a system of evaluation and regulation whose scope will once again allow the state to guarantee minimum standards of quality and to supervise the federal higher education system. The development of this process of evaluation and regulation must always be committed to improving the quality of secondary education and to creating an effective link between university teaching and the post-graduate world;
- recognise that the mission of the public university is: to produce high-level teaching and training; to promote the development of science and technology in order to provide society with the best and most up-to-date knowledge.

The Future Organic Law

The future Organic Law must be guided by certain general principles and directives:

Autonomy and finance

- University autonomy is a vital condition for the proper functioning of these institutions. The various forms of the legal entity itself known as “the university” are not defined by the Constitution.
- The Organic Law should also specify the conditions in which the attributes of university autonomy could and should be extended to other higher education institutions (IES) with a high level of qualification in teaching or research based on government evaluations. This certification of attributes, which would be periodically renewed, should take into account the varied nature of the system given its regional and vocational differences.

- The full exercise of autonomy in public federal institutions of higher education (IFES) requires new foundations for public finance. The Organic Law must establish a finance policy that will ensure resources to maintain the IFES and a development fund to finance the expansion, innovation and efficient management of institutions in accordance with the respective proposals of their Institutional Development Plans (PDIs).
- The guarantee of upkeep and a proper expansion policy should be associated with a counter-commitment of quality, inclusion and expansion of the supply of places in public institutions.
- In the case of the private sector the facilities by which the state has subsidised the sector in terms of finance have been basically linked to tax relief (set down by law) and direct financing of students (FIES).
- Free education must be guaranteed in state higher education institutions.

Evaluation

The re-organisation of the Brazilian higher education system will demand the development of a new system of evaluation. The aim of this system will be to identify the quality and weak points of the universities in order to enable them to carry out the social role that awaits them.

The Government intends to co-ordinate the evaluation of all universities in co-operation with the sector itself, since it believes that evaluation of the potential of each institution is in the interests of all. This process should be public and information resulting from it should be widely broadcast. It should also be inclusive in the sense of listening to the community; corrective in working to improve the institution and the system, and wide-ranging by not limiting itself only to certain aspects of the university. It is also felt that evaluation is an integral and indissoluble part of autonomy. To evaluate is to attribute values; the results of evaluations should result in a set of actions that are compatible with the values attributed to them. In this sense, evaluation should be profoundly engaged with the future.

SINAES – The National System for Evaluating Higher Education

In order to improve the evaluation system for higher education, the government has set up the National System of Higher Education Evaluation (SINAES), instituted by Law No. 10,861 (14th April, 2004); its aim is to ensure the existence of a national process for evaluating higher education courses and the academic performance of students. The law is based on the need to promote the improved quality of higher education, guiding the increase of places, the permanent improvement of its institutional efficiency and effectiveness both academically and socially, and especially increasing its social commitments and responsibilities.

The system referred to is founded on external evaluation carried out by a committee of specialists, and the guided self-evaluation of institutions carried out by the teaching establishments themselves. The quality of undergraduate courses will be checked by means of the Evaluation of Teaching Situations (ACE) performed by visits from committees of specialists in the respective areas of knowledge.

The process will link evaluation and regulation by a process of identifying the merits and worth of institutions both public and private, being guided by the measure in which “public mission” of higher education has been achieved. One of the aims that must be emphasised is the institution’s social responsibility as well as the public nature of all the events, data and results of the evaluation procedures, based on judgments of academic quality. The results of

these evaluations will form the basic frame of reference for the processes of regulation and supervision that must be implemented in order to carry out the state's regulatory function.

The National Committee for the Evaluation of Higher Education (CONAES) is the national organ for co-ordinating and supervising the SINAES and its main task is to evaluate the dynamics, procedures and mechanisms of institutional evaluation of courses and student performance, to establish directives for the organisation and nomination of evaluation committees and to make recommendations, formulate proposals for developing higher education institutions based on the results of evaluation, to link with state education systems in order to decide on common actions and criteria for the evaluation and supervision of higher education, to submit to the Minister of State for Education every year a report on courses in which students were given the National Examination of Student Performance (ENAD).

The SINAES is one of the pillars of higher education reform and as such is an integral and indissoluble part of other pillars such as university autonomy and finance.

Regulatory System

The function of evaluation is different from that of regulation. Evaluation works in terms of higher education's institutional mission. This mission is related to the state, not the government. Evaluation has to be viewed as a process involving no other controlling or regulatory process. As the state must guarantee that its citizens have information on activities of public interest, it also has to give wide publicity by means of the criteria set down by law, to the quality, responsibility and academic dedication of teaching institutions.

The results of the evaluation will constitute the reference points of the regulatory and supervisory procedures in higher education, among which are:

- the accreditation and renewal of accreditation of higher education institutions;
- the authorisation, recognition and renewal of recognition of courses.

Structure and Management

Departmental structure has to be re-thought autonomously by higher education institution, bearing in mind the following basic principles.

- a) providing education with a proper link to the production and extension of knowledge taking into account also a better quality of learning;
- b) making better use of teachers and technical/administrative staff while bearing in mind the permeable nature of knowledge, of undergraduate and postgraduate teaching, of research and of extension courses;
- c) achieving, by means of simplifying bureaucratic and administrative procedures, better monitoring and supervision as well as better use of the activities of teachers and technical staff;
- d) making better use of the financial resources available.

Access and completion/content and programmes/inclusion programmes

Access will be achieved by a process of selection that should be part of each institution's Institutional Development Plan (PDI) when consideration is given to the results of the National Secondary Education Examination (ENEM) which is compulsory for all pupils finishing secondary school. The aim of this requirement is that the secondary school should fulfil its curricular directives in accordance with the policies indicated for this sector of education. The progressive

improvement of the quality of public secondary education is definitely the most efficient policy for social inclusion in terms of access to higher education.

These programmes will involve carrying forward the quota policy in higher education institutions, giving priority to students coming out of the public sector and among them quotas of ethnic minorities identified from IBGE regional statistics. As well as the minimum 50% of places by selection for pupils who have studied exclusively in the public system of secondary education, this same criterion must be applied according to course type.

The new Organic Law should consider the implementation in higher education institutions of forms of material support for less privileged students with a proven record of scholastic achievement, such as work scholarships and placement in the First Academic Job Programme and increasing the number of night classes, as being actions that are fundamental to providing access to students who do not have sufficient financial resources, thus ensuring that they have the necessary time for sufficient training.

Flexibility of curricula in undergraduate courses will be stimulated to allow students the richest and most varied possible academic experience. Extra-curricular activities and the establishment of procedures enabling mobility between different training programmes will be encouraged.

A wide-ranging debate will be initiated to help universities to organise themselves to offer an initial cycle of training lasting at least two years, after which the student will receive a special certificate (“General University Studies”), which will not serve as a qualification but will testify to a basic training at university level. The first years of the academic curriculum should also consist of the elements of a wider programme during which, with guidance from teachers, the skills of comprehension and written and oral expression, knowledge of natural sciences, and sporting and artistic activities will be improved with the aim of permitting the full critical and creative development necessary for developing citizens and professionals who will participate in the project of the nation’s future. Curricular flexibility in subsequent years in the terms laid down in the Law of Guidelines and Foundations of National Education will be an essential factor for students to be able to take on graduation, directions that make the best use of their learning within the limits of their interests, a basic requirement for finishing the course.

The preliminary basis will be discussed with the objective of achieving a process of integrating subject content, as is done in the world’s best universities to create in the future the chances of effective global mobility among undergraduate and postgraduate programmes.

Affirmative Policies and Actions/Inclusion

During the last ten years the serious problem of social, economic, racial and ethnic inequalities has played a very important part in debates in society, the academic community and governments, and what has emerged as the most relevant topic is the question of promoting racial equality.

The present government’s position concerning this subject is one of commitment to installing affirmative action policies for indians and black people in universities.

The University for All Programme

It is in this context that the Ministry of Education is studying and discussing with other organs of government and with society in general, the organisation and implementation of the policy of black people having access to and staying in higher education.

The University for All Programme is a proposal aimed at achieving democratic access to non-public teaching institutions. The aim of this programme is to give scholarships for full-time studies, for undergraduate courses and part-time certificate courses in specific areas. The beneficiaries will be Brazilian students with no higher education qualification whose family income does not exceed one minimum salary *per capita*. By taking part in the programme the private higher education institution will be exempt from some federal taxes; in return, this institution must offer one scholarship for every nine students enrolled in undergraduate and part-time certificate courses in specific areas, per course, intake and study period. This proportion must be maintained constantly and each institution's selection process monitored.

