



GLOBAL EDUCATION
LEADERS' PROGRAM
BRASIL

The Role of the Third Sector in Brazilian Education_

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bem estar bem

LABi
LABORATÓRIO DE INOVAÇÃO
EDUCACIONAL


TODOS PELA EDUCAÇÃO

Welcome

Alejandra Meraz Velasco

Todos pela Educação

Mila Gonçalves

Fu Kei Lin

Fundação Telefônica Vivo

Maria Slemenson

Instituto Natura

Rafael Parente

LABi

Workshop Objectives

- Offer a brief history of how the Third Sector managed to achieve its current level of influence on education policy in Brazil.
- Show the fundamental role of Third Sector institutes and foundations in the development of targets, strategies and policies, by highlighting some successful examples.
- Explain the key challenges that have been faced and inquire into other possible strategies, tools and methodologies that could be used.

History of the Third Sector

Colonial Brazil
Brazilian philanthropy linked to the Catholic Church

First half of the 20th Century
The first private national foundations are created by families

End of the 1970s
Historical transformation in the organization of Brazilian society and philanthropy

1990s
Third Sector scales up globally. Foundations and civil society organizations multiply.

2001
Construction of local and regional volunteering centers accelerates across the country

Today
Main trend is alignment of corporate social responsibility practices with social investment activities



19th Century
Some new public institutions provide social services

Military Government (1964-85)
The State re-exerts control over civil society organizations

1980s
Beginning of multinational corporations influences culture of business and individual philanthropy

1995
Establishment of GIFE and the Council of Community Solidarity

1999
Proclamation of the Law of OSCIPs

2005
Foundations and institutes are created by companies to serve communities

2006
"Todos Pela Educação"

“Todos Pela Educação” Targets

1. All children between 4 and 17 in school

By 2022, 98% of children and young people between 4 and 17 should be enrolled and attending school or have completed high school.

2. All children literate by 8 years of age

By 2010, 80% or more, and by 2022, 100% of children should be able to demonstrate basic skills in reading, writing and mathematics by 8 years of age or by the end of the 2nd year of primary schooling.

3. All students with adequate learning for their year level

By 2022, 70% or more of students should meet adequate achievement levels for their year.

4. All 19 year olds having completed high school

By 2022, 95% or more of 16 year old Brazilians should have completed primary and middle school, and 90% or more of 19 year old Brazilians should have completed high school.

5. Education investment increased and well managed

By 2010, and continuing to 2022, public investment in compulsory schooling should be 5% or more of Gross Domestic Product.

Brazil in Numbers

Total Population: 191.000.000

Population of 4-17 year olds: 45.400.000

Schools: 188.700

Teachers: 2.150.000

Enrolments: 42.000.000

Outside school: 2.900.000

- 4-5 year olds: 700.000

- 6-14 year olds: 500.000

- 15-17 year olds: 1.700.000

Fonte: TPE

School Quality in Brazil (2012)

Basic Skills

Students in 3rd year of Primary School
at or above adequate achievement levels:

Reading: 44,5%

Writing: 30,1 %

Mathematics: 33,3 %

Source: TPE

School Quality in Brazil (2013)

Students at or above adequate achievement levels:

5th year of schooling

45,1% in Portuguese and 39,5% in Mathematics

9th year of schooling

28,7% in Portuguese and 16,4% in Mathematics

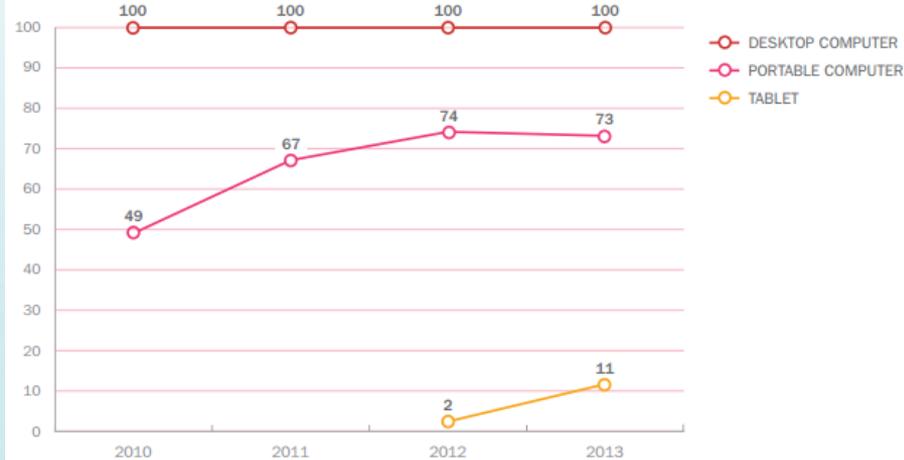
Final year of schooling

27,2% in Portuguese and 9,3% in Mathematics

Source: TPE

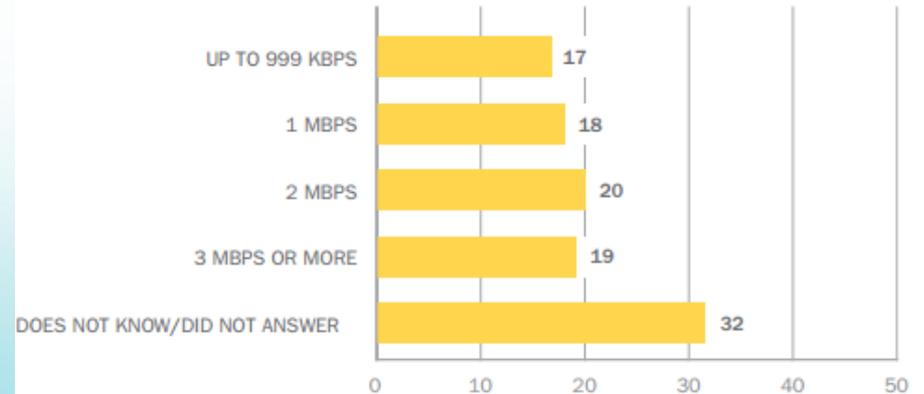
Internet (2013)

PROPORTION OF SCHOOLS BY TYPE OF COMPUTER (2010 - 2013)
Percentage of the total number of public schools that have computers



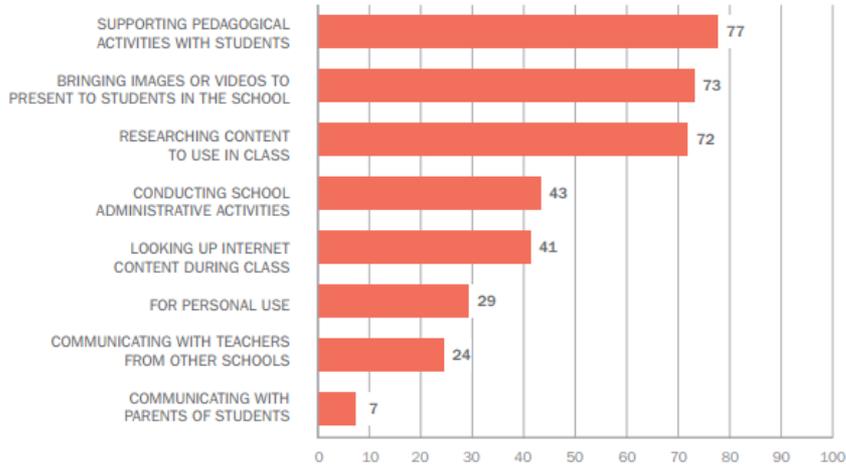
PROPORTION OF SCHOOLS BY INTERNET CONNECTION SPEED (2013)

Percentage of the total number of public schools that have an Internet connection

