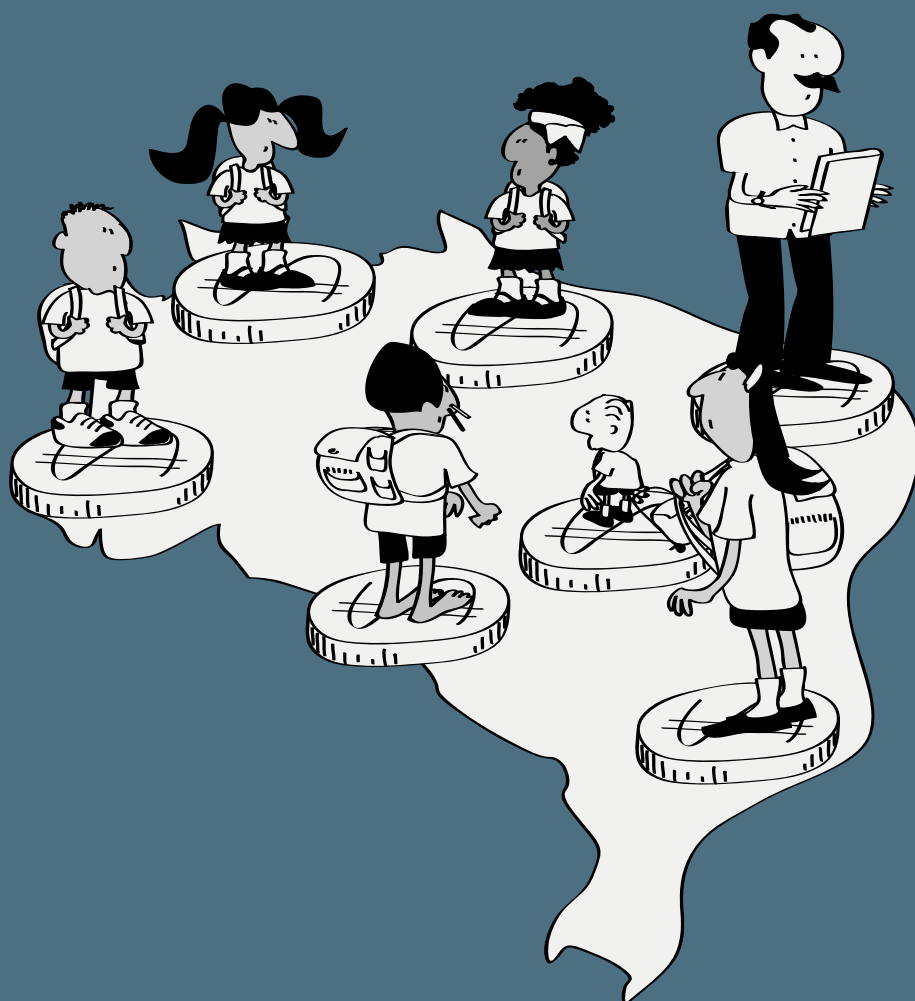


Cost of Initial Quality Education per Student

A Brazilian Campaign' proposal for the financing of
public quality education for all



Brazilian CAMPAIGN
for the **RIGHT to
EDUCATION**

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public quality education for all

BRAZIL | 2010



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Created in 1999, the Brazilian Campaign for the Right to Education is a plural network of more than 200 teacher unions, social movements and civil society organizations that aim to grant every citizen its right to a quality public education.

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Brazil, 2010

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Introduction the CAQi proposal



Daniel Cara*

In October 2009, the Brazilian Campaign for the Right to Education celebrated its 10th anniversary. Among its many accomplishments in mission to grant quality education for all in Brazil, the development and publication of the study *Custo-Aluno Qualidade Inicial (CAQi)*, the Cost of Initial Quality Education per Student has been one of the most creative and promising of them all. The development of CAQi started in 2002. Since then, it has mobilized thousands of people all over Brazil and has been shared with activists around the world, in Africa, Latin America, Asia and Europe.

As a strategy, it proposes an inversion of the usual logic that guides the setting of education budgets, where traditionally the total budget destined to the sector is a simple calculation that is based on the total revenue available¹ and the number of students enrolled in the educational system. This has generally proved to be a disadvantageous equation for the public education policies, because once the Government set the budget for education from the mere division of available resources by the number of students enrolled, this method of calculation does not take into account the actual demands to improve the education system and does not consider the challenging reality we face in terms of quality issues and specific local needs, especially with regard to public funding. CAQi, on the other hand, determines how much should be invested per student, per year to ensure a minimum standard of quality education. In order to do that, it sets out the minimum inputs needed and how much it would cost to ensure a good, public-funded, education system that is capable of efficiently assuring the right to quality education to all citizens.

In Brazil, this difference between the traditional method of calculation and calculation based on CAQi represents, for the 48 million students of the Brazilian public education systems, an additional amount close to US\$ 13 billion to that should be invested in education². Although this figure sounds high, it would only amount to 3% of the US\$ 450 billion taxes revenue collected by the federal government in 2008. In addition, international recommendation is that 20% of GDP should be allocated to education.

Far from being an unattainable ideal, CAQi is a simple and practical instrument, feasible in financial terms, offering a systemic answer to the issue of education investments in Brazil. The way it is designed, for instance, allows for its immediate implementation through Fundeb³. It is also consistent with the

¹ In Brazil, the education budget is set out according to the total tax revenue collected by the Government annually. The Brazilian law outlines that the Federal Government must allocate at least 18% of the total tax revenue to education and the State Governments and Municipalities must allocate at least 25% of its tax revenue to education.

² If there are 48 million students enrolled, it should be noted that, according to the goals of National Education Plan, Brazil should have approximately 70 million students in basic education. If all this demand of enrollments was supported by CAQi, the Federal Government should invest US\$ 39 billion dollars more, apart from the US\$13 billion mentioned previously. Thus, it represents an investment of US\$ 52 billion. According to economists and experts in education in Brazil, this amount is still possible, once it would represent a public investment in education of around 8% of the GDP. Many countries that are successful have practiced these numbers or even more.

³ Fundeb (Basic Education Development Fund) was created to replace the Fundef (Elementary Education Development Fund). While Fundef was intended exclusively for elementary education, Fundeb will finance the entire basic education, which in Brazil starts from early childhood education (daycare centers for children aged 0 to 3 years and preschool for children aged 4 to 6), elementary education (children aged 7 to 14) and secondary education (children aged 15 to 17), including young and adult education (students aged 15 or older, who were not able to attend school during the appropriate age), indigenous education, rural education, inclusive education (aimed at people with disabilities). It also finances training for education professionals. As with Fundef, in Fundeb, part of the revenue of state and local taxes go to 27 state funds. The funds return to the states and municipalities, as enrollment in their existing educational systems. Due to the profound economic inequalities between states and regions of the country, the Federal Government has an important redistributive role. Thus, in January of each year, the Federal Government sets out a minimum investment

Brazilian legal framework, making it demandable in judicial and constitutional terms.