Public University Quota Programme

Another project concerns a programme aimed at federal public universities in an attempt to create more democratic entry into higher education for students from low-income backgrounds, which will necessarily affect a large part of the black and indigenous population who are excluded from higher education.

Studies carried out in countries that have adopted affirmative action programmes in schools claim that diversity of gender, race and ethnicity is especially important for a university that wishes to respond to the challenges of the 21st century. The fact is that diversity incorporated into the teaching process, as well as research, changes the teaching process and the form of knowledge coming from the universities, which also results in a revision of the established theory and content that are passed on via innumerable subject areas in our universities. The non-white view of countless dimensions of human knowledge represents the emergence of new paradigms of knowledge.

In the specific area of education, we should also emphasise the directives of Law No. 10,172 (9th January, 2001) *The National Plan for Education*, which establishes the need for policies of inclusion of ethnic minorities.

Implanting a system to reserve places for black people and indians in universities demands the formalisation of legal measures to support higher education institutions proposing to implement affirmative action policies.

The Ministry of Education understands that affirmative actions will come together to definitively revise much of the academic knowledge produced in Brazil's universities and describing the country's real social and historical experience. The effort to construct government policy to combat and eradicate racism in Brazilian universities is an attempt to meet the challenges created by the unequivocal need for inclusion on the part of significant sectors of the Brazilian people in the process of constructing new knowledge and new practices capable of overcoming the elitist homogenisation which is today the unequal and unjust face of our university community.

Milton Santos Programme for Access to Higher Education – UniMS

This is a programme of scholarships to undergraduate courses in Brazilian federal institutions of higher education, created by the Federal Government. Its aim is to consolidate an exchange programme to promote better integration between Brazil and developing countries.

By means of this programme, Brazil offers even more technical, scientific and cultural co-operation. The programme gives priority to candidates from the African continent who are participating in Brazilian socio-economic programmes.

University of the Indigenous Peoples of Brazil (Uni-INDIOBRASIL)

The Higher Education Programme for Indigenous Peoples comprises indigenous education at the various levels of teaching, guaranteeing access to and permanence in those higher education institutions signed up to the programme and consolidating the directives of the National Education Plan.

The programme was created together the Higher Education Secretariat of MEC by the sector responsible for higher-level indigenous education, with the aim of promoting, monitoring and managing it.

The programme will attempt to give Brazilian Indians and their communities the chance to recover their historical memory, to re-affirm their ethnic identities and value their languages and sciences, ensuring that they have access to technical and scientific information and knowledge.

Medical Residency/its Restructuring

Medical Residency was instituted by Decree No. 80,281 (5th September, 1977). It is a part of postgraduate teaching reserved for doctors in the form of a specialisation course run in medical institutions under the guidance of doctors highly qualified in ethics and medicine.

The same decree created the National Committee for Medical Residencies (CNRM), which is responsible for accrediting and recognising medical residency programmes.

Today, new resolutions concerning medical residencies are in force that take into account the humanistic curriculum and ethical commitment to the community.

These resolutions allow the rules of the CNRM to be up-dated to accommodate the present situation and to make the programme content of the medical residency conform to regional demands, value the medical apprenticeship and training received at undergraduate level and instituting the selection examination that embraces not only the cognitive area but also ethics, attitudes and abilities.

In this context, certain actions are at the discussion phase, such as:

- Selection Process – public examination for entry into the Medical Residency Programmes. Regulations and norms
- Evaluation system for Medical Residency Programmes for purposes of authorisation and accreditation
- Institutional co-operation in Medical Residency Programmes (sandwich bursaries)

PART II – HIGH-QUALITY EDUCATION FOR ALL YOUNG PEOPLE: CHALLENGES, TRENDS AND PRIORITIES

7. DIVERSITY AND SOCIAL INCLUSION

7.1 Educational Inequality

Educational inequality in Brazil is extremely marked and strongly linked to inequality of income, while also being a cause and consequence, as may be seen from the data below:

- 4.3 million children between 4 and 14, and more than two million between 15 and 17 are not in school;
- 1.3 million children between 10 and 17 are working instead of studying and another 4.8 million are working while studying;
- Only 42% of the population aged 15 or over finish 8th grade and 26.9% of Brazilians aged 18 or over finish secondary school;
- 14.9 Brazilians aged 15 or over are illiterate and 33 million do not know how to read despite being formally classed as literate;
- a middle class Brazilian spends 80 times more on education through his or her life than a poor Brazilian – R\$250,000.00 as against R\$3,200.00;
- a poor teenager aged between 12 and 17 has five times fewer chances of attending school than one from the middle class or higher;
- a Brazilian girl aged between 7 and 14 whose mother has a low level of schooling, is eleven times less likely to attend school than the daughter of a mother with a high level of schooling;
- in Brazil, a child in Amazonia aged between 7 and 14 has seven times fewer chances of attending school than one in the Federal District.

A central point in the inequality of educational opportunity in Brazil is the social exclusion of those of African descent who have their historical roots in slavery, and this is perpetuated today. In Brazil, a black child aged between 7 and 14 has half the chances to attend school than a white one; the rate of schooling according to level of education shows that while 32.1% of the white population finishes early childhood education, only 30.2% of black children do so. When it comes to higher education, the distance between the two groups is striking: while 14.3% of white pupils go to university, only 3.2% of their black counterparts get to the higher level. Finally, the illiteracy rate for those aged 15 or over, by colour or race in Brazil, is 7.7 among whites and 18.2 among blacks. This figure illustrates that inequality of educational opportunities between blacks and whites has causes that go beyond inequality of income.

Main Challenges

- combating the racial and ethnic inequalities in the education system that are faced by socially disadvantaged young people and adults;
- promoting actions that will increase entry to and permanence in the educational system for different social, cultural and ethnic/racial groups;
- proposing strategies to implement Law 10,639/03 which lays down the compulsory nature of teaching Afro-Brazilian history and culture;
- creating and transmitting teaching materials that value Brazil's ethnic and racial diversity and encourage discussion on the facts that have created racism in education and its impacts on the country's social and economic development;
- contributing to increased access to higher education on the part of socially disadvantaged groups, especially black men and women;
- promoting, together with the school community and society in general, a wide-ranging debate on the theme of ethnic-racial plurality in order to create large-scale reflection and

awareness so that together, black, whites, indians and other socially disadvantaged groups may contribute within the teaching system and in society as a whole ideas based on the respect and the value they give to diversity.

7.2 Education in Communities Descended from *Quilombos*

The Ministry of Education has a special programme to attend to schools in communities descended from the *quilombos*. These were communities formed by runaway slaves in the 19th century and many descendents of these slaves still live in these areas today. The Ministry of Education's programme has the following aims:

- to establish channels for dialogue with the *quilombo*-dwellers in an attempt to rescue of the political and cultural history of these groups, who live in 743 communities;
- to support local in-service training programmes for teachers in the *quilombo*-dwelling communities;
- to increase and improve the physical school network of the *quilombo*-dwellers;
- to produce, purchase and distribute special teaching materials for the *quilombo*-dwelling communities.

7.3 Diversity in the University Programme

The main aim of the programme is to promote equality and diversity in higher education for Afro-Brazilians, indians and other socially disadvantaged groups in Brazil.

The programme's specific objectives are:

- to support the collective formulation of policies and strategies for social inclusion and combating racial and ethnic discrimination in secondary and higher education;
- to reinforce the Ministry of Education's to direct the formulation of the policies and strategies referred to;
- to support, develop and evaluate Innovative Course Projects (PICs) that may contribute to formulating the policies and strategies referred to. The PICs take the form of courses to promote access to university, administered by public and non-profit-making private organisations for socially disadvantaged groups, especially Afro-Brazilians and indians.

Target Population: The forecast is to attend to 26,000 young people by the end of 2005.

Implementation Strategy

To achieve these objectives the programme contains three components, namely:

- Developing studies and research on diversity – it promotes studies concerning cultural aspects of Afro-Brazilians and indigenous peoples and their contribution to the identity of Brazil.
- Reinforcing Institutions – it aims to promote and stimulate dialogue between the various levels of government, the academic community and society in general, by means of non-government organisations and organised movements whose aim is to ensure participation and the commitment of everyone to this process. The Institutional Reinforcement component also contains a Social Communication sub-component.
- Support for Course Innovation Projects – it supports projects that promote access to higher education.

