



**UNICEF BRAZIL**

**Programmatic Area - Education**

**Thematic Report**

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## Abbreviation and Acronyms

Acronym	Definition
<b>ANA</b>	<b>National Literacy Assessment</b>
<b>BCO</b>	<b>Brazil Country Office</b>
<b>CMDCA</b>	<b>Municipal Council of the Rights of the Child and Adolescent</b>
<b>CONGEMAS</b>	<b>National Collegiate of Municipal Social Assistance Managers</b>
<b>CP</b>	<b>Country Programme</b>
<b>IBGE</b>	<b>Brazilian Institute of Geography and Statistics</b>
<b>LAC</b>	<b>Latin America and Caribbean</b>
<b>LGBT</b>	<b>Lesbian, gay, bisexual and transgender</b>
<b>MoE</b>	<b>Ministry of Education</b>
<b>MOOC</b>	<b>Massive Open Online Course</b>
<b>NGO</b>	<b>Non-governmental Organization</b>
<b>OOSCI</b>	<b>Out-of-School Children Initiative</b>
<b>PCU</b>	<b>Platform of Urban Centres</b>
<b>PNAD</b>	<b>National Sample Survey of Municipalities</b>
<b>PNE</b>	<b>National Education Plan</b>
<b>UNCME</b>	<b>National Union of Municipal Councils of Education</b>
<b>UNDIME</b>	<b>National Union of Municipal Education Managers</b>
<b>UNICEF</b>	<b>United Nations Children's Fund</b>
<b>SAS</b>	<b>School Active Search</b>
<b>SDG</b>	<b>Sustainable Development Goals</b>
<b>SINASE</b>	<b>National System of Socio-Educational Assistance</b>
<b>SMS</b>	<b>Short Message Service</b>

## Executive Summary

2018 was the first full year of effective implementation of the new Country Programme 2017 - 2021 (CP 2017-2021) with the view to support Brazil in the realization of the rights for the most excluded children and adolescents. In line with national priorities and the UN Sustainable Development Goals (SDGs), the CP goal is to support Brazil to facilitate the generation and knowledge exchange to identify the most excluded children and to monitor and measure the progress of actions in the fulfillment of their rights.

The document establishes four components that define the activities in each programmatic area:

**Component 1:** Enhanced policies for excluded children

**Component 2:** Quality social policies for vulnerable children

**Component 3:** Prevention of and response to extreme forms of violence

**Component 4:** Engaged citizenry and participation

The CP is focused on targeted population groups: children and adolescents who are excluded from public policies and services; those who have access to social policies but lack of quality services; victims of violence, discrimination, exploitation, neglect, and abuse; and boys and girls vulnerable to disasters.

The activities carried out in 2018 by the Education area were focused on gathering more in-depth analyses of the underlying causes of lack of access as well as of school failure and drop-out; using innovative technology to facilitate the identification and reintegration of out-of-school children, learning, and inclusion; developing a strategy to support municipalities to design, implement, and evaluate policies and actions to address the serious phenomenon of age-grades distortion; mobilizing and training local authorities to jointly look for children who are out of school; engaging young people on education for democratic citizenship initiatives.

Following the guidelines of the Theory of Change, the work developed at the country level is based on the premise that a more equitable Brazil for children is only achievable by working in partnership with a variety of organizations and individuals at all levels – government at the three levels (national, state, and municipal), civil society, media and the private sectors. These alliances run towards a common purpose: to ensure access to and quality of education for all Brazilian boys and girls. The Education area of UNICEF Brazil has a diverse range of partners: large companies such as Samsung and Grupo América-Móvil (Net Claro Embratel in Brazil), NGOs from both education, social assistance and protection, the federal government, dozens of state governments and more than a thousand local governments. Partnerships are one of the area's greatest strengths.

The lessons learned through local delivery strategies in continuation (UNICEF Municipal Seal of Approval in the Semi-arid and Amazon regions and Platform of Urban Centers) were also considered. UNICEF's ability to work with all three government levels to ensure national, state and municipal policies effectively target disadvantaged children.

The outcomes directly related to the Education area reflect the priorities of the components mentioned above:

**Component 1. Enhanced policies for excluded children**

**By 2021, the most excluded boys and girls benefit from enhanced and inclusive public and services and actively participate in decision-making processes.**

**Component 2. Quality social policies for vulnerable children**

**By 2021 boys and girls have increased access to quality and responsive health, education, and social protection programmes, and actively participate in the design, implementation and monitoring of these services.**

It also contributed to the other two components, **Prevention of and response to extremes forms of violence** and **Engaged citizenry and participation**, that have intersectoral and crosscutting activities to prevent children and adolescents out of school and to drop-out.

In Education, UNICEF Brazil achieved the results listed below:

**Evidence on the causes of exclusion of boys and girls increased**, by developing the School Active Search strategy (SAS) the Successful School Path (SSP). SAS is a computer-based system and phone app which facilitates the identification and reintegration of out-of-school children. In partnership with municipal managers of education, health, and social welfare, the technology allows local authorities to jointly look for children who are out of school, understand the reasons behind the phenomenon, and ensure a data-driven pathway for re-enrollment. SSP is a public-private data-driven initiative that uses evidence to drive change. The initiative consists of a public online platform that displays the number of overage students for their grades in every state, city, and public school in the country using official and highly disaggregated data collected annually by the National School Census.

**Specialized programmes for the most excluded boys and girls created, supported and implemented at national and subnational levels**, by the implementation of the SAS, through intersectoral articulation, population engagement, dialogue with families and school involvement and exchange of experiences among participating municipalities and states. Until the end of 2018, more than 2,600 (46,6%) municipalities have joined the platform with more than 40,000 out-of-school children identified and over 4,500 municipal managers trained not only in the use of the technology, but also in policies related to inclusive sports and quality self-assessment practices for early childhood education. A National Steering Committee composed of government, civil society, and private sector representatives to follow up the strategy and its results were also established.

**Permanence of girls and boys in the basic education system increased, based on intersectoral policies addressing diversity including contextualized education**, by the development of initiatives as the study on age-grade distortion and three practical booklets and a seminar, the Indicators on Early Childhood Education Methodology with materials and guidelines that allow the school to self-assess its performance, encouraging democratic management with the participation of children, families, teachers, employees, and Open Doors for Inclusion Initiative, a MOOC (Massive Open Online Course) on how to promote school inclusion of children with disabilities. The course had 12,400 registrations and more than a thousand people have already completed it.

**Children's rights mapped and addressed**, through intersectoral activities with the Child Protection area to improve guidance and policies on the promotion of successful school trajectories, including children and adolescents in the juvenile system, victims of violence who are out-of-school or at risk of drop-out, victims of child labor and also children without birth registration.

**Citizen engagement to support the realization of boy's and girls rights increased**, working with public advocacy, with an emphasis on the general election in the second half of 2018 as an unique opportunity to position the rights of children and adolescents through the advocacy campaign More than Promises, built around 6 key problems faced by children and adolescents and proposed actions to be taken by elected candidates.

**Knowledge and opportunities to mobilization and adolescent participation in public forums of decision-making process increased**, and engagement actions, mainly in scaling up adolescents and youth development and participation in different debates, including safety use of the Internet, gender. More than 30,000 adolescents are able to participate in the School Active Search programme in 2019.

**Humanitarian aid in Venezuela** provided to at least 2,700 children educational and recreational activities in 10 UNICEF-supported temporary learning spaces. Since May 2018, a total of 97 teachers have been trained, including 74 Venezuelans (21 from the indigenous community) and 23 Brazilians. UNICEF and partners also provided technical support for the adaptation of the current curriculum to meet the needs of indigenous children and have been preparing a school enrollment campaign, that was released during the return to school in February 2019.