The technical advantages of CAQi are numerous; nevertheless its greatest virtue comes from the fact that CAQi is a tool based on a broad social consensus, which draws on the views of thousands of Brazilians from diverse sectors of society. Students, parents, teachers, union members, activists, NGO professionals, government technicians, parliamentarians, economists, teachers, sociologists, etc. participated in various workshops to discuss what was needed to achieve quality education, the outcomes of which contributed to CAQi's development.

As a result of this process CAQi is now part of the Brazilian political agenda; approved unanimously in the National Conference of Basic Education⁴. In addition, this year, CAQi will be nominated by the National Council on Education as a benchmark for the public financing of education.

As well as taking steps towards making CAQi a reality in Brazil, there is an increasing desire to cooperate with other southern countries, telling our story and to introduce CAQi as a model to be adapted and used in other national contexts, in order to strengthen the global effort to enshrine the right to education around the world, which requires proper, increased financing of education.

In 2008 the Global Campaign for Education (GCE) conducted research with its associated national coalitions and concluded that for countries in the global south, the lack of inputs is the main problem in ensuring of the right to quality education. The same research found that coalitions in northern countries highlighted the importance of the outputs. These differing perspectives reflect the crisis in basic inputs in education in many countries in the global south. An old saying, known in many countries around the world, summarizes the issue: "it's impossible to make an omelet without breaking the eggs", the necessary "eggs" for quality education mean salaries, initial and continued training for teachers, well equipped schools, appropriate student-teacher ratios and the like. If students in the northern countries have adequate inputs, students in southern countries have the right to expect the same. Southern countries are of course also concerned with the outcomes of quality education; however, the struggle to get even the basic inputs is currently the overwhelming preoccupation.

This summarized version of CAQi in English has been produced⁵ with the intention of sharing the experiences from Brazil more widely. It is hoped that it will enable others to draw on the success of the CAQi experience and adapt it for the particular national context. It is also hoped that stronger links can be built between southern countries currently engaged in the struggle for quality education for all. Ultimately it is hoped that CAQi can contribute to the global debate on financing of quality education. The Brazilian Campaign for the Right to Education looks forward to a time where all citizens from all parts of the world have their right to decent and quality education assured.

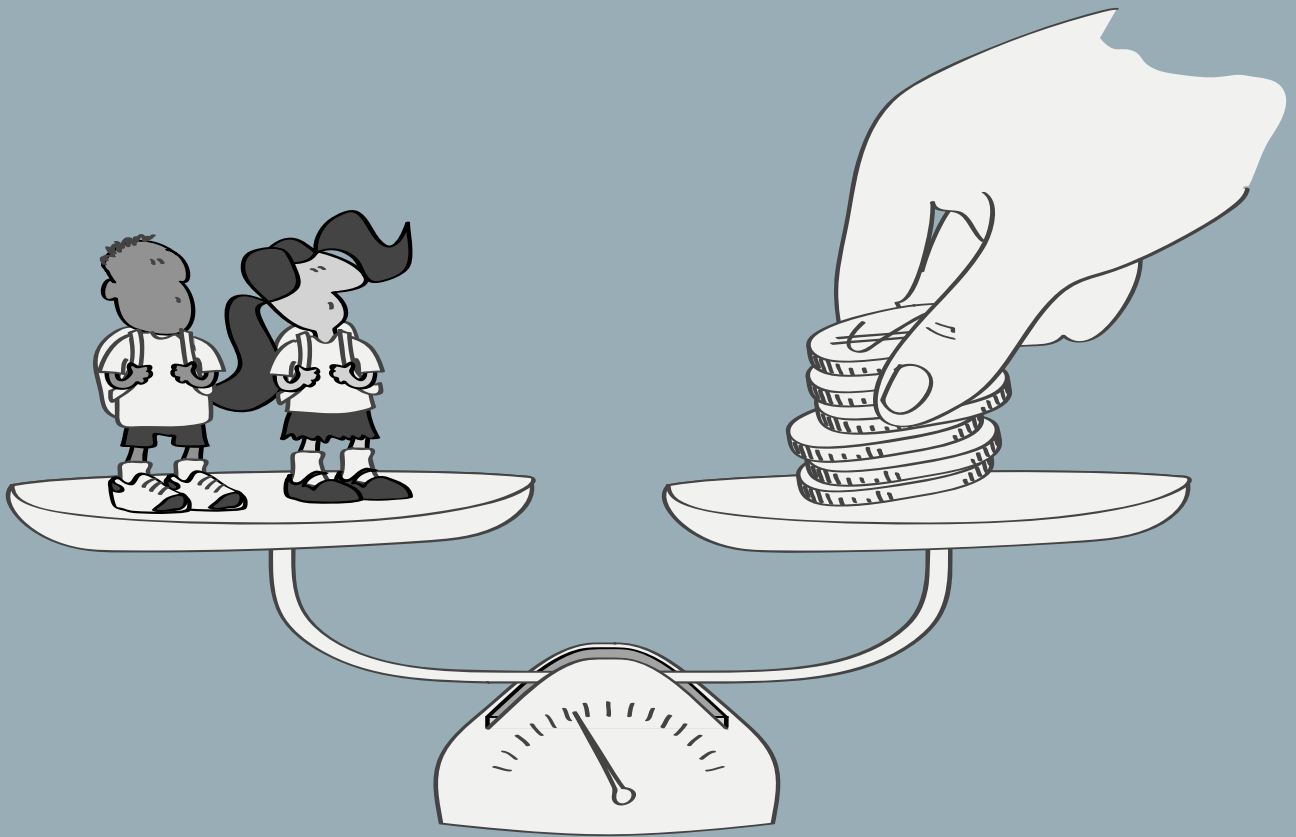
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amount per student, below which no state is allowed to fall. The states that are below this level receive additional funding from the Federal Government to achieve the national minimum value per student. Nowadays Fundeb warrants US\$ 30 billion for basic education in Brazil. The Brazilian Campaign worked hard for the creation of this fund and in 2007 was awarded with the Darcy Ribeiro prize by the National Parliament for its advocacy work.

⁴ A Conference of particular public policy aims to check how the policy development at the local, state and national levels is. Thus, depending on the frequency set by the Government, from time to time - 2.3 to four years in general - new conferences are held to assess the development of the public policy and establish new goals, always added to previous resolutions. Ideally, the chief executive in each instance (mayors/ governor/ president) determines the call of the civil society to participate. In Brazil, the Conferences are a huge process of civil society participation in the evaluation and development of public policies. Coneb was the conference that discussed Basic Education. In 2010, the First National Conference on Education will be held in April 2010 and it aims at setting the guidelines for the new edition of the National Plan for Education (a particular law that outlines the national policy for Education for a period of ten years).

⁵ The development of CAQi in English was sponsored by the Brazilian Office of Save the Children-UK and the British Department for International Development (DFID-UK).

1 What is CAQi?



During the last few decades Brazil has witnessed important achievements in regard to educational legislation and public services; most of these are a result of the continuous advocacy by civil society organizations and social movements in this field. Despite this process there is still a large gap between what the law says and the actual situation of Brazilian daycare center and schools; between what is being offered in terms of public education and the country's actual needs. Brazil still lacks enough places in schools, adequate numbers of school buildings, enough equipment, sufficient numbers of qualified professionals, fair remuneration to education professionals and proper training for teachers.