The cost of the Diversity in the University Programme is US\$9,000,000, with US\$5,000,000 coming from the Inter-American Development Bank and another US\$4,000,000 from the Brazilian Government. The programme will finance Course Innovation Projects (PICs) chosen through a process of selection in the following Brazilian states: Bahia, Maranhão, Mato Grosso, Mato Grosso do Sul, Minas Gerais, Pará, Rio de Janeiro, Rio Grande do Sul and São Paulo.

Institutions legally constituted as public bodies or private non-profit-making bodies working with young people who are finishing, or have already finished, secondary school and are interested in carrying on their studies at a higher level, either technical college or university may apply for funding. These institutions, called Operating Institutions (IOs) have had their Course Innovation Projects selected. The IOs will receive financial help for their Course Innovation Projects and will be responsible for implementing them.

7.4 Actions for Social Inclusion in Vocational and Technological Education

Various programmes and projects of inclusion are carried out in the vocational and technological training area of federal institutions that involve disadvantaged communities, concentrating on special needs and those felt to be most at risk socially. These projects and programmes take into account social involvement and the orientation of the Law of Guidelines and Foundations of National Education, which requires that Technical and Vocational Colleges must offer, in addition to conventional ones, courses open to the community, whose enrolments are geared to potential ability and not necessarily to level of schooling.

Programme for Vocational Qualification and Re-qualification for Prisoners and those Leaving the Prison System

This programme's objective is to develop productive activities while the sentence is being served, with a view to rehabilitation and the re-entry of prisoners into the labour market after their release; to provide alternative means of generating income and improving the living conditions of prisoners and their families, even while the sentence is being served; contributing to regaining self-esteem and developing an idea of citizenship and of the values essential to living in society; launching, guiding and supporting the released prisoner's entry or re-entry into a productive life.

The project was carried out inside prisons: Judge Raimundo Vidal Pessoa, Anísio Jobim and the Women's Prison and those in the CEFET-AM installations in the period 1988-2003 trained and re-trained a total of 795 people.

Vocational Qualification Programme for Young People at Risk

The aim is to take 14- to 21-year-olds in risk situations caused by financial, family or school problems and to provide training to enable them to enter the labour market as well as to encourage them to finish their schooling and continued training.

As a result of this work, training was given to 200 young people sent by the Amazonas State Institute for the Protection of Children and Teenagers (IEBEM) and the Foundation for Community Support and Social Assistance of the State of Amazonas (FUNDACON) in courses on electricity applied to electrical command systems; basic electronics; screen-printing; making cards from hand-made paper; painting in plaster; commercial refrigeration and air conditioning.

Vocational Education Programme for Citizenship and Inclusion for People with Special Needs (PNEs)

Within this programme, vocational training activities are offered to disabled people independent of their level of schooling; guidance for families; helping clients obtain their first jobs and training CEFET-AM staff and partners in Brazilian Sign Language (Libras).

Qualifications were awarded to 500 people who thus obtained better chances of being employed and/or earning money. The courses run were:

- Computing for visually handicapped people
- Physical Response (English for visually handicapped people)
- Computing for people with hearing disability
- Advertising design for people with hearing disability
- Welding for people with hearing disability
- Knowing and Using Brazilian Sign Language (LIBRAS) for CEFET-AM staff and partners
- Lecture for families of programme participants.

The activities of Basic Vocational Training were carried out in partnership with the Amazonas Association for the Visually Handicapped (ADVAM), the Amazonas Institute for the Integration of the Deaf (IDISAM), the Manaus Association for the Deaf (ASMAN), the Amazonas Association for the Physically Disabled (ADEFPA), the Municipal Secretariat for Labour (SEMTRA), the State Secretariat for Social Welfare and Labour (SETRAB), the Regional Labour Office (DRT), and the National System for Finding Work (SINE).

Funds came from the Worker's Protection Fund (FAT), to pay for the activities of the PLANFOR/PEQ (State Qualification Plan).

The Technological and Vocational Education for People with Special Needs Programme (TECNEP)

The objective of the Technological and Vocational Education for People with Special Needs Programme (both in relation to disabled and gifted students) is to provide for people with special needs (PNEs) the right of entering the world of production by means of training in basic, vocational and technological courses provided by the Federal Network for Technological Education.

Within the programme, the following actions are developed:

- training personnel;
- upgrading institutional infra-structure for better access (breaking down architectural barriers);
- developing a Human Resources Bank for people with special needs who are trained and qualified to enter the world of work;
- organising awareness seminars at state level;
- creating in institutions of the Federal Network for Technological Education, Nuclei for Attending to People with Special Needs (NAPNE) the integrating section of the programme's actions;
- monitoring actions.

A total of 36 Nuclei for Attending to People with Special Needs have been set up with the Federal Network for Technological Education; the Human Resource Bank for getting people into work is in the Federal Network for Technological Education; the development of human resources to attend to people with special needs, and the running of courses (basic and specialist) in vocational education specific to people with special needs.

8. EDUCATION AND COMPETENCES FOR LIFE

8.1 Support Programme for Research into Distance Education

In 1997, MEC created the Support Programme for Research into Distance Education (PAPED) in order to encourage, within in full-time postgraduate courses, the production of master's degree dissertations and Ph.D. theses that studied information and communication technologies applied to classroom and distance learning.

The Co-ordinating Body for the Improvement of Higher Education Personnel (CAPES) is a partner of the Secretariat for Distance Learning (SEED) in the execution of this project, not only because it is responsible for evaluating postgraduate courses in Brazil, but also because distance learning and the use of new technologies are increasingly important in master's and Ph.D. courses.

In 2002 Line 2 of PAPED was launched to encourage the development of new ways of producing educational materials, including integrated multi-media languages that could be used on a network (Internet or Intranet). The PAPED Line 2 has content for basic and higher education.

Seven years after the launch of PAPED, the demand indicates that the experiment is stimulating research, evaluation and the production of knowledge in terms of incorporating new technologies of information and communication (TECE) into Brazilian education.

The significance of this programme is evident from the level and number of projects that have been registered and especially by the response the academic community is giving to it. In 2003, 109 proposals were presented, 46 for Line 1 and 63 for Line 2.

An analysis of the data for 2003 shows the interest of public universities in this area, which is so important in democratising access to and improving the quality of education. Among the 109 projects, 89 were from students in public institutions. Of a total of 46 competing institutions, 44 were public. In all, 25 studies received prizes: 23 from public university students, 21 from federal universities.

8.2 University Level Distance Education

Investment in distance learning arises as an educational alternative that is coherent with and suited to Brazil's continental size, cultural plurality, inequalities and shortcomings. The use of information and communication technologies applied to classroom and distance learning contributes to raising the standards of quality in the teaching and learning processes, as well as becoming a powerful instrument of government policy to democratise access to education at all levels and promote the inclusion of all citizens in the information culture. The Brazilian situation shows, especially in the area of higher education:

- the percentage of the population in higher education is only 1.9% (3.4 million: Higher Education Census, 2002);
- only 35% of the young people who apply for places every year in Brazil in the higher education system obtain them;
- among the 811,112 teaching staff working in 1st-4th grades and the 823,485 in 5th-8th grades of primary school, 63.9% and 22.9% respectively, are not graduates;
- in the areas of mathematics, physics, chemistry and biology, the teacher deficit is estimated to be 250,000 teachers;
- the numbers of young people who are finishing primary and secondary education is increasing;⁵

⁵ Data from the 2003 Census show 34,438,749 enrolments in primary education and 9,072,942 at secondary level.

- about 40 million workers need initial training and in-service re-training as a result of advances in technology.

Within this context, considering the extent of Brazil's territory and the communications infrastructure already in place and also based on accumulated experience, the Secretariat for Distance Learning decided in 2004 to give financial support to Public Institutions of Higher Education (IES) organised in consortia to offer throughout the country, teaching qualifications (*Licenciaturas*) by distance learning in the following subjects: physics, mathematics, education for the start of schooling or an equivalent level, and *Superior Normal* (post-secondary teaching qualification course).

