


PUBLIC POLICIES OF THE MINISTRY OF EDUCATION

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Ministry
of Education



SYNTHESIS OF THE PRIORITY
PROGRAMS



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Democratic universal quality education for all, in all levels, is one of the Brazilian Government priorities. In 2004, the Ministry of Education is developing 250 educational and teaching training programs, from special classes for youth and adult literacy to undergraduate and graduate courses. The government is financing all public schools in order to guarantee school textbooks, meals and transportation for the students, training for teachers and infrastructure in schools.

The Ministry of Education with state and local secretaries of education is creating the National Fund for the Maintenance and the Development of Basic Education (FUNDEB) – comprehending primary and secondary education. This fund will substitute Fundef which assists only the primary education. Fundeb will create better work conditions for teachers, influencing their salaries, and will contribute to universalize education and to improve its quality since financing will be increased.

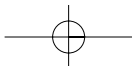
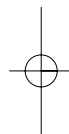
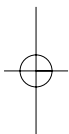
The Ministry of Education is elaborating an organic law to enlarge and to strengthen public free university and to guide private institutions to attend the public interest and to meet the standards of quality. The strengthening of professional education, which will permit the social inclusion of youths and adults in the work market



and the training of technicians to contribute for economical development based on production, is also one of the priorities of the Ministry for this year.

The future of the Country depends on education. In order to have a new, just and sovereign state, democratic quality school is vital in the process of changing our history.

Brasília, July 2004.



STRATEGIC PROGRAMS AND COORDINATED ACTIONS

Alphabetized Brazil: literacy for inclusion

Literacy is a continuing teaching-learning process. In order to implement a quality proposal, the Ministry of Education created the Secretary for Continuing Education, Literacy and Diversity (SECAD). The strategic objective of the Alphabetized Brazil Program is to alphabetize for social and educational inclusion. Schools accomplish its function by inserting the student in the world of knowledge and turning him capable to interact collectively, enabling him for citizenship. The connection between this program and the Youths and Adults Education allows recent literates to continuing their studies in regular courses.

Concrete measures

- 1 – In order to teach 1,65 million youths and adults illiterates, starting on August 2004, the Ministry will set partnerships with 23 state governments, which will implement the program in more than three thousand cities.
- 2 – The number of partnerships with the municipal districts and states arose from 42% in 2003 to 68% in 2004. Aiming at motivating the follow up of studies after literacy courses, the Ministry put priority in partnerships with states and cities

that are offering Youths and Adults Education. Financial resources will reach R\$430,9 million this year.

- 3 – Also in this year, Alphabetized Brazil will reach R\$168 million. In order to diminishing bureaucracy, the Ministry of Education instituted direct transferences of financial resources for states and municipal districts.
- 4 – Aiming at guaranteeing quality education, the period of literacy courses will be increased from six to eight months and the allowance given to the teacher were also increased from monthly R\$80 in 2003 for monthly R\$120 in 2004.
- 5 – Classes will have no more than 25 students that will have at least 10 hours of classes per week.

Fundeb: quality revolution in basic education

The creation of the National Fund for the Maintenance and the Development of Basic Education (Fundeb), taking place of Fundef – which only assists to fundamental education – will initiate a qualitative revolution of Brazilian Basic Education. Fundeb will finance all levels of basic education. Its implementation means more financial resources to improve education in public schools and equal distribution of those resources among states and cities. It will also enhance the number of education professionals, guaranteeing a national minimum salary for teachers. Fundeb is, therefore, one of the strategic policies of the Ministry of Education, a commitment of the Federal Government and a responsibility of all.