CAQi seeks to contribute to the transformation of this situation by challenging the present logic of education financing. Today, not only in Brazil, but also in other countries, governments only allocate the budget for education based on the resources available after paying the interests of the public debt and other financial commitments. Despite the public acknowledgement of education as a priority area for the Government what reality show is quite different, especially when we analyze the general budget of the Government and testify that this so-called priority is not reflected on the actual allocation of financial resources. CAQi on the other hand proposes the definition of the necessary inputs for public education in order to reach at least a minimum level of quality, for all students already enrolled and those still to be enrolled. Based on this it is then possible to calculate how much money needs to be invested annually per student so that a minimum level of initial quality is granted for all students.

CAQi is a powerful technical and political tool, which can be used to influence the public education service and its financing by setting out a minimum standard of quality and necessary budget. CAQi's logic of financing is straightforward and allows students and parents to understand what investments are needed to promote a positive learning environment in schools, as such CAQi enables them to demand their rights in a very concrete manner.

ORGANIZATION AND STRUCTURE OF EDUCATION IN BRAZIL

The box 1 is presented so that readers can have a general understanding of how education in Brazil is structured. CAQi concentrates its efforts on basic education (which encompasses education provision from 0-17).⁶

⁶ Basic education in Brazil is 0-17 unlike the way the term is used within wider EFA movement where basic education is usually 10 years of continuous education from approx. 4-14years. In Brazil, basic education starts from early childhood education (daycare centers for children aged 0 to 3 years and preschool for children aged 4 to 6), elementary education (children aged 7 to 14) and secondary education (children aged 15 to 17), including young and adult education (students aged 15 or older, who were not able to attend school during the appropriate age), indigenous education, rural education and inclusive education (aimed at people with disabilities).

Box 1 – ORGANIZATION AND STRUCTURE OF EDUCATION IN BRAZIL

Executive, pedagogical and curricular organization	Public Sphere	Executive Organs	
	Federal	Education Ministry (MEC); National Council on Education (CNE) – National Conference on Education.	
	State	Education State Secretariat (SEE); State Council on Education (CEE); Education Regional Office (DRE) or Education Deputy Secretariat.	
	Municipal	Education Municipal Secretariat (SME), Education Municipal Council (CME).	
Basic Education	Education Levels	Purpose	Executive Authority
	Early childhood education (0 to 5 years old)	Full development of the child below 6 years of age, concerning physical, psychological, intellectual and social aspects. Nursery: children between 0 and 3 years old. Pre-school: children between 4 and 5 (or 6) years old.	Municipal level
	Elementary (6 to 14 years old)	Provides primary education for citizens, the development of learning skills, the comprehension of the natural and social environments, of the public system, technology, arts and the values upon which society is founded, and the strengthening of family bonds, human solidarity bonds and mutual tolerance in which social life is based. It is mandatory and it takes 9 years. It is free at public schools, starting at 6 years old. It is organized in First Years (1 st to 5 th grades) and Final Years (6 th to 9 th grades)	Municipal (first years) and State levels (final years)
	High School (15 to 17 years old)	It is the last stage of basic education and it aims at preparing students for work. Its pedagogical principles are identity, diversity and independence, interdisciplinary and contextualization.	State level
Higher education	University. Post-Graduation and Extension Education	Aims at educating professionals of different learning areas; leads the promotion of cultural scientific and technological knowledge.	The three executive levels (municipal, provincial and federal)
*In Brazil, there is no such thing as a national educational system: The teaching systems of the many executive levels lack integration among them – there is a collaborative regime, but it hasn't been properly regulated yet.			

CAQi LEGAL FRAMEWORK IN BRAZIL

The framework of reference for CAQi is outlined in the Federal Constitution (1988), in the National Law of Guidelines and Basis for Education (1996), in the National Plan for Education (2001), in the Constitutional Amendment 53/2006 which created Fundeb (Basic Education Development Fund) and in law 1.494/2007 that has outlined its regulation. Even though all of these various pieces of legislation⁷ oblige the Federal Government, States and Municipalities to determine investment per student based on a minimum standard of quality in education, neither the federal, or any state or municipal government has ever complied with it.

In 2002, the Brazilian Campaign for the Right to Education started a process of debates and studies that lasted until 2006, which brought together different social actors to bring pressure on the Federal Government for the implementation of the law. Based on the requirements outlined in the National Plan for Education (from potable water to teacher's training) and drawing on the extended and intense debates and negotiations, the Brazilian Campaign has been able to establish a consensus about quality education and how it should be put into practice in schools. It is important to highlight that the concept and the values of CAQi are not final, they are the reflection of a discussion in a certain period, involving certain actors in a specific context.

BRAZILIAN INVESTMENT IN EDUCATION COMPARED TO SELECTED OECD COUNTRIES

The Box 2 shows the comparison between the percentage of GDP per capita spent per student in Brazil compared to a number of OECD (Organization for Economic Cooperation and Development) countries⁸. According to the last UNESCO research released in 2009, with inputs of 2007, in comparison to developed countries Brazil invests only 17% of its GDP in elementary and secondary education each while Japan and United States invest around 23% in elementary education and 25% in secondary education. Portugal invest 25% in elementary education and 31% in secondary education.

Box 2 – EXPENDITURE PER STUDENT PER TEACHING STAGE IN SOME COUNTRIES (% OF GDP PER CAPITA), 2007

Country	Elementary Education	Secondary Education
Brazil	17%	17%
France	17%	29%
Germany	16%	22%
Greece	17%	28%
Índia	16%	17%
Italy	26%	29%
Japan	22%	26%
México	17%	18%
Poland	25%	23%
Portugal	24%	31%
USA	23%	25%

Source: UNESCO, Global Education Digest, 2009.

⁷ Find more information about the Brazilian legislation in Appendix 6.1.

⁸ OECD countries: Australia, Austria, Belgium, Canada, Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Japan, Korea, Luxemburg, Mexico, The Netherlands, New Zealand, Norway, Poland, Portugal, Slovak Republic, Spain, Switzerland, Sweden, Turkey, United Kingdom and United States.

2 The process and principles upon which CAQi is based



In order to reach its concept of quality education and the different values calculated in CAQi, the Brazilian Campaign started, a participatory process of research and debates in 2002, inviting specialists and activists, researchers from universities, education professionals, community and civil society leaders, students and government leaders of the Federal, State and Municipal levels to give their opinion on what they understood as quality.

For the Brazilian Campaign, CAQi is much more than a method of calculation, it is above all, a political process of building consensus around the issue of how “quality” should be achieved in the public education system. The decision to conduct a broad and participatory process of debates and discussion in regard to CAQi is fundamental to the Brazilian Campaign’s principles – the respect for the diversity and plurality of opinions and the conviction that defining a minimum standard of quality education should not be a privilege of a restricted group of specialists alone but something which different stakeholders should have a say in.

Furthermore as experience in Brazil has shown, without public pressure to bring about these changes, simply calculating the costs is not enough. The Brazilian Campaign took every possible opportunity to promote the debate around CAQi with the most diverse audiences. The process involved the organization of workshops, opinion polls and events that discussed the concept of quality education, its constituent parts and costs (please see appendix 6.2 for more details about this process), laying the foundations for the model which was pulled together in the CAQi study.