The action to support higher education that was set out in the *Pluriannual Planning 2004-2007* document, shows the intention of the Ministry of Education to promote and consolidate a national system of distance learning at all levels and types of education, as part of a project to build a socially just, economically sustainable and equitably developed country.

8.3 Vocational and Technological Education

Actions to Strengthen Vocational and Technological Education

In 1990 Brazil set up its first National Secretariat for Educational Technology, known today as the Secretariat for Secondary Education and Technology (SEMTEC) which contains a Directorate for Vocational and Technological Education (DEPT) responsible for co-ordinating, guiding and supervising activities concerning the development and reinforcement of vocational and technological education, which is organised currently in an immense network at various levels, in the following way:

- secondary and vocational classes, including federal, state-level municipal and private systems;
- system S, which includes National Services for Apprenticeship and Social Service maintained by *parafiscal* [a type of taxation parallel to the normal tax system – trans.] contributions from the private sector Senai/Sesi (industry), Senac/Sesc (business and service, except for banking); Senar (agriculture); Senat/Sest (wheeled transport); Sebrae (all sectors dealing with provision for micro and small firms; Senacoop (recently create, including co-operatives providing services);
- public and private universities that offer extension and community services as well as undergraduate and postgraduate courses;
- schools and centres maintained by trades unions;
- schools and foundations maintained by business groups (in addition to contributions to System S or using exemptions from part of the contribution to the System);
- Religious, community and educational Non-Government Organisations;
- normal or free vocational courses concentrated in urban centres and those that are starting up distance learning (by mail, Internet or satellite).

Until 2002 there was no connection between the educational sectors in different levels of government and sectors of society, which caused duplication of actions on the part of Central Government, the states and municipalities. Within an initiative aimed at making Vocational and Technological Education considered as a strategy for developing the country, SEMTEC is creating actions in the areas of: improving legislation to define government for the sector; encouraging the provision of places and courses according to the requirements of local and regional necessities, and implementing the National System of Vocational Qualifications. It is also working to strengthen

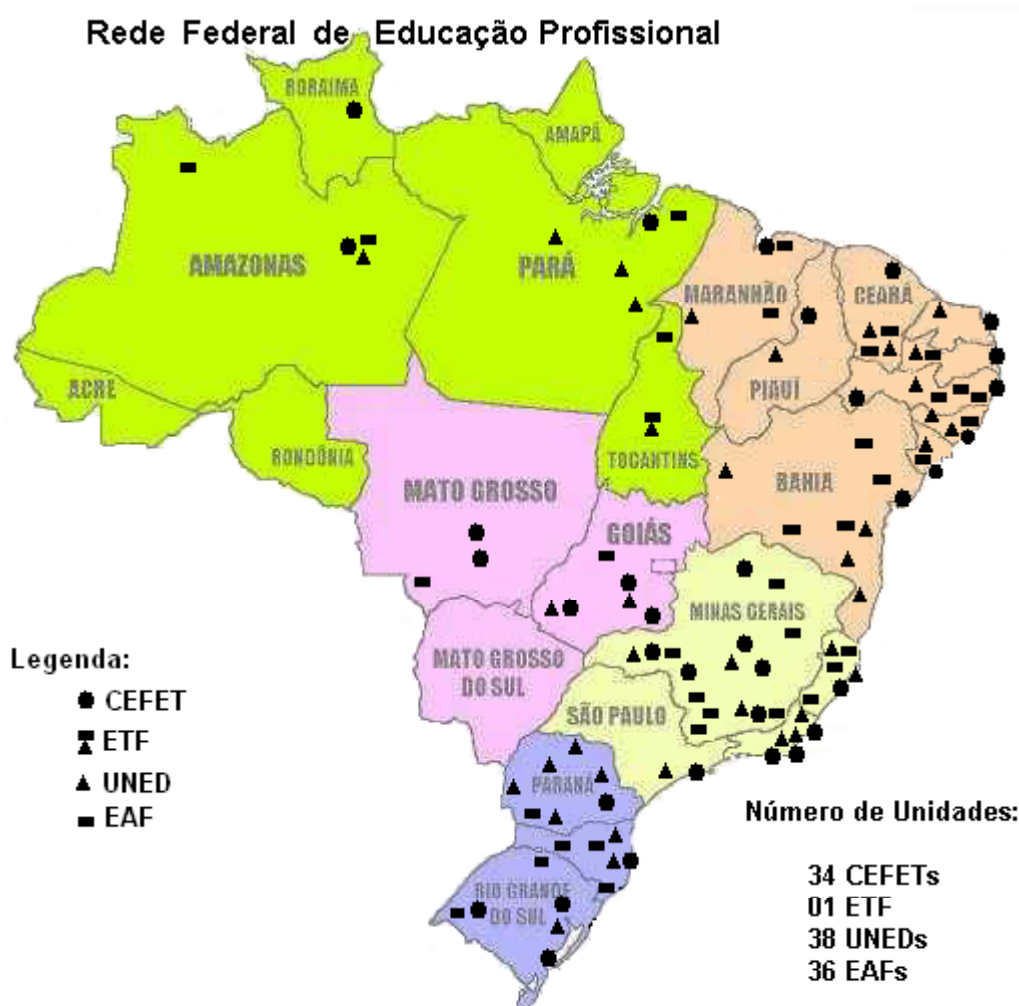
the federal technological network as well the level of qualifications and schooling of young people and adults and improving their ability to find jobs.

SEMTEC is responsible for supervising Federal Institutions for Educational Technology, which consists of a network of 139 schools:

- 36 Federal Agricultural Schools (EAF): these work primarily in the area of agriculture, offering vocational level qualifications as well as various basic courses and secondary education;
- 34 Federal Educational Technology Centres (CEFET): these administer higher education with undergraduate and postgraduate courses aimed at training technicians and specialists in the area of technology and also offering training for teachers and specialists in vocational and technological education, as well as secondary level courses and secondary level vocational courses;
- 30 Vocational Schools linked to Federal Universities: schools linked to Federal Universities that offer vocational courses specialising both in agriculture and service industries, as well as secondary education;
- 38 Decentralised Education Units (UNED): schools that have their own premises but which have an administrative, pedagogic and financial relationship with CEFET, which it is linked to.
- 1 Federal Vocational School.

Figure 9

National Vocational Education Network



Vocational courses provide training for middle-level technical workers in production industries who are relatively autonomous, usually needing supervision from a higher-level colleague. There are 7,459 courses, 4,620 (about 65%) of them in private establishments. According to the replies of these institutions to the 2003 School Census, there are more than 900 different names of courses. Of all of the courses offered in Brazil, 86% are concentrated in the southeast and southern regions.

Table 28

2003 School Census – Number of Courses by Education Authority and Geographic Region

Federal Unit	Courses by Education Authority				
	Total	State	Federal	Municipal	Private
Brazil	6,446	1,277	678	250	4,241
Northern Region	166	17	86	1	62
Northeast Region	484	40	213	9	222
Southeast Region	4,420	868	209	220	3,123
Southern Region	1,133	300	124	16	693
Mid-West Region	243	52	46	4	141

Source: 2003 School Census

Of the 589,383 students enrolled in vocational education, 174,073 (29.5%), attend vocational courses in the area of health, according to data from the 2003 School Census. Of the overall total of students in the 20 areas of vocational education, 324,985 study in private institutions, 165,266 in state institutions; 79,484 in federal colleges and 19,648 in municipal ones. The other areas with large numbers of students are industry (109,559), management (87,407), computing (82,969) and agriculture (39,135).

Table 29**2003 School Census – Numbers of Enrolments in Technical Courses by Administrative Authority, by Area of Employment**

Federal Unit	Technical Area	Courses by Administrative Authority				
		Total	Federal	State	Municipal	Private
Brazil	Total	589,383	79,484	165,266	19,648	324,985
	Agriculture	39,135	20,477	12,655	958	5,045
	Art	5,782	241	1,528	332	3,681
	Communications	4,063	0	738	284	3,041
	Commerce	6,676	389	1,574	205	4,508
	Civil Engineering	13,767	6,357	5,145	381	1,884
	Social Development and Leisure	6,733	234	1,663	214	4,622
	Design	5,997	644	2,029	9	3,315
	Geomatics	1,403	985	378		40
	Management	87,407	3,013	45,421	8,309	30,664
	Personal Appearance	963	187	0		776
	Industry	109,559	20,814	35,714	2,436	50,595
	Computing	82,969	8,066	18,230	2,358	54,315
	Environmental Studies	6,618	2,388	1,420	98	2,712
	Mining	1,318	753	210		355
	Chemistry	18,068	3,633	5,977	1,570	6,888
	Fishery	358	329	29		
	Health	174,073	5,165	25,104	1,965	141,839
	Telecommunications	12,536	2,317	2,757	112	7,350
	Transport	1,378	435	455		488
	Tourism and Hospitality	10,580	3,057	4,239	417	2,867

Source: MEC/INEP/DEEB

Undergraduate technology courses train professional personnel for a specific sector in a professional area, in various parts of the economy and for immediate entry into employment. This training is based on scientific and technological foundations with a view to its technological application in terms of the transfer, requisition and innovation of technologies in the context of local and regional developmental requirements.