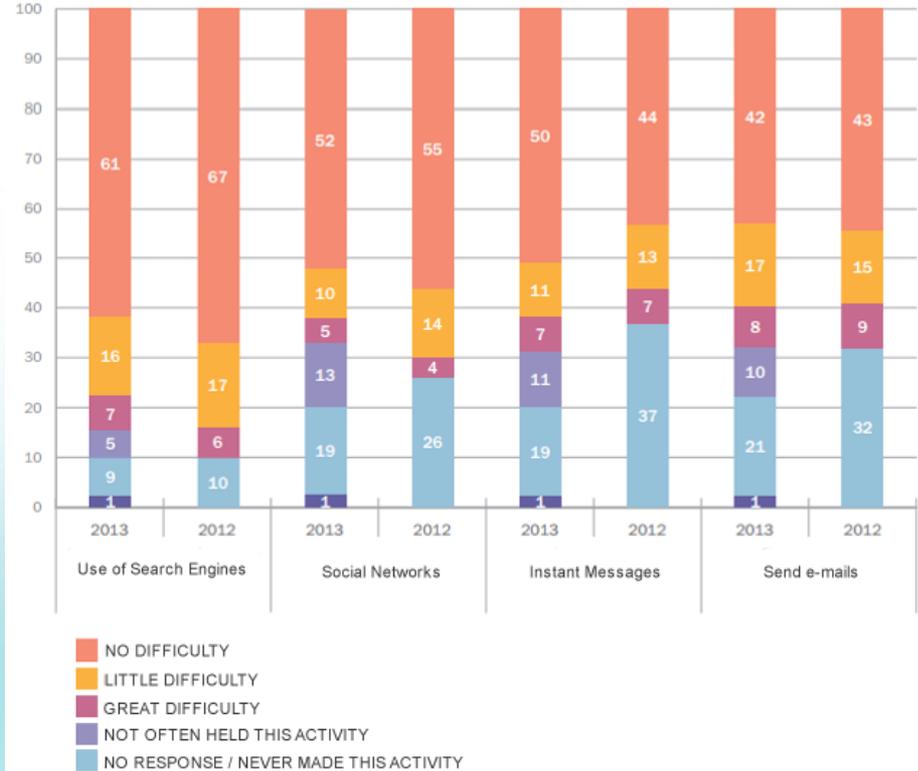


Internet (2013)

PROPORTION OF TEACHERS BY REASONS FOR BRINGING A PORTABLE COMPUTER TO SCHOOL (2013)
Percentage of the total number of public school teachers who have brought their portable computers to school



PROPORTION OF STUDENTS, FOR PERCEPTION IN THE ACTIVITIES ON THE INTERNET (2012-2013)
Percentage of total number of public school students in the 5th grade of elementary school who have used the internet



Brazil and the world (2013)

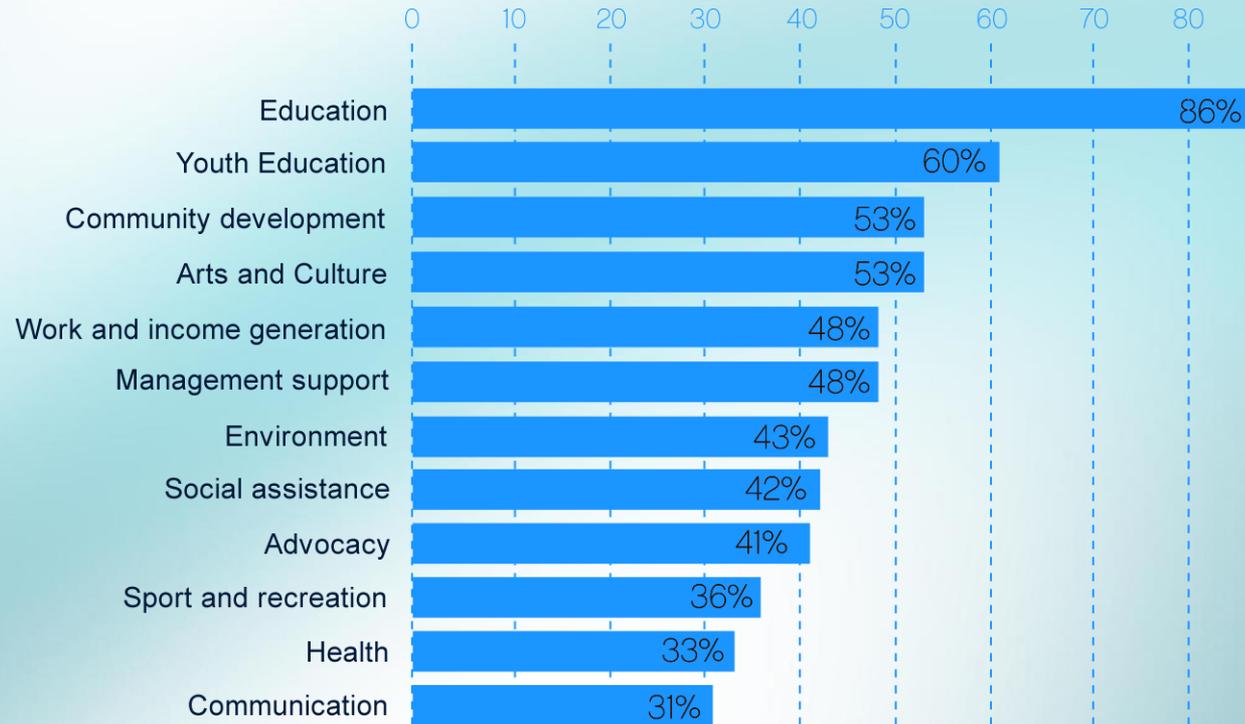
PISA is an international test run by the OECD each 3 years involving students at 15 years of age in 65 countries.