OUR CONCEPT OF QUALITY EDUCATION

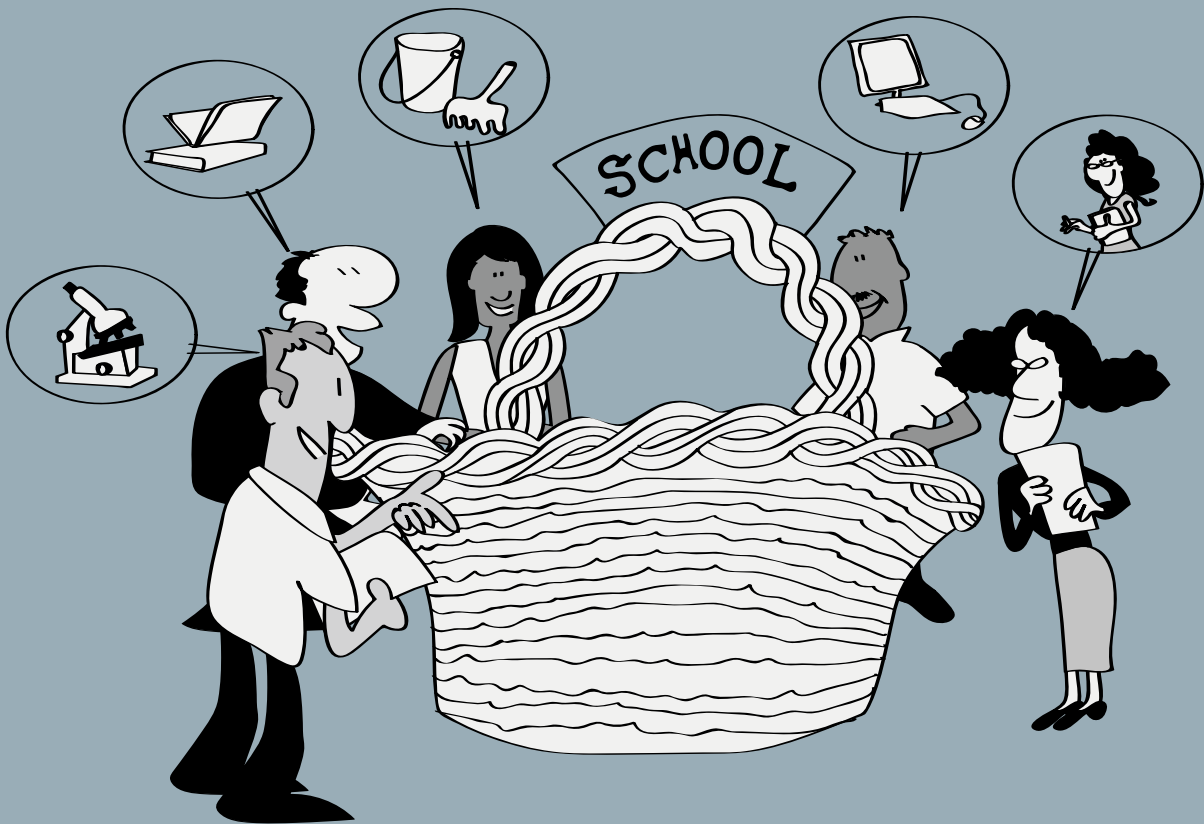
The wide ranging consultation process led the Brazilian Campaign to establish principles upon which the concept of quality education was developed. Thus quality education should be granted through a process that:

- Leads people into full citizenship able to exercise their right to learn and acquire knowledge. Able to learn from each other and acting for their rights, fulfilling their duties and to demand a more equitable and socially aware society.
- Supports the development of knowledge and skills necessary for the labour market, but is not restricted to it.
- Contributes to development of attitudes and behavior which value human diversity, overcoming prejudice and discrimination.
- Allows human beings to rediscover their connection to nature and encourages them to understand and take action for environmental protection; changing their own behavior, and putting pressure upon the authorities so that public policies that aim the environmental sustainability are created.
- Promotes learning that encourages the incorporation of democratic practices into daily routines at home, at school, at work, in the media, inside the government and other places. Supporting the strengthening of norms and values which help resolve conflict in a non-violent way.

- Recognizing and encouraging action to overcome social inequalities (of income, race, ethnicity, gender, region, and sexual orientation, physical and mental limitations), articulating many social and economic policies (right to work, income distribution, health, social assistance, etc.).
- Takes into account the specific needs, potential and challenges of a local, region or country context.
- Enables enrollment for all children by ensuring sufficient places for those children currently out of school and daycare, without jeopardizing quality over quantity.
- Improves by means of participation and by social and political control, always linked to an institutional structure (committees, councils, etc.) and democratic processes beyond the control of the public manager.
- Involves consistent evaluation policies that consider the opinion of education workers and users, incorporating internal and external evaluation tools for the school institutions, avoiding the over-reliance on standardized tests as the only measurement of student's development.
- Requires long-term financial investments, improving the democratic management strategies and public accountability for a better use of these resources.

The Cost of Initial Quality Education per Student matrix

3



Once the concept of quality has been defined as one which promotes respect and solidarity, human rights, non-discrimination and which is inclusive of all, the Brazilian Campaign then dedicated efforts to building a CAQi matrix. The matrix combines three variables: the challenges relating to inequalities; the fundamental dimensions of teaching and learning processes; and the inputs, that is, minimum material conditions for the effectiveness of these processes.

RECENT CHALLENGES TO INEQUALITIES

The Brazilian Campaign starts from the assumption that in order to discuss education it is necessary to recognize the extreme inequalities in our society that can be translated into different levels of access to resources, opportunities, knowledge and to formal power.

Such inequalities in Brazil, are deeply rooted and widespread, manifested in prejudice and discriminatory practices based on class, gender, race and ethnicity, sexual orientation, disability, age and between rural and urban populations. Overcoming of these inequalities demands a set of policies that go beyond education and that involve healthcare, jobs, income and land distribution, however, overcoming inequalities in access to quality education will help reduce wider socio-economic inequities.

In the education field, these inequalities need to be confronted as a whole by the educational policies (and not only by isolated projects or programs). Financing also needs to be more equitable to address these underlying inequalities, with higher investment in the poorer areas and for groups of people who are most at risk of being victims of discrimination.

In order to address these underlying inequalities, the Brazilian Campaign proposes a mechanism to add investments onto the standard CAQi, according to specific characteristics which demand closer attention from the Government. This mechanism is called “Specific CAQi”, which addresses characteristics related to Inclusive Education, Youth and Adult Education, Rural Education and regional differences inside the country. In addition, the Specific CAQi was also designed to increase the financing allocated for areas that are blighted by social, economic or political exclusion, such as the slums located in the poorer areas of big cities or in the countryside⁹.

To date there has been no formal research process to calculate the precise cost of addressing these current inequalities, instead the Brazilian Campaign estimated the potential additional costs and made a recommendation for each specific group. The Brazilian Campaign recommends:

CAQi for Inclusive Education: for schools that enroll students with any kind of disability, it is suggested to allocate per disabled student a value that doubles the resources set up by the standard CAQi.