## Strategic Context of 2018

Over the last years, much progress has been made in Brazil in reducing poverty and reducing income inequalities, opportunities for access to education, health and other basic social services. There has also been some recognition - partially expressed in public policies - that the asymmetric distribution of income and wealth still manifests itself in the discrimination of race, gender, sexual orientation and cultural traditions. Children are especially vulnerable to all these discriminations. Family income, the place of residence and ethnicity continue to determine the chances of a boy or a girl to be treated as a full citizen, as established by the Federal Constitution.

Besides that, in the last three years, the country faced a series of changes on social investment. The political and economic crisis affected the most policies related to education, health, and social assistance, reducing investments and increasing poverty and contributing to social exclusion of children and adolescents. 18 million children and adolescents live in monetary poverty (34.4%) and six out of ten (32 million) experience multidimensional poverty, which considers six dimensions of deprivation: education, housing, water, sanitation, information, and child labour.

Following the general elections that took place in October, Brazil is heading for substantial changes to its political landscape. President Jair Messias Bolsonaro who took over from the caretaker-government led by Michel Temer on 1st January 2019 has promised to introduce market-liberal economic policies while at the same time pursuing a conservative agenda on social issues with a strong focus on public security as well as family and religious values.

Corruption, unemployment, armed violence, public security, issues related to school curricula, to LGBT populations and to gender became polarizing and defining topics during the elections, creating challenges for human-rights based approaches. Campaign discourses may lead to imminent proposals for changes in legislation, such as lowering the minimum age of criminal majority and flexing gun ownership restrictions.

As part of an advocacy campaign (More than Promises) related to the general elections, UNICEF advocated against cuts to the funding of the National Health System (SUS) and pushed for additional attention in fighting poverty. On Education, the document highlights that progress has been made regarding the levels of access to

basic education in Brazil, but there are still important obstacles to be overcome. The More Than Promises indicates that the problems behind school failure are, for the most part, complex in nature, such as a lack of connection between school teaching and students' daily lives. According to the document, it is necessary to revise the curricular structure and, from this, to create opportunities for work with more relevant contents, the development of skills and competences for the formation of conscious and participative young people.

In the area of Education, in 2018, the first Brazilian National Curriculum was approved, after a debate that lasted years. The National Curriculum is expected to improve the quality of education but its full implementation brings important challenges in teacher training, in the production of up-to-date materials and in the adaptation of schools, especially those in secondary schools in which students should choose one learning path among four areas: humanities, exact sciences, biological sciences, and vocational education. More than 2,967 municipalities in Brazil (out of 5,570) have just one single secondary school and only in 54.9% of Brazilian cities teachers graduated in the same discipline he/she teaches. Civil society organizations involved in the education debate have directed much of their attention to teachers, their training, continuing education needs, specialization, salaries, and working conditions.

While access to education (SDG 4) is almost universal for children aged 6 to 14, there are around 2.8 million children out of school, most of them adolescents, and 7.2 million are at least two years overage for their grade. In addition to school dropout and age-grade distortion, poor quality of education continues to be a concern. According to the 2018 World Development Report on Learning, it would take Brazil more than 260 years to reach the OECD average proficiency in reading and 75 years in mathematics. There have been advances - including the monitoring of an Index of Basic Education Quality - but they have been slow.

The exclusion is highest among children aged 4 - 5 (15.7%), who should be attending the primary education and the adolescents aged 15 -17 (15%), who should be attending secondary education. In general, these children and adolescents are poor, Afro-descendants, indigenous and/or live in traditional communities: most of them live on the outskirts of large urban centers, in the Semi-arid, in the Amazon, and in rural areas. Those with disabilities also face severe exclusions: in 2010, they were almost 40% of all children out of school. The activities were based on the understanding that removing these children from the context of exclusion will only be possible through an intersectoral action, involving different areas - Education, Health and Social Assistance. The actions defined for UNICEF Brazil's work in the CP are related to the children and adolescents of the most excluded groups.

An UNICEF report launched in August 2018 indicates that 61% of Brazilian children and adolescents are affected by poverty in its multiple dimensions. According to UNICEF, poverty in childhood and adolescence goes beyond income, and includes the lack of access to education, information, housing, water and sanitation and also protection against child labor.

In addition to access, the quality of services also keeps children deprived of their rights. Still the quality of many basic services is precarious, thus preventing them from effectively fulfilling their rights. For instance, low-quality education has led to significant age-grade distortion, hence risking attendance levels and learning achievements. It is considered one of the main causes for drop-out and Brazil presents a 28,2% rate of age-grade distortion in secondary education, according to the 2018 School Census.

It is important to note that quality is one of the remaining challenges to universal access and permanence in school and it is a national priority as stated in the SDG 4. Other elements include discrimination, child labor, pregnancy, and inadequate curricula, including racial and inclusive relations, and undervalued teachers.

There is also a significant number of children and adolescents who are victims of violence and, therefore, are out of school; one of the main challenges in preventing violence is the difficulty in accessing education, low

retention rates and poor quality of secondary education, thus highlighting the interconnectedness of various sectors in tackling rights violations in a broader sense. In 2017, in the city of Rio de Janeiro, a study by Fundação Getúlio Vargas, a think tank, shows that the shootings that have been multiplying in recent years in the city interrupted the operation of at least 381 schools in the first half of that year, affecting the school routine of 129,655 students, or 20.12% of the 641,655 enrolled in Rio's municipal schools. Still according to the survey, only in the first half of this year, of the 107 days of the school year, in 99 of them had schools and day care centers closed (92.52%).

The activities developed by UNICEF Brazil and its partners to identify the bottlenecks leading to the exclusion of children and adolescents and to improve the quality of social policies in order to respond properly to children's educational needs, included:

- Generation of data and evidence to support policymakers in developing actions targeted at the most excluded;
- Social mobilization and advocacy activities to empower excluded children and adolescents and their families;
- Coordinated and joint efforts to foster intersectoral collaboration among various policymakers, building capacities and disseminating knowledge for improved quality services;
- Work at various levels due to its federal, state and local presence, as well as fomented intersectoral action, linking actors at federal, state and municipal levels;
- Ensure that education is considered a protective factor to male black adolescents at greater risk of homicides, that adolescents serving time at the juvenile justice system are studying according to the existing international human rights standards, and that girls receive the necessary information to their self-protection from sexual violence, especially in the Semi-arid and Amazon regions and the large urban centres.
- Partnerships with the private sector for innovation for children looking at the “business DNA” to find solutions to everyday problems being addressed as an opportunity to unlock resources and generate innovation.

The Education area performed activities directly related to the SDG 4 and the Agenda 2030 to “Ensure inclusive and quality education for all and promote lifelong learning”. According to the SDG, obtaining a quality education is the foundation for improving people's lives and sustainable development.