Concrete measures

- 1 – In 2004, the Ministry of Education constituted an executive group and a technical one to design the proposal of Fundeb, to be submitted to the discussion of Brazilian society and to the National Congress.
- 2 – In June 14th, in Brasilia, the proposal for the elaboration of Fundeb was nationally launched with the accomplishment of a seminar with the entities of mayors' national representation, of municipal and state secretaries of education, of workers in education, of unions and of social movements to debate the creation of Fundeb and to collect subsidies.
- 3 – State encounters, in all regions, with educational institutions, social movements and unions, are still debating the guidelines and collecting subsidies for the project.
- 4 – The Ministry of Education has already presented the guidelines of Fundeb to the National Council of Secretaries of Education (CONSED) and to the National Union of Municipal Managers of Education (UNDIME), as a national fund for each state of the Federal Government; a progressive exclusion of inactive people; and the reform of national educational salary – allowing expenditure in the whole basic education; and additional resources of the federal Government, among other measures.
- 5 – Until August 2004, the Ministry of Education will submit the proposal for the creation of Fundeb to the President of the Republic.

Reform of Higher Education: education as a public asset

At the beginning of 2004, the Ministry of Education initiated a large national debate on the reform of higher education. Understanding education as a public asset, included in the field of basic social rights, means to cope with it as a priority of the Brazilian society. Education as a strategic issue of the project for a cultural, economical and social development of the Country is the objective of the Ministry of Education. Therefore, the current debate seeks to build an organic law of Higher Education, with the participation of society.

Concrete measures

- 1 – On February 2004, the executive group of the reform was constituted.
- 2 – From March to June 2004, seminars were taken place with national and international authorities.
- 3 – Seminars occurred with the participation of the academic, professional and scientific communities, including civil society.
- 4 – The Ministry participated in more than 30 events promoted by institutions in 16 states from all regions of the Country.
- 5 – After hearing the national and academic society, the Ministry established November as the dead line for

sending the Organic Law of Higher Education to the National Congress.

Principles and guidelines that will guide the organic law

- 1 – *The Mission of Higher Education* – If university guarantees community participation in the supervision of their activities, it will be the expression of a democratic multicultural society, that will make reaching and studying in higher education possible for all.
- 2 – *Autonomy and Financing* – Creation of a federal fund, which cannot be subtracted, composed of two items: the fund for the maintenance of the Federal Institutions of Higher Education (IFES) – personnel, essential maintenance expenses – and the fund for IFES development (expansion, innovation and administration). It means keeping free higher education in public establishments.
- 3 – *Evaluation* – To link evaluation and regulation, using new tools such as the National Evaluation System for Higher Education (Sinaes), the National Council for Higher Education (Conaes) and the Technical Committee of Coordination / SESu, in consonance with the National Institute for Educational Studies and Research Anísio Teixeira (INEP) and the National Council of Education (CNE).
- 4 – *Structure and Administration* – Organization of universities by areas of knowledge; constitution within the structure of the institutions of an Advisory Council of Planning and

Administration; direct election of deans in public universities and academic under-deans in private universities; simplified recruiting processes for highly qualified professionals in a limited period of time (doctor degree or *notorious saber*); and provision of an enlargement in the teachers' career from the saturated level IV (join-teacher) to head professor.

- 5 – *Access and Maintenance* – To foster quotas policy in the lfes, prioritizing students who were graded in public schools, including ethnic quotas, according to the Brazilian Institute for Geography and Statistics (IBGE) data; to implement the First Academic Job Program and to enlarge the number of courses in the evening as fundamental actions to guarantee the presence of students with scarce resources.
- 6 – *Contents and Programs* – To debate with universities the possibility of offering an initial formation cycle, with minimum length of two years, after what the student will receive an specific title – General University Studies – with no skills qualification, corresponding to basic formation.

Projects for the democratization of higher education

At the same time the debate with society and the academic community on the reform of higher education has been accomplished, the Ministry of Education is undertaking punctual and immediate policies for the sector, not only those aiming at regulating private institutions, but also policies for ensuring the democratization of public higher education schools.