CAQi for Youth and Adult Education: the values set up by the standard CAQi must be respected when allocating financing for students of this modality. This is a demand expressed by organizations and movements that advocate the Young and Adult Education.

CAQi for Rural Education: schools located in rural areas are usually smaller in regard to the number of students enrolled when compared to urban schools, which tends to elevate its costs. The distance between the student’s houses and school demands the use of motorized transportation, which also has a

⁹ In Brazil, the black population is predominant in most of these areas.

significant impact on the cost per student. These characteristics must be considered by public managers when allocating financing. The values set up by the Brazilian Campaign for elementary education in rural areas are around 65% higher than the values set up for elementary education in urban areas.

Regional CAQi: in order to address regional differences and diverse social-economic contexts it is possible to calculate a cost per student of each municipality, state or region so that educational goals could be achieved. By doing so, Government and society may conclude that the Regional CAQi can be higher than the standard CAQi (national standard), preventing the region from jeopardizing its quality as a result of not getting the proper financing.

The Brazilian reality has shown the coexistence of different forms of social inequality in the same areas (municipality, state), emphasizing the need to take these specific characteristics into account during budgeting for education. In order to address the inequalities it is strongly recommended to Governments allocate an additional amount of resources to priority areas, defined through the analysis of the HDI (Human Development Index) and educational indicators (admission, attendance, improvement, etc), once the “cost per student” has been calculated. This will help improve of educational conditions in areas that are blighted by social, economic and/or political exclusion. It may add at least 50% more resources to the defined CAQi.

FUNDAMENTAL ASPECTS OF TEACHING AND LEARNING

The concept of quality set out for CAQi embodies certain characteristics which promotes a better atmosphere for teaching and learning experiences. These characteristics relate to four dimensions – aesthetic, environmental, relationship and knowledge.

- **Aesthetic dimension:** The aesthetic dimension of CAQi relates to the conditions of the educational environment that generate enjoyment, creativity and the feeling of belonging, as well as the training of educators to encourage students to develop their creativity, critical thinking and capacity to make informed decisions about issues which affect their lives.
- **Environmental dimension:** relates to the required conditions which allow students, educators and community to feel a connection with the wider (natural) environment. This should go beyond traditional celebrations such as ‘The Tree day’, taking into account the whole educational curriculum to promote education for sustainable development.
- **Human relations dimension:** relates to the promotion of interaction, recognition and respect to the human diversity. Ensuring an education that is anti-racist, anti-sexist and against all kinds of discrimination. This aspect also emphasizes the need for democratic school management and participatory processes among the school community (students, educators, parents and other community members).
- **Knowledge dimension:** emphasizes the role of education as a process that ensures students have access to relevant and up-to-date knowledge and understand its application in their lives. This dimension must be taken into account during the development of the curricular content, in order to clarify the connection between the knowledge developed in students and their future needs i.e. labour market, scientific understanding etc.

INPUTS

These refer to the guarantee of safe and accessible infrastructure, appropriate equipment and materials, as well as working conditions that attract and keep good professionals in the educational system. All of these are essential to improve teaching and learning processes.

In order to set out the key inputs to promote the concept of quality expressed above, the Brazilian Campaign drew on the criteria already outlined in the Brazilian educational legislation (National Law of Guidelines and Basis for Education, National Plan for Education and Fundeb Constitutional Amendment) and the views expressed in the consultation process. The inputs were organized into four major categories:

Structural and operational inputs: these relate to the construction and maintenance of safe physical infrastructure (school buildings), the existence of adequate facilities (labs, library, playground, etc.), of basic maintenance supplies and support equipment for the educational processes.

The workshops and consultations held by the Brazilian Campaign brought up the need for a basic standard of design and building standards for schools and day care centers to make sure they are pleasant and welcoming environment, where people feel like staying, playing, learning, teaching and working.

Human resource requirements: It relates to adequate numbers of qualified staff, who have good working conditions, adequate salaries, career plans, reasonable and regulated working hours. In particular, initial and continued training for the teachers, which address some of the issues below.

- **Students per teacher ratio:** The number of students per class must be determined, as well as a maximum number of students per teacher. Many studies have shown that the excessive number of students can present an important obstacle to teaching and learning and can increase level of stress in teaching staff.
- **Training:** In order to have better qualified teachers it is necessary to offer initial and continued training, the possibility of supervised internships and specific moments to reflect and improve their own practice. It is also essential to ensure that teachers have access to cultural assets (such as theater, cinema, museums, literature/books, magazines and newspapers, etc.).
- **Career structure:** It is necessary to ensure that public examinations are held to hire teachers, that working hours are compatible¹⁰ with the needs of the position, including hours for teaching, class planning, preparing and correction of tests, bureaucratic procedures, etc. It is also essential to avoid high rates of turnover, guaranteeing proper conditions for the teachers to remain in a certain school.

Policies to ensure democratic management: it is essential that policies are in place within the education system which to support the democratic practices and processes essential for quality education, such as:

¹⁰ After fighting for decades and with the support of social organizations and movements, the education workers finally succeeded in the approval of the Teacher's Minimum Basic Salary (National Law) in July 16th 2007, by the National Congress. But it still hasn't fully taken effect once it faces resistance by the governors of many Brazilian states.

- School management committees, which encourage team work; collective elaboration of the pedagogic project; democratization of school management and teaching systems with increased participation of teachers, parents, students and professionals, i.e. the election of school directors by students, parents and professionals.
- Participatory evaluation policies and practices, which includes in its process educators, students and families. The evaluation should consider the analysis of the public school network and the government policies in regard to municipal, state and federal spheres.
- The opening of school spaces during weekends for community activities has been pointed as an important measure to bring the community closer to the school.

Inputs to ensure students admission and attendance: The public authority must ensure certain conditions that stimulate the presence of students in the daycare center or school, such as:

- Textbook, school transportation, food supplies and school uniforms.
- Addressing the needs of students with learning disabilities, developing strategies to identify and attract children that are out of school.
- It is also important to link the educational policy with other social policies, for instance, offering eye-sight examinations, or supporting families without employment, or where there is domestic violence.

The proposal of a full-time school must be developed based on a financing policy that guarantees all its necessary conditions, including the hiring of full-time teachers.

4 Calculating CAQi



The Brazilian Campaign called its proposal as Cost of Initial Quality Education per Student because it is understood that these are not the ideal but the minimum standards necessary to achieve basic quality education as set out in law. This decision was made to prevent public authorities from discarding the proposal as unfeasible. Taking into consideration the reality of education in Brazil, the basic standards established by the law already demands a significant increase of resources, in addition to stimulating substantial changes in the educational context.

CAQi's ASSUMPTIONS

- Its costs cannot be considered permanent. It must be reviewed periodically and updated as required.
- It is a minimum standard, so no daycare center or school can be below it.
- The calculation is made based on inputs that are essential to the development of teaching and learning processes.
- Its costs, therefore, is different according to the various stages (pre-school, elementary, high school) and kind of school (special/inclusive, indigenous, rural, etc.).
- It must ensure decent salaries for teachers and other education professionals.
- It must contribute to overcoming social inequalities (income, regional, racial, between genders, or sexual orientation) existent in education, with mechanisms that raise the financing in certain areas or for groups that suffer discrimination.