The 2014-2024 National Plan of Education (PNE) has also guided UNICEF Brazil strategies on partnerships and advocacy to support its ten-years goals, as well as to monitor indicators under the perspective of reducing inequalities. The PNE goals related to the universalization of basic education to children aged 4 - 17 had a strong influence from UNICEF Brazil and its partners. Through partnerships with the Ministry of Education (MoE), states, municipalities and civil society organizations, UNICEF Brazil has worked in priority territories to identify the bottlenecks and to reach the most vulnerable boys and girls and ensure their right to access and quality services on education, to face exclusion and inequality. These goals and their results appear in correlation in the table below:

National Education Plan Goals related to Basic Education	SDGs Goals	Present situation in Brazil
Goal 1: Universalize, by 2016, Pre-school Early Childhood Education for children from 4 to 5 years of age and expand the offer of Early Childhood Education in daycares in order to attend a minimum of 50% of children up to 3 years to the end of this PNE.	By 2030, ensure that all girls and boys complete free, fair and quality primary and secondary education that leads to relevant and effective learning outcomes	In 2016, 8.5% of children aged 4 -5 was still out of school (PNAD, 2016), despite the approval of the Constitutional Amendment No. 59, of 2009, which extended compulsory education for 4 to 17 years. <b>Until 2016, Brazil</b> had to adapt to the legislation.
Goal 2: Universalize 9 years of primary and lower secondary education for the entire population aged 6 to 14 years and ensure that at least 95% of students complete this stage at the recommended age, until the last year of validity of this PNE.	By 2030, ensure that all girls and boys complete free, fair and quality primary and secondary education leading to relevant and effective learning outcomes	In 2017, 97.8% of children aged 6-14 were attending school. (PNAD, 2017)
Goal 3: To universalize, by 2016, school attendance for the entire population aged 15 to 17 and to raise the net enrollment rate in secondary education to 85% by the end of the PNE period.		In 2017, the net enrollment rate in secondary education for the population aged 15 to 17 was 70.1% (PNAD, 2017)
Goal 4: To universalize, for the population aged 4 to 17 years with disabilities, global developmental disorders and high skills or giftedness, access to basic education and specialized educational services, preferably in the regular education system, with the guarantee of an inclusive educational system, multifunctional resource rooms, specialized classes, schools or public services	<p>By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the most vulnerable, including people with disabilities, indigenous peoples and children in vulnerable situations</p> <p>By 2030, ensure that all students acquire the knowledge and skills necessary to promote sustainable development, including, but not limited to, education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and the enhancement of cultural diversity and the contribution of culture to sustainable development</p> <p>Build and improve physical facilities for education, appropriate for children and sensitive to disabilities and gender, and provide safe and non-violent, inclusive and effective learning environments for all</p>	<p>MoE estimates that 78% of children and adolescents with disabilities are enrolled in schools.</p> <p>Among children with disabilities aged 6 - 14, 4.9% did not attend school, according to the 2010 census.</p>
Goal 5: Literacy all children up to the end of the 3rd (third) year of the primary school.	<p>By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes</p> <p>By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary</p>	<p>In 2016, 31% of students from the 3rd year of the primary school were in the lowest levels of proficiency in writing – levels 1 and 2. (National Literacy Assessment, 2016 - ANA).</p> <p>In 2016, 55% of students from the 3rd year of the primary school were in the lowest levels of proficiency in math's –</p>

	education so that they are ready for primary education	levels 1 and 2. (National Literacy Assessment, 2016 - ANA).
Goal 6: provide a comprehensive education in at least 50% (fifty per of public schools, in order to meet at least 25% (twenty-five per of basic education students.	By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education	<p>In 2017, 28.6% of the Brazilian public schools provided comprehensive education to at least 25% of their students. (School Census, 2017)</p> <p>In 2017, 17.4% of the Brazilian students in the public system attended comprehensive schools. (School Census, 2017)</p> <p>This goal is directly connected to the Sports for Development (S4D) area.</p>
Goal 7: Promote the quality of basic education in all stages and modalities, with improved school flow and learning in order to reach the national averages for Ideb: (...)	By 2030, ensure that all students acquire the knowledge and skills necessary to promote sustainable development, including, but not limited to, education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and the enhancement of cultural diversity and the contribution of culture to sustainable development	<p>In 2017, 31% of Brazilian students in the secondary education were at risk of exclusion, due to age-grade distortion. (School Census, 2017). One of the main risk factors for the permanence of children at school is school failure, represented by grade repetition and dropout, which cause high rates of age-grade distortion.</p> <p>This goal aims at reducing drop-out rates, which were 0.9% in primary education, 3.2% in lower secondary and 6.8% in secondary school (School Census, 2017).</p>
Goal 15: To guarantee, within a framework of collaboration between the Union, the States, the Federal District and the Municipalities, within a period of 1 year of this PNE, a national training policy for education professionals, as described in items I, II and III of the caput of art. 61 of Law 9,394 of December 20, 1996, ensuring that all teachers of basic education have specific training at a higher level, obtained in the course of a degree in the area of knowledge in which they work	By 2030, substantially increasing the pool of qualified teachers, including through international cooperation for teacher training, in developing countries, especially the least developed countries and small island developing States.	In 2017, the percentage of basic education teachers with higher education in primary school was 59%, in lower secondary school was 50.9%, and in secondary school was 60.4%. (School Census, 2016)
Goal 17: To value the professionals of the teaching profession of the public networks of Basic Education, in order to match the average income of other professionals with equivalent education, until the end of the 6th year of the validity of this PNE.		Average income of basic education teachers in relation to the average income of other professionals with the same schooling – R\$2,806.00 / 73% (Diret/INEP using data from PNAD 2017).

The exclusion affects children and adolescents from all country, but some regions present the worst indicators regarding children aged 4 -17 who are out of school: North (5.8%), South (5.3%) and Center-west (5.1%). Despite the lower numbers (4.7% and 4.2%), the Northeast and Southeast compared to the others regions, also need special attention as they are the most populous ones (PNAD, 2017). The same logical refers to the urban and rural population. The exclusion is bigger in rural areas; however, children from isolated urban areas also face exclusion. Most of these children live in the outskirts, living with disparities besides the offer of social services. To address this issue, UNICEF Brazil works continuously through its two central strategies in the three prioritized geographical areas.

Map of UNICEF's prioritized areas



**The UNICEF Municipal Seal of Approval (UNICEF Seal):** improve the living conditions of children and adolescents in the Semi-arid and Legal Amazon regions –areas that concentrate the largest number of boys and girls in poverty. The UNICEF Seal methodology combines capacity building for municipal actors with the enhancement of mechanisms for local management and social mobilization, with community participation including adolescents. A total of 1,902 municipalities are enrolled in the strategy

**The Platform of Urban Centres (PCU):** reduce inequalities that affect the lives of children and adolescents, securing to each one of them an expanded and enhanced access to quality education, health, protection, and opportunities of participation. The strategy consists in the creation of a partnership between UNICEF Brazil, the City Hall, and the Municipal Council of the Rights of the Child and Adolescent (CMDCA) of the 10 cities (Rio de Janeiro, São Paulo, Vitória, Belém, Manaus, São Luís, Fortaleza, Maceió, Recife and Salvador) around the commitment of improving the life of children and adolescents.

The activities developed and the priorities established by UNICEF Brazil Education area have increased the awareness of the need to produce more in-depth analyses and the underlying causes of lack of access as well as of school failure and drop-out and new approaches being tested. 2018 was also marked by several co-creation processes with the private sector. UNICEF and its partners have strengthened alliances so that work is increasingly innovative, sustained, and integral change in supporting children and adolescent's rights, based on equity, giving all children the opportunity to survive, develop and reach their full potential, without discrimination, bias or favoritism.

## Planning Results Outlined by Programme Areas

In 2018, UNICEF Brazil performed a series of integrated actions directed to the specific objectives of the Education Area and in partnership with other two programmatic areas – Child Protection and Adolescents and the support of Communication team. The results presented reflect the implementation of the strategies directed towards the objectives of the CP 2017-2021 and the continuity of actions implemented in the previous CP:

**Outcome 1: By 2021, the most excluded boys and girls benefit from enhanced and inclusive public policies and services and actively participate in decision-making processes:**

### ***Output 1.1: Increased evidence on the causes of exclusion of boys and girls:***

**School Active Search:** Since 2010, UNICEF Brazil has been producing studies and situation analyses to identify out-of-school children and adolescents and the causes for their exclusion through its global initiative Out-of-School Children (OOSCI). In 2014, UNICEF Brazil, in partnership with the non-governmental organization (NGO) Campaign for the Right to Education, launched a website - <http://foradaescolanaopode.org.br>, with disaggregated out-of-school children data by sex, age, race, urban/rural location, family socioeconomic situation, and level of parents education for each municipality.