Concrete measures

- 1 – *University for All (ProUni)* – The project of law for the creation of ProUni is already in the National Congress. The project foresees the occupation of some of the 550 thousand private institutions idle vacancies by public schools students who have a family income up to a minimum salary per capita and those who are teachers in basic education courses without undergraduate degree. According to this proposal, philanthropic institutions will destine 20% of free vacancies – already demanded by law in exchange for taxes exemptions established under the Brazilian Constitution –, exclusively for integral scholarships. Profit and non-profit institutions that participate in the program should offer 10% of their vacancies for free in exchange for the exemption of some taxes. In five years, ProUni should open 300 thousand free vacancies.
- 2 – *Special System for the Reservation of Vacancies* – the National Congress is analyzing a project of bill that foresees the reservation of 50% of public universities' vacancies, for students who have studied secondary education in public schools. Within this quota, vacancies for afro-descendents and indigenous people are foreseen regarding the proportion of those populations in each state, which will be determined by IBGE census.

New regulatory patterns

In the last ten years, the participation of the private sector in higher education has increased, representing 70% of the students enrolled in undergraduate courses. This uncontrolled growth resulted in low quality education in these institutions. In this context, the Ministry of Education published several rules to guarantee the quality of the expansion of higher education.

- 1 – Ministerial Decree n° 411, from February 12, 2004, creates an executive group to reexamine the rules and the procedures that authorized and recognized undergraduate courses of private institutions; especially those given to courses of Law whose authorizations were granted in the last five years. The decree also suspended for 90 days the approval and recognition of new courses of Law.
- 2 – Ministerial Decree n° 695, from March 18, 2004, suspends, until May 12, 2004, the authorization for new courses of Medicine, Odontology and Psychology.
- 3 – Ministerial Decree n° 1.217, from May 12, 2004, suspends for 180 days the reception of proposals for accreditation of higher education institutions that ministers distance and technological courses; authorization of undergraduate, serial and qualification courses, including distance and technological ones; authorization of courses supplied out of the headquarters of its institutions.

- 4 – Ministerial Decree n° 1.264, from May 13, 2004, rules the overture of new undergraduate courses, taking into account social needs and regional inequalities as the main criteria.
- 5 – Ministerial Decree n° 1.180, from May 6, 2004, constitutes the Special Commission for Attendance and Verification to fiscalize the execution of Resolution n° 1, from April 3rd, 2001, of the National Council of Education (CNE). This resolution rules over *lato sensu* graduate courses offered by higher education institutions or authorized ones, in presence and distance education.

ACCOMPLISHMENTS OF THE SECRETARIES OF THE MINISTRY OF EDUCATION

Secretary of Higher Education (SESu)

- 1 – The Ministry of Education starts the expansion of public higher education, creating two new academic poles in Rio de Janeiro: Baixada Fluminense and Volta Redonda. These poles were implemented with the partnership of universities and city halls of both regions. The Ministry of Education sent a project of law to the National Congress creating the university of the region called “a Grande ABC”, in São Paulo (UniABC), which will have 20

thousand vacancies in undergraduate courses, 2.500 vacancies in professional master's degree courses and a thousand vacancies for doctorate courses. The investment in UniABC is around R\$150 million.

- 2 – *Andifes Amendment* – In July federal public universities have begun to receive R\$53 million due to this Amendment. Since 1999, the budget for federal universities in the National Congress has been reinforced, with financial resources made available in the last quarter of the year; due to an amendment articulate by an institution of deans. In 2004, the management was improved and the transferring of financial resources has been hurried. The Ministry of Education is studying the simplification of the mechanism for transferring financial resources in order to enlarge university autonomy.
- 3 – *University Hospitals* – By the decision of the Ministry of Education and the Ministry of Health, academic hospitals will be obliged to have classes of those courses in the field of health offered by public universities. From now on, in order to be considered as an educational institution and to have the right to receive public resources, hospitals need to promote curriculum activities and to have medical residence programs accredited by the National Commission of Medical Residence. Moreover, the institution needs to offer at least 70% of their beds for users of the Unified System of Health (SUS) and, in four years, 100% of the procedures must be within SUS.

- 4 – *Students Financing (FIES)* – At the beginning of July 2004, 50 thousand vacancies of FIES were opened for enrolled students in private institutions. The *criteria* for the selection of candidates was changed, giving priority for students who studied in public schools and teachers from basic education. In the second semester of 2003, 70 thousand vacancies were offered.
- 5 – Other initiatives: are the authorization for the accomplishment of a recruitment of teachers and employees for Federal Institutions of Higher Education (Ifes); transference of R\$5 million for Ifes in order to implement the Support Program for University Extension; and transference of R\$1,5 million for the same program in the state public institutions.