FACTORS THAT HAVE AN IMPACT ON CAQi's VALUE

There are four factors that generate most impact in the calculation of Cost of Initial Quality Education per Student.

1) The physical structure of daycare center or school: Big institutions are generally cheaper than smaller ones for public authorities, because they bring together many students at the same time. On the other hand, they also tend to present management and discipline problems, in addition to not being able to provide adequate care to student's specificities. For the development of CAQi, the Brazilian Campaign chose a medium-size institution as the operative model that resembles most of existing Brazilian schools.

2) The school time-table: The Brazilian Campaign believes in the introduction of full-time education for all children, adolescents and young people. Nevertheless, to calculate CAQi, the full-time period of 10 hours/day was only chosen for daycare centers (0 – 3 years old children). For the other stages of education it has been suggested the expansion of school hours to 5 hours/day. Currently the country is not yet able to provide four hours of teaching a day in most schools and many don't even reach three daily hours.

3) Students per class ratio: to overcome the present situation marked by an excessive amount of students per class, a limited number of students per class for each of the different stages in

education were determined. A maximum of 12 children in daycare centers; 22 students in pre-school; 24 students in the first years of elementary school (1st to 5th year); 30 students in the final years of elementary school (6th to 9th); and up to 30 students in high school.

4) Education Professionals Salaries: This was the element with the most significant impact on the calculation; almost 75% of CAQi's value is allocated to the payment of education professionals. To define the salary bands in CAQi, the Brazilian Campaign considered the figures of an agreement made between government and workers in the education field, with differences according to the professional's training, the position they hold, their career time and the school location (considering the difficulties of access to the school and the time spent to reach the rural zones units).¹¹

PRIMARY INVESTMENTS VS. MAINTENANCE EXPENSES

To calculate CAQi, the Brazilian Campaign chose to differentiate the so called "primary investments" (land acquisition, construction of the building, acquisition of equipment and permanent material) from the "maintenance expenses" (salaries, maintenance supplies, projects). The "primary investments" happens only once, but the "maintenance expenses" are continuous, year after year, for as long as the school or daycare center is operational.

Both the construction costs of new institutions and the remodeling of the already existing ones (so that they reach a minimum quality standard), would correspond to the cornerstone of CAQi. In order to calculate the construction expenses of one school, we must multiply the value of the cost per student by the number of students in that same school throughout a year (except for schools with few students). For instance, the primary investments set up of a high school set up to attend one thousand students would cost the High School CAQi (US\$ 978.50) multiplied by one thousand, meaning US\$978,500.00. This is an estimate to highlight that the expenses of bigger impact on the budget are not related to the implementation of a school, but to its maintenance expenditure.

STARTING THE CALCULATION

To calculate the Cost of Initial Quality Education per Student of each level of basic education, the Brazilian Campaign based itself on the cost of the four main kinds of inputs: salaries of school's professionals; goods and services (including conservation and maintenance of buildings and replacement of equipment and materials); meals; resources for the supervision of schools made by the central management of the educational systems.

The costs of school's implementation, that is construction of the building and acquisition of equipment and materials, were calculated to serve as reference on what a school with a minimum standard of quality should be, but were not included in the calculation.

The charts and information concerning these four main kinds of inputs are presented below, with the correspondent values in American dollars so that readers in other countries are able to understand what is considered in the calculation.

¹¹ The Brazilian Campaign understands that it is also necessary to study additional values for schools that are located in regions of difficult access, that present a situation of marked exclusion or armed violence, stimulating the permanence of the professionals.

CHART 1 – REFERENCE PLAN FOR SALARIES AND POSITIONS

Post/job	Working hours/week	Salary (in US\$ 1,00)		
		Initial	Medium	Final
Teacher with a teaching diploma (secondary education level)				
	30	433.00	650.00	866.00
	40	578.00	866.00	1,155.00
Rural additional (+ 30%)	30	488.00	731.00	975.00
	40	751.00	1,126.00	1,502.00
Teacher with university degree				
	30	650.00	975.00	1,299.00
	40	866.00	1,299.00	1,733.00
Rural additional (+ 30%)	30	845.00	1,267.00	1,689.00
	40	1,126.00	1,689.00	2,252.00
Coordinator (+ 20%)	40	1,040.00	1,559.00	2,079.00
Principal (+ 30%)	40	1,126.00	1,689.00	2,252.00
Technician with a high school diploma	40	578,00	866.00	1,155.00
Worker with an elementary school diploma	40	404,00	606.00	809.00
Librarian (University degree)	40	866,00	1,299.00	1,733.00
Library assistant (High school diploma)	40	578,00	866.00	1,155.00

The values were based on the salaries of November 2008.

Basis: US\$ 150,00 was the Teacher's Minimum Basic Salary, as agreed between government and teachers union in July 1st 1994. The numbers in the chart above were updated considering the official Brazilian inflation index.

CHART 2 – COSTS OF GOODS AND SERVICES (US\$/STUDENT PER MONTH)

Goods and Services	Daycare center*	Pre-school/Elementary school, initial years	Elementary school, final years/High School
Water/electricity/telephone	9.00	2.00	1.50
Cleaning material	1.50	0.50	0.50
Educational material	50.00	50.00	50.00
Educational projects	50.00	50.00	50.00
Office supplies	75.00	0.50	0.50
Building maintenance rate	2	2	3
Maintenance and replacement of material	2.00	2.00	2.00

* Full-time period November, 2008

m² of construction (US\$) 336.31

GDP per capita (est 2007)(US\$) 6,758.63

COSTS OF MANAGEMENT OF THE EDUCATIONAL SYSTEMS

The expenses equivalent to 5% of the Cost of Initial Quality Education per Student of each level was designated for this purpose, as well as a specific amount to be allocated to the continued training of all professionals working in schools, equivalent to US\$ 250 dollars per professional, per year. The employer's social contribution was based on 20% of the expenditures with salaries.

THE CAQi FOR EACH LEVEL OF EDUCATION

For each level of elementary school three charts were designed: (i) the structure of the building; (ii) permanent equipment and material; and (iii) maintenance and updating. As previously mentioned, the resulting values of the first two charts were not included in the final calculation, because these represented primary investments. The third chart encompasses the final cost per student, per year, in each level of education. All these charts are included in the appendices at the end of this publication.

Although the information presented is very specific of the Brazilian scenario, it is useful to include them in order that readers in other countries can follow, in detail, the path the Brazilian Campaign took in defining the values of its CAQi.

CHART 3 – GENERAL SYNTHESIS OF CAQi (IN US\$*)

Type of school	Daycare center	Pre-school	Elementary school, initial years	Elementary school, final years	High School	Rural Elementary school initial years	Rural Elementary school final years
Average size (students)	130	264	480	600	900	60	100
Students' school hours	10	5	5	5	5	5	5
Average number of students per class	13	22	24	30	30	15	25
Personnel + Social Taxes (%)	81,6%	76,8%	76,1%	67,4%	69,1%	80,4%	64,4%
Cost CAQi MDE ¹ (US\$)	2,449.96	950.24	907.21	650.73	681.26	1,386.96	768.72
Total CAQi Cost (US\$)	2,632.86	1,021.06	970.89	707.67	735.21	1,609.41	852.61
Total Cost (% of GDP per capita)	39,0%	15,1%	14,4%	10,5%	10,9%	23,8%	12,6%
Difference among levels (Elementary school, initial years = 1)	2,71	1,05	1,00	0,73	0,76	1,66	0,88

* R\$ 2.00 = US\$ 1.00

** Elementary school, initial years (1st to 5th grade, ages from 6 to 10), corresponds to primary schools in other countries. Elementary school, final years (6th to 9th grade, ages from 11 to 14) corresponds to secondary school in other countries.

