



Introduction

Brazil is one of the countries which enrolment ratios were not calculated by the UNESCO Institute for Statistics (UIS) due to inconsistencies between enrolment figures provided by the country and the United Nations population data from the 2012 population revision. In order to assess progress made by Brazil since 1999 across some of the EFA goals, the EFA Global Monitoring Report (GMR) Team used data from national sources, in particular the National Household Sampling Survey (Portuguese: Pesquisa Nacional por Amostragem de Domicilio) of 1999 and 2012 to calculate four key EFA indicators to measure progress in attendance in early child learning programmes, primary school attendance and completion and gender parity.

Since the data come from a household survey, the indicators used in the analysis are different from the usual ones. Participation and gender parity at pre-primary and primary levels are measured using net attendance rate (NAR) and net attendance rate (NAR), instead of gross enrolment ratio (GER) and net enrolment ratio (NER). Additionally, completion rates instead of survival rates are used to measure educational completion at primary level.

It is also important to note that the use of data from a national source meant using school age-groups that are different from the ones agreed upon in the International standard classification of education system (ISCED) framework. This is the case for both pre-primary and primary education levels. As for pre-primary education, the age group used in the present assessment is 4-5 instead of 4-6 and for primary 6-14 instead of 7-10.

Pre-primary education

In Brazil, the proportion of children aged 4-5 attending pre-primary education has increased substantially since 2000, from 55% to 78% in 2012.

Primary/basic education

Almost all children of 6-14 were attending either primary or lower secondary education in 2012, with a NAR of 98%, on the rise since 2000 (95%).

Access to school is an important step to universal primary education, but it is equally important to ensure that all children, who enrol in primary education, complete it. However, in Brazil early dropouts remain a major issue, with only 54% of children who entered primary school reaching the last grade in 2009, the latest year available. The situation has deteriorated significantly since 2000 when survival rate to last grade was 80%, making universal primary education goal still out of reach.

Gender Parity

In 2012, gender parity was achieved in school attendance, with as much girls as boys of 6 to 14 years attending basic education.

Learning achievements

Since 1990s, there has been a great development in terms of regional and international assessments. Brazil participated in the second cross-national study (SERCE) in 2006 and the third study, TERCE, in 2013. The comparison of reading proficiency scores from these two studies reveals that the urban-rural gap in the country narrowed substantially. This reduction of inequality occurred over the same period, which means that achievement increased, showing that it is possible to improve quality while simultaneously increasing equity.

Conclusion

The analysis of education data of Brazil demonstrates that the country has made great progresses in relation to both pre-primary and basic education attendance while gender parity is reached. Nevertheless, early dropouts remain a major issue making the goal of universal primary education still elusive.