The data collected was the basis for mobilization and advocacy actions, and capacity-strengthening projects geared toward public policy managers who tackle school exclusion. After pilot projects and a controlled testing protocol that helped the final adjustments of the system tools, the strategy was launched in 2017 by UNICEF Brazil, in partnership with the National Union of Municipal Education Directors (UNDIME) and the National Collegiate of Municipal Social Assistance Managers (CONGEMAS). In 2018 the National Collegiate of Municipal Health Managers (CONASEMS) joined the strategy, thus reinforcing its intersectoriality by bringing health, social assistance and education managers together in the same initiative. The integration helps subnational managers to understand the urgent need to integrate services at territory level and relay on civil society to assess and contribute to the educational policies.

School Active Search (SAS) is a social mobilization methodology and a free technological tool that intends to support governments in national and subnational level in the identification, registration, control and follow-up of children and adolescents aged 4 -17 who are out of school or at risk of school drop-out. The technology allows local authorities and technicians from different areas to manage each case until children and adolescents are re-enrolled in school. SAS is the third phase of the initiative implemented in Brazil.

### **Expanding innovation**

In less than 1.5 years until the end of 2018, more than 2,600 (46,6%) municipalities have joined the platform (half of them from the Seal strategy) with more than 40,000 out-of-school children identified and over 4,500 municipal managers trained not only in the use of the technology, but also in policies related to inclusive sports and quality self-assessment practices for early childhood education during the UNICEF Seal training cycle.

Through SAS, municipalities and states can possibly have concrete data that will enable to plan, develop and implement public policies that contribute to school inclusion. The initiative congregates representatives from different areas - Education, Health, Social Assistance and Planning - in the same platform. Each person or group has a specific role, ranging from the identification of a child or adolescent out of school to the necessary arrangements for the enrollment and monitoring of the student's permanence at school.

All the process can be done through the Internet and the tool can be accessed on any device such as desktops, laptops, tablets and mobile phones (either by sending SMS or using applications on smartphones). UNICEF Brazil presented a fully functional online management system, an app for Android and IOS, a free SMS channel, a 0800-phone service, a WhatsApp channel, as well as a set of guidance materials for states and municipalities to implement the strategy.

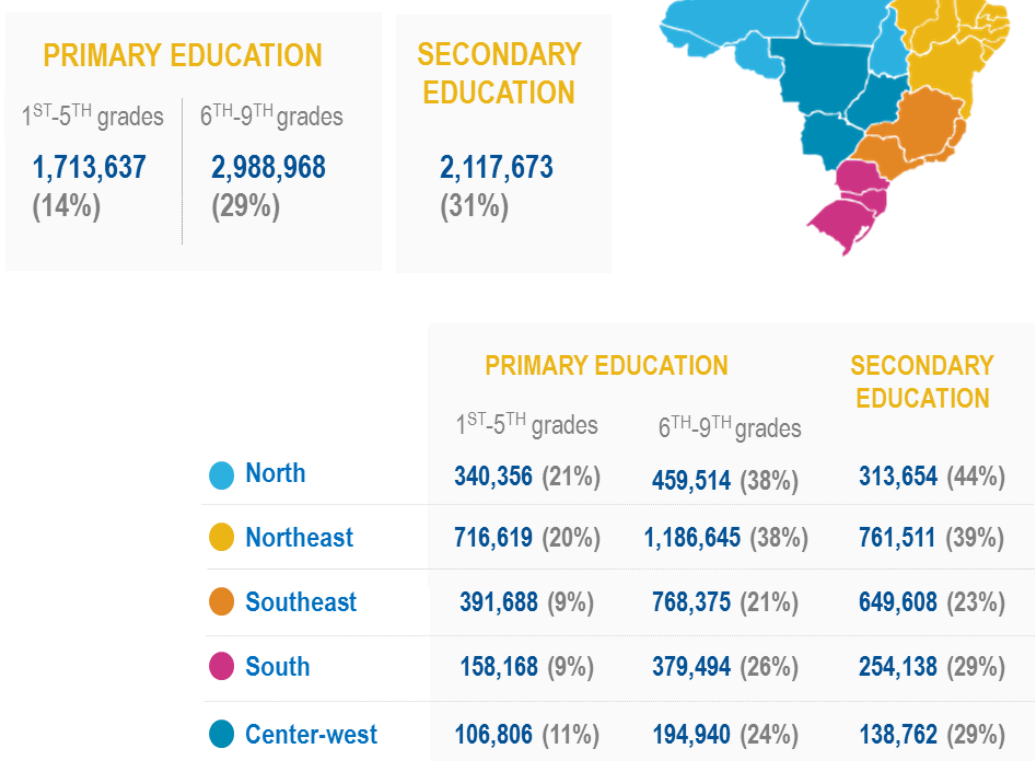
The data are also available offline and the agents who do not have access to mobile devices can work with printed forms available for download at [www.buscaativaescolar.org.br](http://www.buscaativaescolar.org.br).

Several countries in Latin America and Caribbean (LAC) have shown interest in learning about the strategy and its implementation. There is also interest from crosscutting programme implementation such as birth certification for children. The Protection area organized a regional meeting to address this interest and design the flow of information for the birth certificate module in the SAS.

### More in-depth analyses

UNICEF also developed a study on age-grade distortion and three practical booklets with recommendations on how to address the problem, which were launched in a national seminar jointly organized with the Ministry of Education, targeting State and Municipal Secretaries of Education; Municipal Secretaries of Social Welfare; and Municipal Board of Education Representatives from all states. The study was launched in August 2018 and was covered broadly by the press.

### AGE-GRADE DISTORTION IN BRAZIL



**Secondary Education Quality Indicators (Indique EM):** There are 28,673 schools of secondary education in Brazil and a coverage of 7.7 million adolescents (School Census, 2018). In addition to access, adolescents, their teachers and their families need quality educational care. But what should a quality secondary institution be like?

In December 2018, UNICEF and the NGO Ação Educativa launched the publication Secondary Education Quality Indicators. The aim of the initiative is to contribute to the construction of a quality high school through the stimulation of participatory school self-assessment throughout the country, involving different agents of the school: adolescents, teachers, managers, employees, family members, representatives of local organizations, among others.

Indique methodology aims at stimulating the recognition of school achievements, the collective construction of proposals for school action and the survey of recommendations for educational policies on the challenges to be faced in favor of an education committed to the integral formation of critical, autonomous and creative students.

The document is a result of four years of work involving students, education professionals, researchers and academic researchers, youth group activists, civil society organizations and social movements from various regions of the country.

The new publication is part of the Collection of Quality Indicators in Education, composed of three other volumes: Quality Indicators in Early Childhood Education, Quality Indicators in Primary Education and Quality Indicators - Racial Relations in School and is available for free download at [www.unicef.org.br](http://www.unicef.org.br), [www.indicadoreseducacao.org.br](http://www.indicadoreseducacao.org.br) and [www.deolhonosplanos.org.br](http://www.deolhonosplanos.org.br), as well as the other volumes of the Quality Indicators collection at Education.

The methodology can be an important tool for the implementation of the recently approved National Curriculum, proving to be potentially effective in the capacity to expand the dialogue between the school and the educational system, including and mobilizing the students.