*** Rural education (for schools within rural areas).

**** The initial years of elementary school were used as reference.

CHART 4 – TO REACH CAQi's STANDARDS (IN US\$*)

Level	CAQi	Fundeb (State of Maranhão)	Difference CAQi x Fundeb (Maranhão)	Fundeb (State of São Paulo)	Difference CAQi x Fundeb (São Paulo)
Daycare center	2,449.96	742.55	- 1,707.41	1,244.68	- 1,205.28
Pre-school	950.24	810.06	- 140.19	1,357.83	+ 407,59
Initial years 1 (1st to 4th grade)	907.21	675.05	- 323.16	1,131.53	+ 224.32
Final years 2 (5th to 9th grade)	893.82	708.80	- 185.02	1,188.10	+ 294.28
High school	924.36	742.55	- 181.81	1,244.68	+ 320.31
Primary rural	1,386.96	810.06	- 576.91	1,357.83	- 29.13
Secondary rural	1,147.95	843.81	- 304.15	1,414.41	+ 266.45

* US\$ 1.00 = R\$ 2.00

The chart above is a comparison between what is already invested in the different levels of Basic Education by Fundeb in Brazil and CAQi's standards. We compare two different Brazilian states, Maranhão – the one that receives the lowest investment per student – and São Paulo – one of the richest states. The comparison shows how far we are from applying equitable investments per student in different regions of Brazil, considering its regional inequalities, to promote quality education.

It should be noted that, in the state of São Paulo, 50% of the Fundeb resources are destined to retirement expenses. This was not supposed to happen. These resources should be restricted to the implementation of the public education service and the retired education professionals should receive their pension from other public funds defined by the Brazilian legislation.

CAQi5

A benchmark for financing, tools for public accountability and planning



During the process of developing CAQi, the Brazilian Campaign carried out enormous efforts to listen to as many actors as possible. It continues its efforts to present the proposal as widely as possible in order to build a national consensus around the quality education for all as a right that needs proper investment. Thus, after defining what concretely composes this quality and calculating its cost, the Brazilian Campaign has been working hard to make CAQi a benchmark for the financing of public education in Brazil.

An important step towards that was taken in November 2008, when the Campaign signed a cooperation agreement with the National Education Council (an institution of the Ministry of Education that regulates its policies), to turn CAQi into one of the main references for the financing of public basic education in Brazil. Providing information to the Ministry of Education, State and Municipal Education Secretariats on the creation of public policies that could benefit this area. It was the first time the Council signed a partnership with a civil society network.

Also, our goal is that the “cost per student” paid by Fundeb (Fund of Maintenance and Development of Basic Education), for instance, is set out in compliance with CAQi’s values, ensuring that no government will invest an amount per student lower than the one proposed by CAQi.

In addition, the year 2010 is decisive for education public policies in Brazil, due to the realization of the National Conference on Education, which will set the guidelines for the development of the National Plan of Education (2011-2020), to be implemented during the following decade. Our action will be focused at negotiating with the Federal Government to make CAQi the benchmark for education financing and to influence the elaboration of the National Plan for Education, in order to guarantee that budgeting issues are linked to the concept of “cost of quality per student”.

CAQi AT SCHOOL

At the same time, while CAQi becomes a reference to the financing of public education, being sought by managers and by educational systems in the national, state and municipal levels, CAQi can be used as a simple tool for public accountability and planning by the school communities.

In 2009, with the support of Save the Children United Kingdom, the Brazilian Campaign will launch a compact version of CAQi publication, an educational material focused on the school community. The goal is to make popular the discussion about quality education so that it reaches families, students and educators. We want parents and students to be able to say: “We know what quality education is and how much it costs”.

In an accessible way, the publication will teach parents, students, professionals and the school community in general to use CAQi’s charts to calculate how much is invested, per student, in a school and how much more is missing for the school to achieve a quality standard that is the least acceptable, according to the needs of that community.

CAQi IN THE WORLD

The Brazilian Campaign's experience with CAQi has been receiving a lot of attention from researchers, activists and educational managers in many regions of the world and inspired a number of other coalitions to develop similar initiatives. Our belief is that together we will be able to fulfill the dream of building bridges between southern countries in order to foster sustainable development through the promotion of the right to education and social justice.

CLADE (Latin American Campaign for the Right to Education) is supporting the development of tools similar to CAQi in countries like Argentina, Peru, Equator and Mexico. CLADE is still putting efforts towards the formulation of a cost quality per student for the continent, to be used as a tool for advocacy actions for the right to education with organizations and international forums of regional level.

Within the Global Campaign for Education (GCE) there is currently a project supporting discussion on what is "quality education" in countries like Peru, Zambia and Nepal. The project includes the development of a reference guidebook about quality education that suggests to the member coalitions the concepts and boundaries of quality considered by CGE. It also includes the organization of an international seminar about the subject, to be carried out in the second semester of 2009. As a member of the CGE board, the Brazilian Campaign is part of a work group that guides this quality project.

In March 2009, the Brazilian Campaign hosted an international delegation formed by Save the Children UK, World Vision UK and an Indian advisor interested in understanding CAQi's experience to study its possible replication in India. During the same period, the Brazilian Campaign presented CAQi in a seminar in London, promoted by Save the Children UK and by Global Campaign for Education UK.

It is hoped by explaining CAQi and the process by which it was developed and used that the Brazilian experience can act as a framework for other civil society movements and organizations to demand sufficient funding from their governments (with donor support where necessary) to ensure the minimum inputs required to achieve quality education for all.

6 Appendices

BRAZILIAN LEGISLATION

Federal Constitution (1988)

– Article 206. Education shall be provided based on the following principles:

I – Equal conditions for the access and permanence in school;

V – Valorization of school education professionals, in compliance with the law, career plans, with exclusive access to public school for those professionals approved in public service competitive processes.

VII – Quality standards guarantee

– Article 211. The Federal Government, States, Federal District and Municipalities will organize, under a collaborative regime, their educational systems.

§1. The Federal Government shall organize both federal and territories' educational systems, shall finance public education institutions and will perform, in what concerns education, a redistributive and complementary role, in order to ensure equal educational opportunities and minimum teaching quality standards providing technical and financial assistance to States, Federal District and Municipalities.

– ADCT, article 60, paragraph 1. The Federal Government, States, Federal District and Municipalities shall ensure, in what concerns the financing of public education, the improvement of the quality of education in a way that guarantees a minimum standard determined nationally.

National Law of Guidelines and Basis for Education (Law 9.394/1996)

– Article 4. The State's duty concerning public school shall be put into effect provided that the following guarantees are stated

IX – Minimum quality standards of education, characterized as the variety and minimum amounts, per student, of essential inputs to the development of teaching-learning processes.