According to the INEP/MEC bulletin, courses producing technologists increased by 74.7% between 2000 and 2002, more than the total number of undergraduate courses in Brazil, which grew by 3%.

During this same period, the number of enrolments in technological courses rose from 63,046 to 81,348, a growth of 29%. The number of those finishing the courses has risen from 10,674 in 1999 to 12,673, an increase of 18.7%.

Table 30**Numbers of Enrolments in Technology Courses**

Year	Number of Courses			Enrolments			Numbers Completing Courses		
	Total	Public	Private	Total	Public	Private	Total	Public	Private
2000*	364	115	249	63,046	20,150	42,896	10,674	2,233	8,441
2001	447	154	293	69,797	25,871	43,926	11,629	2,967	8,662
2002	636	215	421	81,348	32,361	48,987	12,673	3,752	8,921

Source: Inep/MEC
* Completing in 1999

According to INEP/MEC, almost 24,000 students matriculated in Data Processing technological courses in 2002. This course had the largest number of students, according to the survey. Next came another related discipline, Technology in Computing, with 9,023 students and in third place, Technology in Mechanics with 7,559 enrolments. See below the ten most popular courses.

Table 31

Enrolments in Technological Courses in 2002

Data Processing	23,857
Technology in Computing	9,023
Technology in Mechanics	7,559
Technology of Construction	2,740
Hotel Management	1,808
Information Systems	1,765
Electronic Technology	1,721
Office Automation	1,259
Financial Management	1,247
Food Technology	1,193

Source: Inep/MEC

8.4 Government Policies for Vocational and Technological Education

The aim of government policies on Vocational and Technological Education is based on the objectives of:

- setting down the conceptual foundations, principles, specific premises and directives for vocational and technological education;
- creating mechanisms for co-ordination, consultation, making proposals and supervising the national effort to strengthen and consolidate vocational and technical education;
- establishing the links and integration between government and all the social agencies involved with other government policies;
- forming itself into an instrument to permit an integrated training by joining together intellectual, humanist, technological and instrumental functions that will form holistic, critical and creative people who will be agents of economic and social change, especially in the regions.

In September, 2003 the Terms of Reference of the Proposal for Government Policy for Vocational and Vocational Education were completed and sent to 1,200 bodies working in the area which were invited to return suggestions related to the questions posed by the proposal.

8.5 National Forum on Vocational and Technological Education

In December, 2003 the National Forum on Vocational and Technological Education was formed, a consultative body to linking state and society to the Ministry of Education, the aim of which is to:

- fund the integration and linking of vocational technological education and the various levels and types of teaching in different areas of the economy;
- suggest measures for linking vocational technological education to the various levels of government, policies and the social agents involved;
- fund the formulation of directives, policy and regulatory instruments for the expansion and development of vocational and technological education;
- fund the formulation of initial and in-service training policies in vocational and technological education;

- propose studies and research on the demand for new vocational profiles and methods of evaluating vocational and technological education, etc.

The aim of the first working meeting of the National Forum on Vocational and Technological Education, on 26th April, 2004, was to debate some of the main topics on the agenda of discussions of the new policy for vocational and technological education, which it is hoped to implement from 2004 onwards. The following topics, which will direct the lines of action to be adopted, were discussed:

- integration and linking between the various spheres of government, government policies and social agents involved in vocational and technological education;
- financing vocational and technological education;
- adult education directed towards vocational and technological education;
- expansion of vocational and technological education.

8.6 Organic Law on Vocational and Technological Education

After the consolidating of the proposal for government policies for vocational and technological education, there will be a wide debate on the proposal for the Organic Law for Vocational and Technological Education which will provide the norms for government policies in the area, the point of departure for which was the National Seminar on Vocational and Technological Education, in June, 2003.

8.7 Support for the Expansion of Vocational and Technological Education

Vocational Expansion Training Programme (PROEP)

The aim of the Vocational Expansion Training Programme (PROEP), a Ministry of Education initiative in partnership with the Ministry of Labour and Employment, is to give technical and financial support to SEMTEC in formulating its planning and management structure, which will function in this area of education.

This programme also supports federal, state-level and community institutions of education in their vocational and technological education projects. To this end it finances, by means of agreements, the construction, repair or physical expansion of buildings, technical and teaching equipment, training teachers, technical and administrative staff, consultations for research in management and teaching, as well as other services. These actions, which attempt to integrate education with work, science and technology, involve a commitment to reducing social and regional inequalities, provision for educational and social needs, the relationship between work and the effort to ensure Brazil's continued development. To achieve this aim, policies concentrate on expanding the numbers of places and improving the quality of the teaching/learning process in vocational and technological education.

PROEP funds come from Central Government budgetary provisions, 25% from the Ministry of Education, 25% from the Worker's Protection Fund (FAT) and 50% from Central Government loans arranged through the Inter-American Development Bank (BID), agreed in November, 1997, which will last until 2006. Until 2002, BID provided 49% of the funds and Brazil 51%. Of the Brazilian share, 68% of the money invested came from MEC and 32% from the FAT. To date, 251 agreements have been signed, 87 in the southeast region, 52 in the northeast and 32 each in the mid-west and north. A total of 106 schools have been set up: 48 community schools, 32 federal and 26 run by state-level authorities.

National Register of Courses in Secondary Level Vocational Education

The National Register of Courses in Secondary Level Vocational Education (CNCT) registers and sends throughout the country information concerning course plans approved by State Education Councils. In some states this duty has been delegated to regional organs of the State Secretariat of Education.

After the registration and publicity concerning course plans for vocational training at technician level in the CNCT, the school organisation grants a technician's diploma that is valid throughout Brazil.

The legal basis of the CNCT is the National Education Council's Resolution No. 04/99, incorporated by the Ministry of Education in November 2000 and Federal Law No. 9,394 in December 1996.

By allowing public consultation of the institutions and course plans approved, the CNCT encourages transparency and incentives to citizenship, since students themselves report on their own courses.

The CNCT follows the Federal Government's ideas on electronic government. The overall situation up to April 2004, is as follows:

Table 32
Number of Competent Organisations Accredited to run Secondary Level Vocational Education Courses

Breakdown	Total
Total Number of Organisations	226
Total Number of Clients	490

Source: CGAEPT/DEPT/SEMTEC

Table 33
Number of Educational Institutions Registered to Administer Secondary Level Vocational Education Courses

Breakdown	Total
Total Number of Institutions	2,920
Total Number of Clients	3,033

Source: CGAEPT/DEPT/SEMTEC

Table 34
Number of Course Plans for Secondary Level Vocational Education

Breakdown	Total
In Operation	1,132
Sent for Scrutiny	2,300
Being Scrutinised	690
Approved	5,128
Rejected	23
OVERALL TOTAL	9,273

Source: CGAEPT/DEPT/SEMTEC

In addition, the CNCT carries out training activities through five authorised organs from both the Directing Councils of federal schools and the State and Municipal Education Councils of the states

of Alagoas, Bahia, Pará, Pernambuco and Rio Grande do Sul. The State Secretariat of Education of São Paulo used video-conferencing to help to train 98 Directorates of Education, including 900 educational supervisors and 180 staff who will be authorised to operate the CNCT system.

Public hearings were arranged and held with the State Councils of Bahia, Pará and Paraná to spread the word concerning the CNCT. All these public hearings had an average audience of 90 representatives of vocational education at the technical level.

As a means of support for the public and authorised organs, there is telephone support for schools and authorised organs, with 872 calls being made and sent and 2,617 e-mail messages, 1,216 received and 1,401 sent (including replies to 100% of messages received), and procedures were put in place to control the quality of information and to put together new versions of the manuals.