***Output 1.3: Specialized programmes for the most excluded boys and girls implemented at national and subnational levels:***

**School Active Search:** The active search is one of the strategies in the National Plan of Education (2014-2024) to achieve the goals related to universalize access to school for children and adolescents aged 4 -17. The Ministry of Education has funded a network of agents to mobilize municipalities to implement the active school search strategy with an intersectoral approach as part of the monitoring of the National Education Plan. Hence, the challenge is to consolidate progress by ensuring that every child and adolescent has access to quality education and reducing inequalities for the most vulnerable groups of the population who continue to struggle in accessing and completing their studies successfully.

For the implementation phase, UNICEF Brazil carried out a research to identify and systematize active search processes and/or reduced school dropout rates to serve as the basis for building the SAS social technology. UNICEF Brazil team then organized and led several meetings with UNDIME and CONGEMAS to ensure that the rights of children and adolescents are indivisible. The initiative took into consideration the view of municipal managers regarding the tool development and the public policies and programme strategic partnerships. Later, in 2018, CONASEMS joined the initiative.

More than 4,500 municipal managers of education, social development and health, from more than 1,500 different cities, were trained to implement SAS, educational inclusive during a UNICEF Seal training cycle in 2018.

In 2018, the School Active Search strategy was identified as a supporting tool in the response to violence against children in the metropolitan area of Rio de Janeiro, given that out-of-school adolescents run a higher risk of becoming victims of homicides. With the financial support of the Ministry of Education and in partnership with the NGO, Cidade Escola Aprendiz, UNICEF has been strengthening the capacity of education managers from 30 municipalities with high levels of homicides of adolescents in the use of the School Active Search technology. Once again, the integration of the areas of Education, Health and Social Assistance is a feature of the initiative.

Throughout Brazil, over 4,500 municipal managers and professionals from Education, Social Assistance and Health, as well as adolescents, were mobilized to implement SAS locally as well as sports policies and early childhood education quality self-assessment practices. So far, over 2,600 municipalities and eight Brazilian states have adhered to the initiative and started to implement it as part of their local public policies. SAS had extensive media coverage, which served to raise public awareness.

**OUTCOME 2: By 2021 boys and girls have increased access to quality and responsive health, education, and social protection programmes, and actively participate in the design, implementation, and monitoring of these services**

***Output 2.2: Girls and boys have increased permanence in the basic education system, based on intersectoral policies addressing diversity including contextualized education***

There are several barriers and bottlenecks that contribute to the dropout of children and adolescents from school and the poor quality of teaching and infrastructure for comprehensive education and inadequate curricula are one of the main challenges. Age-grade distortion is also mentioned as a major cause of neglect, along with other factors such as discrimination, prejudice, child labor, adolescent pregnancy and undervalued teachers. To address this issue, different initiatives were developed to increase permanence in the basic education system, especially to the most vulnerable children and adolescents.

### **Age-grade Distortion**

Another key challenge is the wide-spread age-grade distortion, a phenomenon that affects 7.2 million Brazilian students. Grade repetitions and/or late entries significantly contribute to school dropout.

In response, UNICEF developed the Successful School Path (SSP), a public-private data-driven initiative that counts on the support from Samsung, NET Claro Embratel Institute and Itaú Social Foundation: <http://trajetoriaescolar.org.br>. The platform provides a full panorama of the problem (it disaggregates the number of students late in school by every year of education, all the levels of basic education, gender, ethnicity, and territorial localization - cities, rural areas, indigenous areas), segmented by state, school by school and by municipality. The platform offers an accurate look at racism and the need for actions to promote teaching Afro-Brazilian and indigenous cultures to children and adolescents in basic education, as required by two national laws. The site also offers a channel for on-line interaction and listening to municipalities.

Using evidence to drive change, the initiative consists of a public online platform that displays the number of overage students for their grades in every state, city, and public school in the country using official and highly

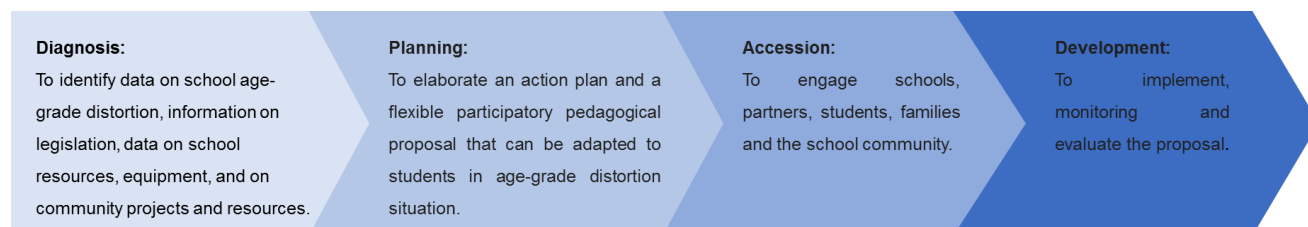
disaggregated data collected annually by the National School Census. The strategy also offers three different booklets with specific recommendations to: i) managers of the municipal and state school systems; ii) managers of the schools (principals); iii) classroom's managers (teachers).



*The three booklets, each brings recommendations to a specific group of the school environment*

### The four stages of the initiative

The methodology stimulates and guides the municipal and state educational systems and the schools for the construction of specific curricula, involving the participation of teachers and students.



### Quality and social inclusion

Under the scope of Itaú-UNICEF Award, the 13th edition of Itaú-UNICEF prize recognized and supported 30 projects (out of 3,500) from civil society that contributed to improve comprehensive education in the most vulnerable territories in the country. The awarded initiatives are available on the website: <https://educacaoeparticipacao.org.br/premio-itaunicef-ver-edicao/>

In partnership with Rodrigo Mendes Institute, UNICEF Brazil developed a MOOC (Massive Open Online Course) to be offered in 2018 to municipalities that adhered to the 5th edition of UNICEF Seal and large urban centers, based on the lessons learned from the previous editions of the **Open Doors for Inclusion**<sup>1</sup>. The objective is to support the inclusion of children and adolescents with disabilities in schools through physical education. In the previous editions, 1,129 school professionals including principals, teachers, school coordinators and others attended the course and received the certification, benefiting 91,954 students in 15 different states with the

<sup>1</sup> Programme to assist public schools teachers and managers in developing an understanding of inclusion of children with disabilities in schools through sports and play and at the same time support children with disabilities to develop their maximum potential by practicing safe and inclusive sporting activities in schools.

methodology and tools. In September 2018, the course went public. Since then, more than 12,000 people enrolled in the on line platform and more than a thousand completed the training.

The Globo Educação partnership organized two Dialogues with Journalist on education-related issues, that was attended by more than 30 media professional of different TV Globo's news and entertainment shows. UNICEF also supported two other encounters that gathered educations experts and adolescents with authors and scriptwriters aiming to include the right of quality public education in the Telenovelas. During the year, UNICEF co-singed seven TV spots broadcasted during the commercial break on the following themes: back to school, teachers, the importance of the public school. Finally, in the context of the partnership, UNICEF provided technical support to the elaboration of a debate on the Myths and Facts related to the education in Brazil, that was edited into a TV show and broadcast by Globo News, reaching 87.000 people.

On the right of education, a MOU was signed with the Federal District government. Within the MOU scope and aligned with the adolescent area, a consulting process of adolescents in age-grade distortion was developed in nine schools. Data collected aim to contribute to address school failure culture by promoting student's participation.