Secretary of Basic Education (SEB)

- 1 – *Adjusting of Fundef* – In addition to the creation of the National Fund for the Maintenance and the Development of Basic Education (FUNDEB), in 2004 the Ministry of Education raised in 20% the minimum value for student in the Fund, in comparison with 2003. Today the annual transference of funds for students from the 1st to the 4th grade is R\$537,71 and, for students from the 5th to the 8th grade, is R\$564,60. Fundef is investing this year around R\$28,7 billion in primary education. In 2003, the fund invested R\$25,2 billion.

- 2 – *The Fund for Fostering Schools (Fundescola)* is financing the continuous formation of almost 100 thousand teachers in 19 states of the North, Northeast and Center-West. The fund also finances the acquisition of equipments and furniture, school's constructions and reforms and the Program of Management of School Learning (GESTAR) and Improvement of Reading and Writing (PRALER).
- 3 – *National Network of Continuous Training of Teachers of Basic Education* – The announcement was published and 20 universities were selected to constitute the network. Each institution will receive R\$2 million to elaborate programs for teachers' training during the period of four years.
- 4 – *National Program of Training for Municipal Counselors of Education (Pró-Conselho)* – In 2004, 14 state encounters will be held to qualify counselors and to stimulate the creation of new councils. 1.982 cities will be assisted. The purpose is to stimulate the participation of the society in education.
- 5 – *Primary Education in nine years* – The Ministry promoted seven regional encounters with 214 municipal and state secretaries of education to discuss the proposal of including six year-old children in fundamental education and the adaptation of *curricula*. Today, almost five thousand children are already in the new system in five states: Minas Gerais, Goiás, Amazonas, Sergipe and Rio Grande do Norte.

Secretary of Professional and Technologic Education (SETEC)

- 1 – *Professional Education Policy* - The Setec ends until October the proposal for the Congress of the Professional and Technologic Education Law and will open the discussion about the project with the society. This new law will serve as regulatory mark for this education area.
- 2 – *Technologic Secondary Education* - It is in the final part of the process the edition of a decree which will regulate the National Educational Law (LDB), articles 36, 39, 40, 41 and 42. When this is published, the Technologic Secondary Education will be extended to the districts interested in Technologic Education. Agreements with the Secretaries of Education of Espírito Santo, Paraná and Santa Catarina have already been signed.
- 3 – *Expansion of Professional Education* - In the year of 2004, Setec will apply R\$89 million on the expansion of professional education in the whole country. From this total, R\$24 million will be used in education policies directed to professional and technologic education and R\$65 million in the construction, recovering, modernization and acquisition of equipments. 42 agreements were reactivated for construction, recovery and acquisition of equipments in state; federal centers of technological education and of the communitarian section. The agreements will be signed starting from August.

- 4 – *Federal Network of Technologic and Professional Education* - Setec/MEC is strengthening the public segment of the Federal Network of Professional and Technological Education, which, in 2004, completes 95 years. The Federal Network is formed by 139 unities: 34 Federal Centers of Technologic Education (CEFET); 36 Federal Agro-Technical Schools (EAF); a federal technical school and 30 technical schools linked to federal universities.
- 5 – *National Forum of Professional and Technological Education* – A place for meetings and discussions over non governmental organizations and other sectors or personalities involved in this matter. This forum will discuss the policies of the expansion of the network over the Technologic Education, the main Law project, youth education and professional education. It will also discuss the policies of capacity building, employment and income.

Secretary of Distance Education (SEED)

- 1 – SEED will invest this year R\$14 million in the technical and financial support of institutions interested in working with distance degree courses for the teachers' formation in Physics area, Chemistry, Biology, Mathematics and Pedagogy.
- 2 – It is acquiring five thousand computers for the *National Program of Computer science in Education (ProInfo)*. The equipments and free softwares will benefit 500 schools of the state and municipal nets of education.