9. QUALITY EDUCATION AND THE KEY ROLE OF TEACHERS

9.1 In-Service Teacher Training Programme (*Proformação*)

Proformação is a middle-level course in teaching, taught by distance learning, aimed at teachers who have no teaching qualification and who are working in the four first grades of primary school and in literacy classes in public state and municipal schools.

The programme uses distance learning techniques that take into account the characteristics of the target population: teachers who are working and who find it difficult to attend classroom-based courses. The course lasts for four semesters, for a total of 3,200 hours. Each semester contains an 800-hour module distributed over 19 weeks. The module is sub-divided into eight units, one every two weeks of the course.

Composition of the Modules

Group Classroom Activities

- a) The classroom phase lasts 76 hours and includes activities led by teacher trainers at the start of each semester, in the institutions authorised to run the course.
- b) Fortnightly meetings on Saturdays for study and work with the support of teaching materials, texts and videos take place every two weeks using interactive learning situations. A tutor leads these meetings.
- c) Revision for two-monthly tests: meetings held before each two-monthly test and led by teacher trainers from the administering agencies.

Individual Activities by Distance Learning

These are:

- a) given out throughout the semester;
- b) cover individual study activities supported by self-teaching materials and the preparation of notes and lesson plans;
- c) involve teaching practices constructed to help the student teacher use the course content in the context of his or her day-to-day work.

The *Proformação* study guides combine content from the common national foundation of secondary education, knowledge of subject areas in primary education and teacher training. As well as studying the guides, the student teacher carries out their suggestions in the classroom in which he or she teaches.

The content is developed in the Classroom Phases, in individual study activities and fortnightly meetings every second Saturday, led by tutors.

The main support materials for the course are: the General Guide, Study Guides and Notebook for students; the Tutor's Manual, Support Texts, Correction Keys and videos for tutors; the Course Administration Handbook for tutors and Training Agencies (AGFs). The AGFs, which operate as initial training centres for permanent training of teachers, receive the complete set of course materials.

Implementation of the Course

Implementation of *Proformação* is decentralised and has a three-level organisational structure:

- municipal, involving municipal secretariats of education and tutors;
- state, including state secretariats of education, training agencies (public state-level teacher training schools) and other representative educational establishments;
- national, with representatives of the Secretariat for Distance Learning (SEED), who co-ordinate the programme all over the country by means of the National Co-ordinating Body for Implementation, an executive group that represent SEED in all activities concerning the co-ordination, execution, supervision, monitoring and evaluation of the programme. *Proformação* Specialist Advisers at state level make up this co-ordinating body.

Main data concerning *Proformação*

Proformação began its provision in the North, Northeast and Mid-west regions. The first group entered in 1999 by means of a pilot project in the states of Grosso and Mato Grosso do Sul, training 1,323 teachers in July, 2001. In 2000 Groups I and II came in, involving the states of Acre, Alagoas, Amazonas, Bahia, Ceará, Goiás, Maranhão, Paraíba, Pernambuco, Piauí, Rondônia, Sergipe and Tocantins. In this group 22,056 teachers received their diplomas.

In its first phase the programme was financed by the FUNDESCOLA, which administers resources coming from the World Bank. The United Nations Development Programme (UNDP) has been a partner of the Secretariat for Distance Learning (SEED) in carrying out the programme. After 2002 the National Fund for the Development of Education (FNDE) has taken on the funding of the programme through an agreement with the Secretariat for Distance Learning (SEED-MEC). In the same year Group III began in the following states: Alagoas, Bahia, Ceará, Goiás, Maranhão, Mato Grosso, Paraíba, Pernambuco, Piauí, Rondônia and Sergipe, certifying more than 6,000 teachers in July, 2004.

In spite of *Proformação* having trained more than 30,000 teachers already, there still exists in public education services in Brazil a large number of teachers without the minimum qualifications required by law who are working in the first grades of primary education and/or literacy classes. MEC is aware of this situation and supported by the success of this programme, is offering *Proformação* to every region of Brazil from 2004.

The table below gives the figures for *Proformação* in each of its groups:

Table 35**Summary of the Programme's Actions**

Group	States	AGF	Municipalities	ATP	PF	TR	PC enrolled	PC trained
Pilot	2	13	146	2	78	150	1,373	1,323
I	8	128	623	13	828	1,547	16,278	14,256
II	5	68	338	7	432	899	9,721	7,840
III	11	110	361	14	679	818	8,269	6,300*

Source: Proformação Information System-SIP

* data estimated in April, 2004

AGF – Agência Formadora [Training Agency]

ATP – Assessores Técnicos do Proformação alocados nos estados [Proformação Technical Advisors allocated within the states]

PF – Professor Formador [Teacher Trainer]

TR – Tutor [Tutor]

PC – Professor Cursista [Teacher under instruction]

The success of *Proformação* means that MEC has guaranteed to continue it, including it in the Pluriannual Plan for 2004-2007, and in its National Budget. With funding guaranteed, there are plans to offer the course to new groups and also to revise the Curriculum Structure and teaching materials so as to make courses available for unqualified teachers working in the area of zero to six years of age. Depending on demand, adult education may also be included.

Actions to expand the programme have been developed based on contacts with state and municipal secretariats of education and with other MEC secretariats, including also providing the course to governments of other regions.

External Evaluation of *Proformação*

At the end of 2003, results were published of an external evaluation of *Proformação*. This evaluation investigated the scope of the objectives proposed and identified progress and difficulties, results and effects on teaching practice, in the teaching/learning process, and in ways of acting and thinking on the part of teachers, schools and communities.

The results show significant changes in the professional and personal lives of teachers who took the course. Improvements in knowledge, teaching practice and attitudes of these teachers were observed both in school visits as well as in the results of simulated teaching tests, analysis of the notebooks and in replies to opinion polls.

After *Proformação*, it is clear that there is a significant improvement in teaching practices on the part of those who have taken the course. In the opinion poll, 99% of those who took the course said their classroom teaching had improved; 96.7% thought that all their pupils were capable of learning; 98.8% felt their lessons were more interesting; 98.5% said they were making an effort to make their pupils participate in class and more than 93% agreed that the tutor was helping them to use new knowledge in class.

These data are consistent with the results of case studies in which the following advances were observed: a) in the planning and preparation of teaching activities; b) in classroom management (including organisation of space, use of physical materials and other resources, teacher-pupil and pupil-pupil interaction and teaching according to differences; c) linking content with pupils' cultural background.

Proformação achieved the aims of creating a greater respect for the teacher and a rise in self-esteem to a striking degree. Both in teachers' notes and in interviews with teachers and tutors on the course it was found that for these students the programme meant a great chance for personal and professional growth. In the opinion poll, 99% of those on the course said they had experienced great professional growth and felt more valued after taking part.

The final external evaluation report concluded that *Proformação* had met its training objectives, contributing to improving the quality of the teachers who had taken part and ensuring not only that they had receive certificates, but that they had learned and incorporated new knowledge and attitudes.

Representatives of the Municipal Education Organs questioned agreed that the programme had worked well and were unanimous in saying that *Proformação* had been very well received in the municipalities.

By reason of its results, *Proformação* has become a national and international reference point in teacher training by distance learning. Brazil is advising on the implementation of the programme in Portuguese-speaking countries such as Angola, East Timor and São Tomé & Príncipe.

9.2 National System for Further Training of Teachers in Basic Education

The target of this system is to ensure serving teachers have access to in-service training programmes that suit their needs, to develop science and technology applied to education and promote those criteria in the teaching career that value the teacher. The National System for Further Training of Teachers in Basic Education consists of the National Network of Research and Development Centres in Education.

The National Network of Research and Development Centres in Education

This is one of the main institutional foundations of the policy for raising the status of the teaching professional. Its aim is to guarantee that all teachers have access to in-service teacher training.

The objective of the National Network of Research and Development Centres in Education is to increase provision of training opportunities for teachers. Made up of federal and state universities and teacher training institutions, it works in combination with public teaching systems to develop in-service training in the following areas: literacy and writing skills, mathematical and scientific education, human and social sciences, art and physical education, management technologies and educational evaluation.