Through Mercosul Educativo (development of educational management in the promotion of regional integration with educational policies), UNICEF Brazil, LACRO and Mercosul countries organized the international seminar 'Access and Conclusion of Secondary Education: challenges and possibilities to the rural populations'. The seminar held in Manaus, Amazon state, is being systematized and will contribute to advocacy activities on the right to education for this targeted population.

2018 was also marked by several co-creation processes with the private sector. In partnership with Samsung, UNICEF launched a National Marathon of Apps to help overage students learn in an innovative, inclusive and interdisciplinary way. More than 100 teams, all of them comprised by teachers and students, submitted projects and 31 teams were selected and received mentoring in pedagogical and technical methods to develop an app dedicated to facilitate learning. Each one of them got technical mentoring from Samsung and Softex (NGO that contributed to Marathon's development) and pedagogical mentoring from UNICEF and its partners – the Ministry of Education, the Innovation Center for Brazilian Education (Cieb) and some specialists -. The winning teams presented their apps to the public and received seed funding to further develop their projects.



©Samsung

*A National Marathon of Apps to help students late in school to learn in an innovative, inclusive and interdisciplinary way*

Also with the support of Samsung, in August 2018, the national seminar Successful School Path was held in Brasília - with on line transmission to all country and 16 decentralized poles in several states. More than 850 people attended in the seminar and discussed the situation of almost 8 million students, mostly adolescents, who are late in school for two or more years. The challenges and opportunities of the collaboration regime and intersectoral articulation in the confrontation of age-grade distortion, the role of school management in working with teachers, families, and communities were debated, and, finally, successful pedagogical experiences were presented of promoting successful school paths.

Representatives of the National Union of Municipal Education Officers (Undime), the National Council of Secretaries of Education (Consed), the National Association of Municipal Social Welfare Managers (Congemas), the National Union of Municipal Education Councils (UNCME) as well as specialists, managers and technicians from different areas of education, representatives of civil society organizations and students of public elementary school participated in the event.

During the seminar, the Panorama of the Age-Series Distortion in Brazil study was also launched by UNICEF as support of Samsung from School Census 2017 microdata, provided by the National Institute of Studies and Educational Research Anísio Teixeira (INEP). With the seminar and the research, the debate among public managers and educators at all levels of the federation on how to overcome age-grade distortion was widened.

## **CROSSCUTTING PROGRAMMES**

**OUTCOME 4: By 2021, engaged citizens, including boys, girls and families, millennials, individual donors and private sector partners, are driving public action for the realization of children's rights**

#### ***Output 4.1: Citizen engagement is increased to support the realization of boy's and girls rights***

UNICEF Communication Strategy was defined for supporting UNICEF Brazil on achieving the Education goals. Public advocacy, setting an agenda on age-grade distortion, and engagement are the tactics used by the UNICEF Communication team in Brazil.

Since the process of re-democratization of the country, in the late 1980's, a wide range of people and institutions have been debating public policies on education, its implementation, evaluation and the paths for its improvement. UNICEF has always been a relevant actor in this scenario with strong alliances both in the public and the private sector.

Brazilian media is also part of this great and relevant spectrum of dialogue around education. Journalists have set up specific forums, such as Jeduca, the Association of Journalists of Education, a lively network of information exchange and education debate. In the view of the population, education is the country's fourth biggest problem, cited by 12% of voters (behind health, violence, corruption and unemployment) and for a fifth of the population education should be the number one priority of the new government. Education is assessed as the main problem among those who have higher education (26% cited it) and among those who earn more than ten minimum wages.

Considering this scenario, UNICEF Communication team invested in a strategy directed to the press, combined with a promo campaign for launching and promoting the debate on age-grade distortion and UNICEF and its partners' initiatives nationally and locally. At the same time, UNICEF Brazil used their social media channels and the power of traditional media for sharing knowledge to promote school inclusion focused on changing the social perception about this topic and putting it into the public priorities.

During the election campaigns, UNICEF launched the advocacy campaign More than Promises (Mais Que Promessas), built around 6 key problems faced by children and adolescents and proposed actions to be taken by the candidates for the National and the State Governments. Supporting the campaign asks, UNICEF published two studies – on the various dimensions of child poverty and the extent and impact of under-grade enrolment in school.

UNICEF also developed a study on age-grade distortion and three practical booklets with recommendations on how to address the problem, which was launched in a national seminar jointly organised with the Ministry of Education, targeting State and Municipal Secretaries of Education; Municipal Secretaries of Social Welfare; and Municipal Board of Education Representatives from all states. The launch of the study on 29 August was covered broadly by the press, with a total of 37 articles and reports being registered on tier 1 and tier 2 media outlets.

Finally, UNICEF Brazil invested in engaging children and adolescents to be an active part of the Education debates and bring their perspectives about the education challenges.

**For a new school curriculum** - In August 2018 UNICEF organized a workshop with students from federal professional education institutes (IFs in Portuguese) and regular public schools from all Brazilian regions on the National Common Curricular Basis. As a result students prepared a document with a critical analysis of the curriculum basis, suggesting some changes on the ten competences of the official document so they reflect the demands of adolescents in Brazil. The ten competences are the following: knowledge, scientific, critical and creative thinking, cultural repertoire, communication, digital culture, work and life project, argumentation, self-knowledge and self-care, empathy and cooperation, responsibility and citizenry. Students also presented their view of the role of secondary school as an educational phase that should foster and support adolescents' participation and guide them in the construction of life plans. They have also demanded interdisciplinarity, mental

health support, teachers' capacity building and the preparation of students as citizens. The document prepared by students was delivered by UNICEF to the head of Brasilia professional education, who leads the national network of professional education.

***Output 4.3: Adolescents mobilized and with increased knowledge and opportunities to participate in public forums of decision-making process***

UNICEF believes adolescent participation allows boys and girls to self-manage his or her own projects, expectations, dreams, hopes and even disagreements in a channeled way. Through participation, adolescents are able to be the architects of their own lives and futures; developing themselves and the communities where they are involved and becoming a collective and creative force for new spaces and moments that generate a better future. Furthermore, participation builds an awareness and understanding of certain civic processes which can result in more awareness and involve young people and consequently stronger communities.

As a crosscutting and intersectoral strategy, the Adolescent Development and Participation Programme aims to promote adolescent citizenry participation and contribute to it.

**Out of School:** To address disparities between regions and within urban centers, UNICEF works closely with almost 2,000 small/medium-size cities in the Amazon and Semi-Arid regions (UNICEF Municipal Seal strategy) and with 10 large urban centers (Urban Center Platform) reaching (directly and indirectly) approximately 22 million children and adolescents living in 18 states.

By the end of 2018, UNICEF gathered over 23,000 adolescents from 1,070 of the municipalities in the Semi-Arid region and over 7,000 from 468 municipalities in the Amazon regions who joined the youth participation groups NUCA (Semi-Arid) and JUVA (Amazon). They engaged in education for democratic citizenship, stimulating 16 and 17 years-old adolescents to issue their voter ID, and in promoting the right to inclusive sport.

In the 10 cities participating in the Urban Center Platform strategy, UNICEF engaged 300 adolescents in 17 intersectoral thematic dialogues. They developed collective impact plans on priority topics such as early childhood development; preventing school exclusion; adolescent sexual and reproductive rights and the prevention of adolescent homicides.

With the support of Maple Bear, a private-sector partner, workshops with adolescents made possible the design of a methodology scope for adolescent engagement in School Active Search and the development of training materials to support adolescent engagement in the community for the implementation of the School Active Search strategy – community mobilization, generation of alerts to the on-line system and the identification of out-of-school children and adolescents. The materials produced include videos and mini-videos about the initiative and cards for social media.