In 2013, Brazil came 58th of 65 countries.

Source: TPE

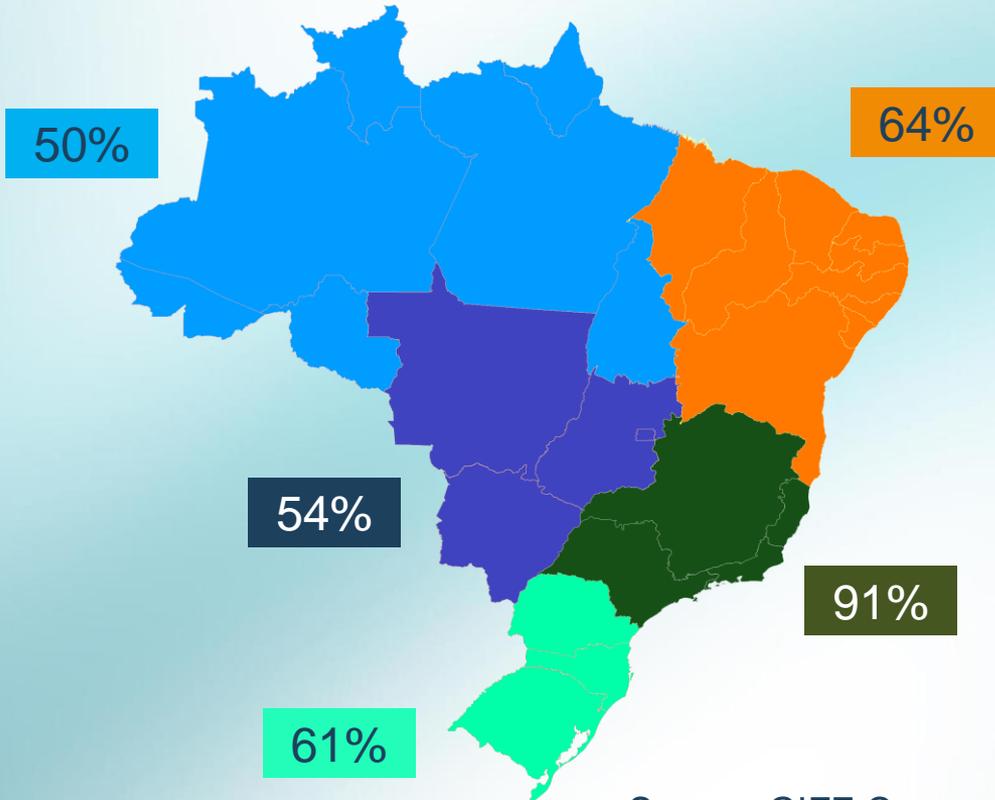
1st	Shangai
2nd	Singapura
3rd	Hong Kong
5th	Korea
33th	Spain
36th	USA
51th	Chile
53th	Mexico
55th	Uruguay
56th	Costa Rica
58th	Brazil
59th	Argentina
62th	Colombia
65th	Peru