Proposals from universities to join the network were judged according to verdicts on whether, in judging their academic merits, they fully followed the terms laid down, showed internal consistency, wide scope, association with other bodies, ability to combine with other proposals, institutional experience and high quality of the team responsible for formulating the actions envisaged and a clear idea that the actions should be permanent. The following selections were made:

Literacy and Writing Skills (6)

Federal University of Pernambuco - UFPE
Federal University of Sergipe-UFS
Federal University of Minas Gerais-UFMG
State University of Ponta Grossa-UEPG
University de Brasília-UNB
State University of Campinas-UNICAMP

Mathematical and Scientific Education (5)

Federal University of Pará – UFPA
Federal University of Rio de Janeiro – UFRJ
Federal University of Espírito Santo – UFES
University of the State of São Paulo – UNESP
University of Vale do Rio dos Sinos - UNISINOS

Human and Social Sciences (3)

Federal University of Amazonas – UFAM
Federal University of Ceará – UFC
Catholic University of Minas Gerais – PUC-MG

Art and Physical Education (3)

Federal University of Rio Grande do Norte – UFRN
Catholic University of São Paulo – PUC-SP
Federal University of Rio Grande do Sul - UFRGS

To perform the analysis and selection of the centres that would make up the network, the Specialist Committee felt that both initial and in-service training form part of a continuing process that produces the educational professional. Both forms – initial and in-service – are based on common principles and concepts, having the student/teacher as a subject, valuing his or her personal experience and knowledge coming from experience because knowledge born of doing also has to be the object of systematic evaluation. The Committee also worked from the assumption that it was not enough to base qualification on the socio-institutional dimension given by initial training as if the teacher would not be constructing new knowledge throughout his/her career. So it is this knowledge, permanently up-dated, that produces recycled information that the teacher may choose to authenticate socially.

Finally, the National System must increase its permeability which, in this first phase of building centres, reaches all regions of Brazil, involving 14 federal universities, three state universities and three community universities, located in 14 Brazilian states.

Reference Matrices for Training

Reference matrices for in-service teacher training have been constructed following discussion in 27 meetings at state level and one national meeting held in Brasília. More than 7,000 education professionals participated in the discussion, representing managers of teaching systems at state and municipal levels, training bodies and teachers working in the early years of primary schooling.

The proposal for reference matrices is open, flexible and seeks to bring together a collection of knowledge considered to be essential for the training and professional practice of teachers. It is organised in two parts: in the first there is a collection of knowledge, information and skills that relate to all teachers regardless of the specialism in which they work in primary school; in the second there is a list of the rest of the specific knowledge, and information needed by the teacher in the early years of primary education.

The matrices are structured in the following way:

General Reference Matrix:

- The Right to Education
- Pedagogic Knowledge
- Languages and Mathematics

- Society, Science and Technology

Specific Reference Matrix:

- Basics of Teaching and Learning
- Literacy, Reading and Writing
- Mathematical Knowledge
- Environment and Culture
- Life and Nature

10. BIBLIOGRAPHY CONSULTED

CENTRO FEDERAL DE EDUCAÇÃO TECNOLÓGICA-CEFET/Química - MEC – *Experiências e Iniciativas de Inclusão Social*. Nilópolis, June. 2004.

CENTRO FEDERAL DE EDUCAÇÃO TECNOLÓGICA-CEFET/AM - MEC. *Projetos de Inclusão Social*. Manaus, May. 2004.

CENTRO FEDERAL DE EDUCAÇÃO TECNOLÓGICA-CEFET/PR - MEC. *Projetos Desenvolvidos pelo Departamento de Atividades Comunitárias do CEFET-PR Unidade Oeste – 2003 e 2004*. Medianeira, May. 2004.

CENTRO FEDERAL DE EDUCAÇÃO TECNOLÓGICA-CEFET/RN - MEC. *Projeto Fraldinha*. Natal: May. 2004.

CENTRO FEDERAL DE EDUCAÇÃO TECNOLÓGICA-CEFET/SC- MEC. *Projeto Ensino Médio para Jovens e Adultos*. Florianópolis, May. 2004.

CENTRO FEDERAL DE EDUCAÇÃO TECNOLÓGICA-CEFET/PR - MEC. *Programa CIMCO - CEFET Integrado na Multiplicação de Conhecimentos/Qualidade de Vida – 2001-2003*. Curitiba, May. 2004.

CONSTITUIÇÃO DA REPÚBLICA FEDERATIVA DO BRASIL DE 1988. Brasília, 2004

CONVENÇÃO INTERAMERICANA PARA A ELIMINAÇÃO DE TODAS AS FORMAS DE DISCRIMINAÇÃO CONTRA AS PESSOAS PORTADORAS DE DEFICIÊNCIA – Organisation of American States, 2001.

DECREEE Nº 3.142, de 16 August, 1999. *Regulates the social contribution of the Education-Salary laid down in art. 212, § 5º, of the Constitution, in art. 15 of Law No. 9,424, (24th Dec., 1996), and in Law No. 9,766, (18th Dec., 1998), and makes other provisions*. Brasília: Diário Oficial da União, 17th August, 1999.

DECREEE Nº 3.298, 20th December, 1999. *Regulates Law No. 7,853, (24th Oct., 1989) concerning the National Policy on Integrating People with Disabilities, consolidates the norms of protection and makes other provisions*. Brasília: Diário Oficial da União, 21st December, 1999.

EQUIPE DE TRANSIÇÃO DE GOVERNO LUIZ INÁCIO LULA DA SILVA . *Report of the Theme Group on Education*. Brasília, Dec., 2002.

EQUIPE DE TRANSIÇÃO DE GOVERNO LUIZ INÁCIO LULA DA SILVA - *Uma Escola do Tamanho do Brasil*. Brasília, Nov., 2002.

HENRIQUE, Ricardo. *Raça e gênero no sistema de ensino: os limites políticos universais na Educação*. Brasília: UNESCO, 2002.

INSTITUTO BRASILEIRO DE GEOGRAFIA E ESTATÍSTICA. Censo Demográfico 2000. Brasília, 2001.

INSTITUTO NACIONAL DE ESTUDOS E PESQUISAS EDUCACIONAIS/MEC. Censo da Educação Superior 2002. Brasília: INEP, 2003.

INSTITUTO NACIONAL DE ESTUDOS E PESQUISAS EDUCACIONAIS/MEC. Censo Escolar – Sinopse Estatística da Educação Básica 2003. Brasília: INEP, 2004.

LAW Nº 9.394, 20th December, 1996. *Establishes the directives and bases of national education.* Lei de Diretrizes e Bases da Educação-LDB. Brasília: Diário Oficial da União, 23th Dec., 1996, Section 1.

LAW Nº 9.424, 24th December, 1996. *Concerns the Fund for Primary Education Development and for Enhancing the Value of the Teaching Profession as laid down in art. 60, § 7º, of the Ato das Disposições Constitucionais Transitórias, and makes other provisions.* Brasília: Diário Oficial da União, 26th December, 1996.

LAW Nº 9.766, 18th December, 1998. *Alters the legislation that controls the Education-Salary, and makes other provisions.* Brasília: Diário Oficial da União, 19th Dec., 1998 –Extra Edition.

LAW Nº 10.172, 10th January, 2002. *Aproves the National Education Plan , and makes other provisions.* Brasília: Diário Oficial da União, 11th January, 2001.

LAW Nº 10.639, 9th January, 2003. *Alters Law No 9,394 (20th Dec., 1996) that establishes the directives and bases of national education, in order to include in the official curriculum of the educational system the obligation to teach the theme of Afro-Brazilian History and Culture) and makes other provisions.* Brasília: Diário Oficial da União, 10th January, 2003.

MARLI, Vera Maria N.S. Placco. GATTI, Bernadete A. *PROFORMAÇÃO – Avaliação externa.* Brasília: MEC, 2003.

MINISTÉRIO DA EDUCAÇÃO. *Alinhamento Estratégico.* Brasília, 2003.

PLANO NACIONAL DE EDUCAÇÃO-PNE 2001.

SECRETARIA DE EDUCAÇÃO INFANTIL E FUNDAMENTAL/MEC. *Descentralização da Educação - um breve relato da experiência brasileira.* Brasília, July, 2003.

SECRETARIA DE EDUCAÇÃO INFANTIL E FUNDAMENTAL/MEC. *Relatórios de Atividades da Secretaria de Educação Infantil e Fundamental – Years 2000/2001/2002/2003.*

SECRETARIA DE EDUCAÇÃO INFANTIL E FUNDAMENTAL/MEC. *Sistema Nacional de Formação Continuada.* Brasília, Sept., 2003.