Cards for social media on the SAS strategy designed by the NUCAs adolescents

**Rapid consultation of adolescents through U-Report** – In 2018 UNICEF used U-Report platform to consult over 60,000 students on issues related to education. The importance of school to stimulate debates on politics, religion and sexuality and to foster students' capacity to think critically was one of the issues addressed. Other topics covered by U-Report polls were the following: how to check fake news; years of education of adolescent migrants in Brazil; suicidal prevention initiatives at school; how to get enrolled in creative initiatives at school; the importance of the apprenticeship law to conciliate decent work and school; bullying and LGBTphobia as a reason to quit school; the right to safe and inclusive sport and others. The results of the polls were shared with U-Reporters and authorities in public forums and social media. Results of the polls are available at [www.ureportbrasil.org.br](http://www.ureportbrasil.org.br)

## Financial Analysis – SC/2014/9905 and SC/2018/9904

**Table 1: 2018 Planned budget by Thematic Sector – SC/2014/9905**  
**Outcome Area 5: Education**  
**Brazil**

**Planned and Funded for the Country Programme 2017/2018 (in US Dollar)**

Intermediate Results	Funding Type	Planned Budget
05-01 Early learning	RR	14.737
	ORR	89.714
05-02 Equity # focus on girls# and inclusive education	RR	96.515
	ORR	610.917
05-05 Education # General	RR	598.383
	ORR	2.181.656
	ORE	205.076
<b>Total Budget</b>		<b>3.796.997</b>

**Table 1: 2018 Planned budget by Thematic Sector – SC/2018/9904**  
**Outcome Area 5: Education**  
**Brazil**  
**Planned and Funded for the Country Programme 2018 (in US Dollar)**

Intermediate Results	Funding Type	Planned Budget
05-01 Early learning	RR	-
	ORR	500,000.00
05-02 Equity # focus on girls# and inclusive education	RR	-
	ORR	334,806.00
05-05 Education # General	RR	-
	ORR	96,066.00
	ORE	-
<b>Total Budget</b>		<b>930,872.00</b>

**Table 2 – SC/2014/9905**  
**Outcome Area 5: Education**  
**Thematic Contributions Received for Outcome Area 5 by UNICEF Brazil in 2018**  
**(in US Dollars)**

Donors	Grant Number*	Contribution Amount	Programmable Amount
SWISS COMMITTEE FOR UNICEF	SC1499050516	USD 333,681	USD 333,681
<b>Total</b>			

**Table 2 – SC/2018/9904**  
**Outcome Area 5: Education**  
**Thematic Contributions Received for Outcome Area 5 by UNICEF Brazil in 2018**  
**(in US Dollars)**

<b>Donors</b>	<b>Grant Number*</b>	<b>Contribution Amount</b>	<b>Programmable Amount</b>
MONTBLANC	SC1899040063	USD 25,000	USD 23,750
ITAU SOCIAL FUNDATION	SC1899040092	USD 334,806	USD 333,556
MAPLE BEAR	SC1899040103	USD 96,066	USD 94,816
MONTBLANC	SC1899040057	USD 99,474	USD 98,224
MONTBLANC	SC1899040048	USD 79,267	USD 78,017
MONTBLANC	SC1899040046	USD 71,666	USD 70,416
MONTBLANC	SC1899040049	USD 41,000	USD 39,750
MONTBLANC	SC1899040055	USD 39,098	USD 37,848
MONTBLANC	SC1899040053	USD 30,929	USD 29,679
MONTBLANC	SC1899040040	USD 25,000	USD 23,750
MONTBLANC	SC1899040043	USD 17,000	USD 15,750
MONTBLANC	SC1899040052	USD 13,561	USD 12,311
MONTBLANC	SC1899040042	USD 11,611	USD 10,361
MONTBLANC	SC1899040041	USD 10,000	USD 8,750
MONTBLANC	SC1899040050	USD 9,603	USD 8,353
MONTBLANC	SC1899040054	USD 7,834	USD 6,584
MONTBLANC	SC1899040045	USD 6,172	USD 4,922
MONTBLANC	SC1899040047	USD 6,000	USD 4,750
MONTBLANC	SC1899040051	USD 3,585	USD 2,335
MONTBLANC	SC1899040044	USD 3,200	USD 1,950
<b>Total</b>		<b>USD 930,872</b>	<b>USD 905,872</b>

**Table 3 – SC/2014/9905 and SC/2018/9904**  
**Thematic Sector 5: Education**  
**Brazil**  
**2018 Expenditures by Key-Results Areas (in US Dollars)**

<b>Organizational Targets</b>	<b>Expenditure Amount*</b>			
	<b>Other Resources - Emergency</b>	<b>Other Resources - Regular</b>	<b>Regular Resources</b>	<b>All Programme Accounts</b>
22-01 Equitable access to quality education	196.363	650.268	69.365	915,996
22-02 Learning outcomes	18,673	2,434,294	5,490	2,458,457
22-03 Skills development	3,982	445,634	29	449,645
<b>Total</b>	<b>219,018</b>	<b>3,530,196</b>	<b>74,884</b>	<b>3,824,098</b>

**Table 4: Thematic expenses by Results Area – SC/2014/9905 and SC/2018/9904**

Fund Category	All Programme Accounts	
Year	2018	
Business Area	Brazil - 0540	
Prorated Goal Area	22 Learn	
Donor Class Level2	Thematic	

Row Labels	Expense
Other Resources - Emergency	189,894
22-01 Equitable access to quality education	189,894
Other Resources - Regular	425,017
22-01 Equitable access to quality education	180,293
22-02 Learning outcomes	244,724
<b>Grand Total</b>	<b>614,911</b>

**Table 5: Expenses by Specific Intervention Codes – SC/2014/9905 and SC/2018/9904**

Fund Category	All Programme Accounts	
Year	2018	
Business Area	Brazil - 0540	
Prorated Goal Area	22 Learn	
Fund Sub-Category	(Multiple Items)	
Row Labels	Expense	
22-01-07 System strengthening - inclusive education for other vulnerable children poorest quintile, ethnic/linguistic minorities, migrant children, non-citizens/undocumented children etc.		184,549
22-01-12 Education analyses including OOSCI, Education Sector Analyses, etc.		444,448
22-01-14 Education Management Information System (EMIS) (excluding learning assessment systems		2,343
22-01-17 School Related Gender-based Violence (SRGBV)		8,474
22-02-20 System strengthening - teacher development, management, andsupport		1,846,771
22-03-07 System strengthening - life skills (for personal empowerment, active citizenship, etc.)		393,826
26-02-06 Analysis of data		4,171
26-02-08 Programme monitoring		34
26-02-09 Field monitoring		294
26-03-07 Strengthening C4D in Government systems including preparedness for humanitarian action		5,294
26-06-04 Leading advocate		99,689
26-06-06 Supporter engagement		228,142
26-06-07 Leading brand		1,200
26-06-08 Emergency preparedness (cross-sectoral)		75,579
26-07-01 Operations support to programme delivery		506,018
27-01-06 HQ and RO technical support to multiple Goal Areas		48
27-01-16 CO advocacy and communication		23,010
28-07-04 Management and Operations support at CO		210
30-01-02 Pledge campaign houselist		
30-01-13 CO/RSC other non-staff indirect		
Grand Total		3,824,099

**Table 6: Planned budget for 2019 – SC/2014/9905**  
**Thematic Pool Area 5: Child Protection**  
**Brazil**

**Planned Budget and Available Resources for 2019**

(Table was not generated since information is not available, Grant is finalized)

**Table 6: Planned budget for 2019 –SC/2018/9904**  
**Thematic Pool Area 5: Child Protection**  
**Brazil**

**Planned Budget and Available Resources for 2019**

<b>Intermediate Result</b>	<b>Funding Type</b>	<b>Planned Budget <sup>1</sup></b>	<b>Funded Budget <sup>1</sup></b>	<b>Shortfall <sup>2</sup></b>
22-01 Equitable access to quality education	RR	-	-	-
	ORR	500,000	500,000	
22-02 Learning outcomes	RR	-	-	-
	ORR	334,806	334,806	
22-03 Skills development	RR	-	-	-
	ORR	96,066	96,066	
<b>Sub-total Regular Resources</b>		<b>0</b>	<b>0</b>	<b>0</b>
<b>Sub-total Other Resources - Regular</b>		<b>930,872</b>	<b>930,872</b>	<b>0</b>

## Future Work Plan

Aligned to the new agenda 2030 and the SDGs, UNICEF Brazil will continue to work to ensure inclusive and quality education for all children and adolescent. The strategies developed in 2018 are in continuation with the improvement of information and the strengthening of ongoing activities. In 2019, UNICEF Brazil will work directly strategies to guarantee the continuation of the work, focused on the causes that led boys and girls to be excluded from the education system.