- 3 – *The Program for the Formation of Teachers in Exercise (Proformação)* is enabling about 10 thousand teachers of the public system that still don't have qualification in the areas North, Northeast and Center-west.
- 4 – A SEED has already agreed on 65 contracts of technical cooperation with bodies and entities of the public administration, as state and municipal secretaries of education, federal universities and technology institutes to the use of Collaborative Ambient of Learning e-ProInfo. This instrument makes possible the accomplishment of online courses, meetings and research.
- 5 – *TV Escola*, an Education TV Network, a channel through satellite, maintained by the Ministry of Education, presents educational programs to the teachers and students of primary and secondary education. It works non-stop for 14 hours daily, reaching 56 thousand schools equipped with antenna, televisions, video cassette and VHS supplied by the Ministry of Education.

Secretary of Special Education (SEESP)

- 1 – *The Program of Inclusive Education: right to the diversity* - will invest this year R\$2,6 million so that the Brazilian municipal districts qualify educators and managers in the area of special education. Today the program already reached 114 municipal districts, which will be multiplied. Until the end

of 2004, about 2 thousand municipal districts will be part of the program.

- 2 – The *Program of Support to the Education of Students with Visual Deficiency* has distributed, in 2004, 7.500 kits for blind students and 7.500 for students with low vision registered in the fundamental teaching.
- 3 – The *Project of Computer science in the Special Education (PROINESP)* implements computer science laboratories and it qualifies teachers to make possible students with special needs to access new technologies of information and communication. In this year, 60 laboratories were distributed and other 100 will arrive in local and state schools or in non-profit private institutions, until the end of the year.
- 4 – The *Program for the Support of Special Education (PROESP)*, developed in partnership with Capes, is interested in qualifying and forming teachers and researchers to make possible educational and social inclusion of students with special education needs. In 2004, 10 higher education institutions that develop masters degree projects for the special education received support.
- 5 – *Attendance* – In 2003 it increased in 31,3% the service for students with special education needs in the regular classes of the public net of teaching. Training projects for an inclusive and quality education were enlarged in 62%. To support blind students and the ones with low vision, the Ministry distributed 15 thousand pastes with appropriate didactic material.

Secretary of Continued Education, Literacy and Diversity (SECAD)

- 1 – *Alphabetized Brasil* – About 1,6 million adults and young above 15 years they begin to learn reading and writing in August this year. The program, which has investments of R\$168 million, is developed in partnership with states, counties, companies and organizations of the civil society.
- 2 – *Education of Youths and Adults (EJA)* is investing this year R\$430,9 million so that states and municipal districts can offer primary education to youths and recently-literate adults.
- 3 – The *Complementary Educational Program of Actions* aims at equal access and maintenance of children and teenagers in school. This year, R\$16,8 million will be available for financial attendance to municipal city halls that presents projects of development of the children's potentialities, teenagers and their families.
- 4 – *Risk situation* – Secad is investing R\$2,4 million in actions of educational support to children, adolescents and youths in risk situation, especially to the abuse victims and sexual exploration. The resources are being reviewed to non-governmental organizations with recognized work in that area.
- 5 – *Diversity in the University Program* – it is benefiting in 2004, around 9 million students. The Diversity, in partnership with entities of the civil society and with universities, guarantees

to afro-descendents and indigenous population and groups socially disfavored the entrance in the university.

National Fund for the Development of Education (FNDE)

- 1 – *National Program of School Feeding (PNAE)* – It assists this year to 37,4 million students in day cares, in the pre school, fundamental teaching and in the indigenous schools. To offer lunch, the ministry of Education is investing R\$1,25 billion in 2004.
- 2 – *The National Program of the Text Book (PNLD)* almost benefits 32 million students of the fundamental teaching in 153 thousand public schools. In 2005, the program will be extended to 1,2 million students of the first series of the basic education, which will receive books of Mathematics and Portuguese.
- 3 – *National Program Library of the School (PNBE)* – it is going to distribute until the end from 2004, 1,45 million works to the teachers of the fundamental teaching and more than 40 thousand collections for the itinerant minilibraries of the program Reading Home. The minilibraries will be present in 3.659 municipal districts.
- 4 – *Direct Money to the School Program (PDDE)* – it decentralizes the resources to assure autonomy to schools. In 2004, the program offered to schools an additional R\$34 million to assist the schools reached by the inundations.