SECRETARIA DE EDUCAÇÃO ESPECIAL/MEC. *Diretrizes nacionais para a Educação Especial na Educação Básica,* 3rd ed. Brasília, 2003 .

SECRETARIA DE ENSINO MÉDIO E TECNOLÓGICO/MEC. *O que é o Cadastro Nacional de Cursos de Educação Profissional de Nível Técnico (CNCT).* Disponível em <URL: www.mec.gov.br/formacaoprofissional/cnet .

SECRETARIA DE ENSINO MÉDIO E TECNOLÓGICO/MEC. *Proposta de Políticas Públicas para a Educação Profissional e Tecnológica.* Brasília, Dec., 2003.

SECRETARIA DE ENSINO MÉDIO E TECNOLÓGICO/MEC. *Proposta de Regimento Interno do Fórum Nacional de Educação Profissional e Tecnológica*. Brasília, April, 2003.

SECRETARIA DE ENSINO MÉDIO E TECNOLÓGICO/DEPT/MEC – Relatório de Atividades da Diretoria de Educação Profissional e Tecnológica (DEPT) - January to May, 2004. Brasília, May, 2004.

SECRETARIA DE ENSINO MÉDIO E TECNOLÓGICO/MEC. *Subsídios sobre o Programa de Expansão da Educação Profissional (Proep)*. Brasília, May, 2004.

SECRETARIA DE ENSINO MÉDIO E TECNOLÓGICO/CGSIFEP/MEC. *Subsídios sobre Programa TEC NEP – Educação, Tecnologia e Profissionalização para Pessoas com Necessidades Especiais (deficientes e superdotados)*. Brasília, May, 2004.

ABBREVIATIONS

ACE: Evaluation of Teaching Situations	Avaliação das Condições de Ensino
AGF: Agências Formadoras	Training Agencies
APM: Associação de Pais e Mestres	Parent/Teacher Association
CNE: Conselho Nacional de Educação	National Education Council
CEFET: Centro Federal de Educação Tecnológica	Federal Centre for Educational Technology
CO: Região Centro-Oeste	Mid-west Region
CONSED: Conselho Nacional de Secretários de Educação	National Council of Secretaries of Education
CNRM: Comissão Nacional de Residência Médica	National Committee for Medical Residence
CNTE: Confederação Nacional dos Trabalhadores em Educação	National Confederation of Education Employees
COEP: Comitê de Entidades no Combate à Fome e pela Vida	Committee of Bodies Engaged in Fighting Against Hunger and for Life
CONAES: Comissão Nacional de Avaliação da Educação Superior	National Committee for the Evaluation of Higher Education
CETE: Centro de Experimentação em Tecnologia na Educação	Educational Technology Experimentation Centre
CAE: Conselho de Alimentação Escolar	School Meals Council
CAPES: Coordenação de Aperfeiçoamento de Pessoal de Nível Superior	The Co-ordinating Body for the Improvement of Higher Education Personnel
CNCT: Cadastro Nacional de Cursos de Educação Técnica de Nível Médio	National Register of Secondary Level Technical Education Courses
EAF: Escolas Agrotécnicas Federais	Federal Agricultural Colleges
EJA: Educação de Jovens e Adultos	Adult Education
EMJA: Ensino Médio para Jovens e Adultos	Secondary adult education for
ENAD: Exame Nacional de Desempenho dos Estudantes	National Examination of Student Performance
ENEM: Exame Nacional do Ensino Médio	National Secondary Examination
FAS: Fundação de Ação Social	Social Action Foundation
FIES: Programa de Financiamento Estudantil	Direct Financing of Students
FNDE: Fundo Nacional de Desenvolvimento da Educação	National Fund for the Development of Education
FPM: Fundo de Participação dos Municípios	Participation of Municipalities Fund
FPE: Fundo de Participação dos Estados	Participation of States Fund
FUNDESCOLA: Fundo de Fortalecimento da Escola	School Support Fund
FUNDEF: Fundo Nacional de Manutenção e Desenvolvimento do Ensino Fundamental e Valorização do Magistério	Fund for Primary Education Development and for Enhancing the Value of the Teaching Profession
GESAC: Programa Governo Eletrônico	Electronic Government Programme
HDI: Índice de Desenvolvimento Humano	Human Development Index
IBGE: Instituto Brasileiro de Geografia e Estatística	Brazilian Institute for Geography and Statistics
ICMS: Imposto sobre Circulação de Mercadorias e Serviços	Tax on the Circulation of Goods and Services
IPLEXP: Imposto sobre Produtos Industrializados Proporcional às Exportações	Tax on Industrial Products Proportional to Exports
IES: Instituições Públicas de Ensino Superior	Public Higher Education Institutions
IFES: Instituições Federais de Ensino	Public Federal Institutions of Higher

Superior	Education
INEP: Instituto Nacional de Estudos e Pesquisa	National Institute for Educational Studies and Research
LC: Lei Complementar	Complementary Law
LDB: Lei de Diretrizes e Bases da Educação Nacional	Law of Guidelines and Foundations of National Education
LIBRAS: Linguagem Brasileira de Sinais	Brazilian Sign Language
MEC: Ministério da Educação	Ministry of Education
NTE: Núcleos de Tecnologia Educacional	Educational Technology Nuclei
NO: Região Norte	Northern Region
NE: Região Nordeste	Northeastern Region
PAPE: Projeto de Adequação dos Prédios Escolares	Project to Improve School Buildings
PES: Planejamento Estratégico da Secretaria	Strategic Planning of the Secretariat
PIB: Produto Interno Bruto	Gross Domestic Product
PIC: Projetos Inovadores de Cursos	Innovative Course Projects
PDDE: Programa Dinheiro Direto na Escola	Money Direct to the School Programme
PPA: Plano Plurianual	Pluriannual Plan
PDE: Plano de Desenvolvimento Escolar	School Development Plan
PDI: Plano de Desenvolvimento Institucional	Institutional Development Plan
PNUD: Programa das Nações Unidas para o Desenvolvimento	United Nations Development Programme
PNLD: Programa de Avaliação do Livro Didático	School Textbook Evaluation Programme
PNBE: Programa Nacional Biblioteca da Escola	National School Library Programme
PROINFO: Programa Nacional de Informática na Educação	The National Information Technology Programme in Education
PNAE: Programa Nacional de Alimentação Escolar	National School Meals Programme
PNE: Plano Nacional de Educação	National Education Plan
PNE's: Programa de Educação Profissional para Cidadania e Inclusão de Pessoas Portadoras de Necessidades Especiais	Vocational Education Programme for Citizenship and Inclusion for People with Special Needs
PAPED: Programa de Apoio à Pesquisa em educação a Distância	Programme to Support Research in Distance Learning
PROEP: Programa de Expansão Profissional e Tecnológica	Vocational Expansion Training Programme
RIVED: Rede Internacional Virtual de Educação	International Virtual Education Network
SEB: Secretaria de Educação Básica	Secretariat for Basic Education
SD: Região Sudeste	Southeast Region
SU: Região Sul	Southern Region
SEIF: Secretaria de Educação Infantil e Fundamental	Secretariat for Early Childhood and Primary Education
SEMTEC: Secretaria de Educação Média Tecnológica	Secretariat for Secondary Education and Technology
SETRACI: Secretaria Estadual de Trabalho e Cidadania	State Secretariat for Labour and Citizenship
SE: Secretaria de Educação Especial	Secretariat for Special Education
SESU: Secretaria de Educação Superior	Secretariat for Higher Education
SECRIE: Secretaria de Inclusão Educacional	Secretariat for Education Inclusion
SEED: Secretaria de Educação a Distância	Secretariat for Distance Learning

SINAES: Sistema Nacional de Avaliação da Educação Superior	National System for Evaluation of Higher Education
UNDIME: União Nacional dos Dirigentes Municipais de Educação	National Union of Municipal Directors of Education
UNED: Unidades de Ensino Descentralizadas	Decentralised Teaching Units
UNI-INDIOBRASIL: Programa de Educação Superior para os Povos Indígenas	University of the Indigenous Peoples of Brazil
UniMS: Programa Milton Santos de Acesso ao Ensino Superior- UniMS	Milton Santos Programme for Access to Higher Education