- **To support national and subnational managers to use evidence generated on out of school children to planning inclusive public policies**

SAS will continue to be a fundamental and intersectoral strategy to achieve the CP goals and UNICEF Brazil will continue to work in the engagement of more municipalities in the initiative and its implementation. Through its regional strategy, UNICEF Brazil will focus on capacity building for public managers, mobilization, and adolescent actively participation and by monitoring the indicators and the application of necessary measures to assure the identification, mapping, and re-enrollment of out-of-school children and adolescents. Fundamental is to help break the culture that school exclusion of children is acceptable.

- **To implement “Successful school paths” strategy**

UNICEF Brazil will continue to the work to improve guidance and policies for boys and girls in different situations of exclusion and also to strengthen the capacities of teachers and other school professionals to identify these children and address correctly the necessary measures to guarantee their learning and permanence at school. Once again it is crucial that families, teachers, managers, society embrace the idea that school failure is not acceptable.

- **To contribute to the quality of education**

In addition to access, it is necessary to move forward - more quickly - to effectively guarantee the right to learn from children and adolescents. UNICEF Brazil Works to support permanent training for teachers, to promotion of school curricula more appropriate to the reality of children and adolescents.

- **To maintain temporary learning spaces to help access to the Brazilian education system in the transition of children on the move to Roraima**

As part of UNICEF and other UN agencies humanitarian response to respond to the influx of Venezuelan children and their families.

- **To implement digital creation spaces for adolescents to develop social and digital skills**

This is a way to promote the participation of adolescents in the formulation of policies that affect and interest them in an informed, safe and stimulating way.

- **To promote inclusive education**

The main effort is to democratize evidence-based information on the importance and paths of school inclusion for children with disabilities.

The Education area will continue to work in collaboration with Child Protection and Adolescent Development and Participation Programmes, based on integrated actions as a focus on data collection, on the involvement of families and the community and, mainly, on influencing public policies that consider the joint involvement of social policies.

### Expression of thanks

UNICEF Brazil would like to express its gratitude to the donors for trusting and supporting its mission in Brazil. UNICEF Brazil believes that, together, innovative educational strategies can be build up and evidence on the most excluded children and adolescents to guarantee that each boy and girl has fulfilled the right to quality education increased.

The financial contributions received has helped UNICEF Brazil fulfill its mandate to follow and support the implementation of the Convention on the Rights of the Child (CRC), the Statute for Child and Adolescent Rights, and the new agenda for the SDGs, in particular Objective 4, which ensures inclusive and equitable quality education and the promotion of lifelong learning opportunities for all. In addition, it also contributed to the country's compliance with the National Education Guidelines and Bases Law, and the National Education Plan 2014-2024.

## Annex I: Human Interest Story

### Adolescents create App to help their colleagues learn electrical physics

*The project was developed through the UNICEF Samsung Marathon and is already being tested in public schools.*



*Pedro Henrique, Bruna and Laura*

*Photo: ©Samsung*

400 kilometers from the capital of São José do Rio Preto/SP, five adolescents gathered to solve a common problem: the teaching of electric physics in the schools of the state's public network. Pedro Henrique, Bruna, Laura, Sergio and Tanatielly study at ETEC Philadelpho Gouvea Netto. At school, they realized many students had difficulty with this subject and decided to use creativity to facilitate learning.

As technology lovers, the adolescents joined their efforts and knowledge in the area to transform difficulty into opportunity. In April 2018, the group signed up for the UNICEF Samsung Marathon and was one of the 32 teams selected to develop mobile app projects aimed at solving classroom challenges. "We saw the difficulty students have in learning electrical physics, so we chose to develop an app to help them," says Pedro Henrique, 15.

With that in mind, 'Circuitando' was born, an app with several mini games to assist students of the 8th and 9th years of elementary education in the learning of physics, mainly in the theme of electrical circuits. The project was developed by the five students, with help from professor Sérgio Tadao Cosequi, who saw in the app an opportunity to facilitate teaching in the classroom.

They worked hard at this project for 6 months. With UNICEF's pedagogical mentoring and Samsung's technical support, the adolescents went through all the stages of developing a project. At the beginning, the group made a diagnosis and discovered that the students were having doubts about the practical applicability of physics theories, especially electrical physics.

The solution found was to organize the app as a circuit, in which the user goes through three major phases, treading a logical path: theory, practical challenges, and evaluation. Through mini-games, the students come into contact with electrical physics concepts, understand how these concepts work in everyday life, apply what they learned and evaluate their knowledge. "We developed the project based on challenges and everyday difficulties, aiming to make students understand that physics is not a difficult subject and that, yes, it is possible to learn it easily and playfully, " says Bruna, 17.

After weeks of discussion about content, and hours spent programming, designing and developing the project, the prototype was ready. It was time to bring the experiment into the classroom. The tests took place in two public schools in São José do Rio Preto, and the feedback was very positive. "We saw the students playing and learning. The teachers said that this is a much more practical way of teaching the content in the classroom", celebrates Pedro Henrique.

With the prototype tested and approved, the adolescents went to São Paulo, on October 31, 2018, to present the results to girls and boys from the other teams participating in the marathon. In a major celebration, they received recognition from UNICEF and Samsung, and were encouraged to continue with the initiative and bring the app to more Brazilian Public Schools. "It was a very positive experience, I will use all the learning I acquired in the marathon regarding entrepreneurship and innovation, as well as teamwork, " says Pedro Henrique. "I feel much stronger, because I've found that I can do things I didn't even realize, like programming and developing an app, " added Laura, 16.

Looking at the whole process, they have a lot to celebrate. Pedro, Bruna, Laura, Sergio and Tanatielly went through the entire app developing process, from beginning to end: their energies were carried by a conductor, they stored their knowledge load, generated a device that extends the potential of knowledge storage to various bodies, conducted elements of the content and turned them into a solution, generating an electric current in and of itself.

### **About the UNICEF Samsung Marathon**

The UNICEF Samsung Marathon is a UNICEF and SAMSUNG initiative, developed in partnership with the Association for the Promotion of Excellence in Brazilian Software (Softex), through the 'Brasil Mais IT' program. The Marathon aims to unite the efforts of public school students, teachers, programmers, designers, and developers to create learning apps for the 6th and 9th year of Elementary School, in the areas of Languages (Portuguese Language, Arts, Physical Education, and English Language), Mathematics, Natural Sciences and the Humanities (Geography and History).

## Annex II: Pictures



Photo: ©UNICEF/BRZ/ Daniella Rocha



Photo: ©UNICEF/BRZ/ Daniella Rocha



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