- 5 – *Program National Health of the Scholar (PNSE)* – Created in 2003, repasses resources to city halls, by accordum, to precocious identification and correction of students of the first series of the fundamental teaching visual problems. Besides the resources, the teachers' receive training to accomplish tests of visual sharpness.

Coordination for the Improvement of Higher Education Personnel (CAPES)

- 1 – *Triannual Evaluation of the masters degree* – Now, Capes accompanies and evaluates about 2 thousand programs, that answer for the offer of almost 3 thousand courses of post-graduation, which are 1.800 of master's degree and 1.200 of doctorate
- 2 – *Portal of Newspapers* – With 40 thousand daily accesses, the portal has 8.024 titles and 75 bases referencials accessed by higher education institutions and research. It represents a giant step for the scientific development of the Country. In 2003, over 7,4 million texts were downloaded in the portal.
- 3 – *Scholarships* – An offer of scholarships from Capes for the masters and doctors degree makes a difference. In 2003, 27.600 students grant holders concluded master's degree and 8.100 the doctorate one.
- 4 – *Readjust* – In April of 2004 the scholarship of Capes had a readjustment of 18%. It has been ten years the scholarships were not readjusted.

- 5 – *Supervision of courses* – To end with irregular masters degree *lato sensu* courses, the ministry of Education has created, in May 2004, a Special Commission of Attendance and Verification, which supervises the operation of the courses. The commission has the power to demand the regularization of the courses and, if institutions does not respond, deactivate them.

National Institute for Educational Studies and Researches - Anísio Teixeira (INEP)

- 1 – It collects annual information on enrollments, teachers, infrastructure of the schools of the basic education. More than 215 thousand public and private schools are researched and the data is used as base for the public policies, among them – lunch during school, text books and Fundef.
- 2 – The *National System of Basic Evaluation (SAEB)* will be enlarged for all of the schools of basic education and for all of the students. Up to 2003, Saeb had accomplished, every two years, by sampling, on 4th and 8th grades of fundamental teaching and in the 3rd grades of secondary education.
- 3 – The *National Exam of Secondary Education (ENEM)* – It evaluates the student's performance at the end of the basic education. Applied annually, the exam is voluntary, but its results are adopted already for many higher

education institutions as part of the entrance score in the college entrance exam. In 2003, around 1,9 million students enrolled for Enem. In 2004, it will be held on August 29.

- 4 – The *National System of Evaluation of Higher Education (SINAES)*, created in 2004, looks for drawing a panorama of the quality of the courses and institutions of higher education in the Country. Over this, it substitutes the National Exam of Courses, Provão. Sinaes divides the degree courses in three great groups and every year one of them raise for the exam. In this year, the students in the areas health and agriculture will be evaluated.
- 5 – *Census of Higher Education* – It collects information on all of the public and private institutions of higher education. It happens annually in two thousand institutions through electronic form by the Internet.

National Council of Education (CNE)

CNE has attributions normative, deliberative and of advice to the Minister of Education. It is composed by the Chamber of Basic Education and for the Chamber of Higher Education, integrated by 12 counselors each, with a four-year mandate, which can be extended. In May 2004, they took ownership 12 new counselors, a renewal of 50% in each chamber.

The Chamber of Basic Education has the attribution of analyzing and to emitting opinions on procedures and results of processes of evaluation of the infantile, primary, secondary, professional and special education; deliberate on curricular guidelines proposed by the Ministry of Education; and to accompany the execution of the National Plan of Education (PNE). The Chamber of Higher Education is responsible to deliberate on the authorization and the recognition of some graduate courses (Law, Medicine, Psychology and Odontology); on the curricular guidelines of all of the courses of graduation; accreditation of institutions of superior teaching; and the approval of statutes and regiments of these institutions.