Number of Investors by Area



Source: GIFE Census 2011-2012

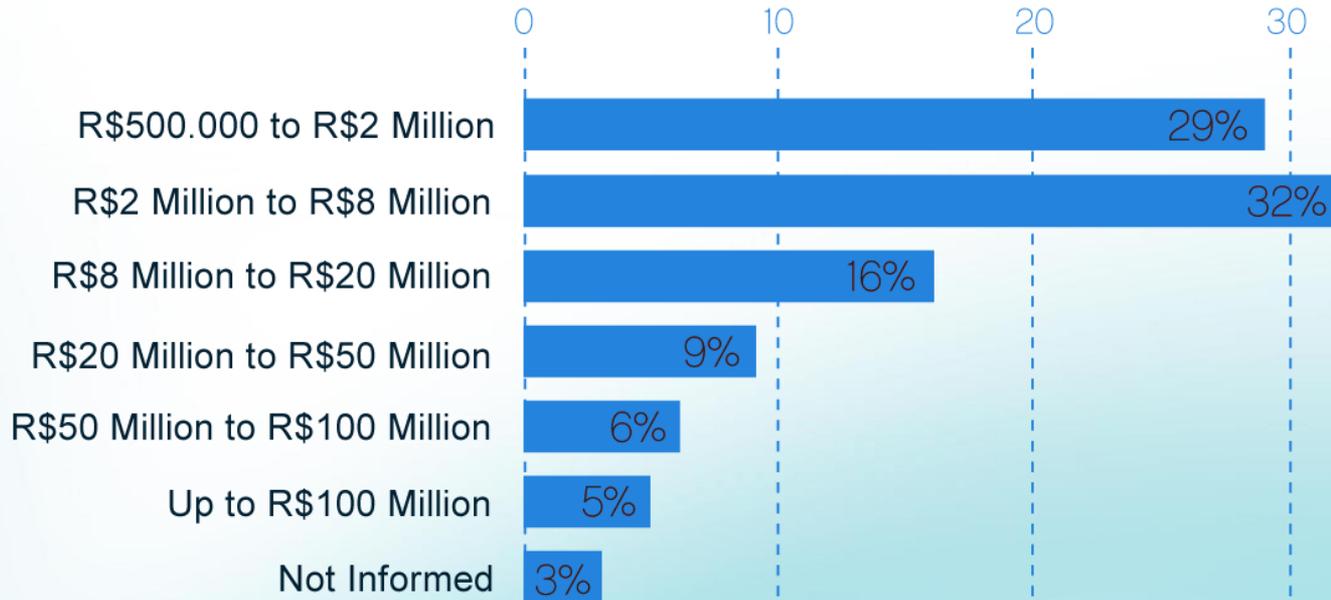
Investment Geography



Social investment in Brazil is concentrated in the South East region, mainly in São Paulo and Rio de Janeiro. Approximately 90% of organizations registered with GIFE are active in this region. This phenomenon is linked to the fact that the majority of Brazilian companies have their headquarters in the region, and it's common to find companies active in the development of communities adjacent to their operations.

Source: GIFE Census 2011-2012

Volume of Investment



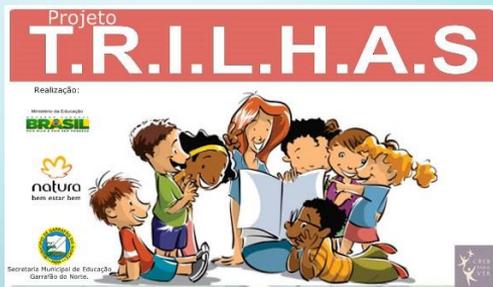
Source: GIFE Census 2011-2012

Types of Organizations



Source: GIFE Census 2011-2012

There are actions, tools and methodologies being created by the Third Sector that are officially embraced by Governments, including:



In Brazil, the Third Sector has taken the forefront in fostering and investing in educational innovation. This has created a unique situation in our country.

Brazil has become a country that experiments with and creates new solutions, with important stimulus from the Third Sector.

Almost because of this, there is an important influence for a “reinvention” of current frames and pedagogies.

Projeto Escolas Rurais

conectadas



Group Activity

Principal problems and challenges faced by the Third Sector in the battle for improvement in educational policies in Brazil and around the world.

Participants divide into three groups, each with a representative of a Brazilian Third Sector organization.

Problems

- a. Operational limitations of the state and instability between administrations (TPE)
- b. Absence of structure to create climate of innovation (Fundação Telefônica)
- c. Inadequate transposition of private solutions to the public sector (Instituto Natura)

Questions

- How can we promote educational innovation in a context of infrastructure limitations (lack of computers, internet connection, etc)?
- What type of leadership (who? what organization?) is most effective in promoting educational innovation?
- What political reforms are necessary in order to solidify innovative educational initiatives?
- To what extent is successful innovation tied to technology?