National Plan for Education (Law 10.172/2001)

In effect since 2001, the NPE determines minimum standards for the training of teachers and infrastructure in schools. The 281 goals (qualitative and quantitative) should be fulfilled by 2011, which probably won't happen, considering the present situation in public education.

THE PARTICIPATIVE PROCESS TO DEVELOPING CAQi

WORKSHOPS

Before each workshop, participants received preparatory texts to support the discussions. After every meeting, the presentations and the debate were systematized in order to guarantee that the process is consistent and continuous.

Workshop 1 – Quality and Inputs, 28th and 29th November, 2002

Gathering 12 people, the debate focused on the concept of quality and the necessary inputs to achieve it and also on the obstacles that prevents Brazil from applying an adequate educational financing.

Workshop 2 – Quality and Equity, 5th and 6th August, 2003

It gathered 47 people, who debated on how quality education could contribute to the overcoming of social inequalities that affect Brazilian society. Representatives of municipalities and states presented the methods they have been using to invest in education in order to assure minimum quality standards. The representatives of the Ministry of Education and the National Institute for Educational Studies and Researches also presented studies that were under development on the “cost per student”. Strategies of action for the implementation of the Campaign’s proposal were also discussed.

Workshop 3 – Method of calculation of the Cost of Quality per Student, 14th and 15th July, 2005

With the presence of 25 people, the workshop discussed the methodological challenges related to the calculation of CAQi, considering the data collected in the previous workshops and the studies developed by researchers of Brazilian universities.

EVENTS

In addition to the workshops, many initiatives were organized so that the creation of CAQi could count on the collaboration of the highest possible number of people. The Brazilian Campaign tried to seize every opportunity to present its proposal and receive a feedback of many different sectors. Some of these initiatives are highlighted below:

– 20th January, 2003, debate about the “Cost quality per student: financing the education we want”, in the II World Education Forum, Porto Alegre (19th to 22nd January, 2003). 350 people attended.

– 26th November, 2004, seminar “Facing the inequalities with Cost Quality per Student”, during the 1st Northeast Social Forum (24th to 27th November, 2004), Recife/Pernambuco. Attended by representatives of social movements from the northeast of Brazil, who debated the concepts of quality and the financing issues, considering many different northeastern realities. Indigenous teachers and quilombolas discussed about how race and ethnicity influence the reality and quality of their people’s schools.

– 6th December, 2004, Congress for the Foundation of the São Paulo Southern Student Unions Forum, São Paulo, SP. During the activity a forum was created, gathering 30 student unions of schools located in the most violent area of São Paulo, the biggest city in Brazil. CAQi was debated as one of the elements for the creation of this forum and opinions about quality education were collected from the students. The result of such debate supported the proposal systematized later on by the Brazilian Campaign.

– 23th August, 2005, seminar “Building the Cost Quality per Student in Education”, Fortaleza/Ceará, with the presence of 80 people, among teachers, school directors and other education professionals, researchers, municipality and state representatives, students, social movement networks and NGOs members.

– 26th October, 2005, discussion and approval of CAQi’s financial values by the Brazilian Campaign General Assembly, Brasília, Federal District.

– 17th November, 2005, presentation of the preliminary results of CAQi’s study in the technical meeting of Fundeb Special Commission at the National Congress, with the presence of 10 parliamentarians and their advisors.

– 26th April, 2006, presentation of CAQi in a public audience with the National Congress and the Federal Senate in the Education and Culture Commission of the National Congress.

CONSULTATION PROCESS

Consultation has been incorporated by the Brazilian Campaign as a strategy to listen to the ideas and expectations of different actors from the education field, above all those on the base of the system – meaning, at school. Consequently, the consultations below have brought inspiring results for the development of CAQi.

– Consultation about Quality Education in School, in the states of Pernambuco and Rio Grande do Sul, in 2002.

– Educational Research about Quality Education, promoted as part of the mobilization for the World Action Week 2003, to get to know the student’s, parents’ and teachers’ view in many Brazilian states, about the concept of a “good school”.

– Consultation about Quality in Pre-School, in 2004, listened to 1.136 people (882 adults and 254 children ages 4 to 6) from 52 daycare centers and pre-schools from the states of Rio Grande do Sul, Minas Gerais, Pernambuco and Ceará.

CAQi DAYCARE CENTER

Inputs	Quantity	Unit Cost US\$	Total Cost/ year US\$	Cost student/ year US\$	% of the total
Costs at school					
Personnel (teachers)					
Teacher with university degree (40 hours)	3	866.00	34,641.00	266.00	10,1%
Teacher with a teaching diploma (secondary education level) (40 hours)	17	578.00	130,867.00	1,007.00	38,2%
Sub-total			165,509.00	1,273.00	48,4%
Personnel (others)					
School management	1	1,126.00	15,011.00	115.00	4,4%
Secretariat	1	404.00	5,389.00	41.00	1,6%
Maintenance and infrastructure	2	404.00	10,777.00	83.00	3,1%
Education coordination	1	1,040.00	13,857.00	107.00	4,0%
Library assistant	0	578.00			0,0%
Sub-total			45,034.00	346.00	13,2%
Goods and services					
Water/electricity/telephone/ month	12	1,170.00	14,040.00	108.00	4,1%
Cleaning material/month	12	195.00	2,340.00	18.00	0,7%
Educational material/student	130	50.00	6,500.00	50.00	1,9%
Educational projects/student	130	50.00	6,500.00	50.00	1,9%
Office supplies/month	12	98.00	1,170.00	9.00	0,3%
Building maintenance rate/year	1	6,154.00	6,154.00	47.00	1,8%
Maintenance and replacement of material /month	12	260.00	3,120.00	24.00	0,9%
Sub-total			39,824.00	306.00	11,6%

(cont.)

Food					
Employees	2	404.00	10,777.00	83.00	3,1%
Food (5 meals/day)/student	130	1.00	13,000.00	100.00	3,8%
Sub-total			23,777.00	183.00	6,9%
Costs at the central administration					
Professional training	27	250.00	6,750.00	52.00	2,0%
Social taxes (20% of personnel)			44,264.00	340.00	12,9%
Management and supervision (5%)			17,114.00	132.00	5,0%
Sub-total			68,128.00	524.00	19,9%
Total Personnel + Social taxes					81,6%
Total CAQi MDE				2,450.00	
CAQi Total			342,272.00	2,633.00	100,0%
% of GDP <i>per capita</i>					39,0%

CAQi PRE-SCHOOL

Inputs	Quantity	Unit Cost (US\$)	Total Cost/ Year (US\$)	Cost student/ year(US\$)	% of the total
Costs at school					
Personnel (teachers)					
Teacher with a teaching diploma (secondary education level) (40 hours)	6	500.00	39,990.00	151.48	14,8%
Teacher with university degree (40 hours)	6	750.00	59,985.00	227.22	22,3%
Sub-total			99,975.00	378.69	37,1%
Personnel (others)					
School management	1	1,126.13	15,011.25	56.86	5,6%
Secretariat	1	577.50	7,698.08	29.16	2,9%
Maintenance and infrastructure	3	404.25	16,165.96	61.23	6,0%
Education coordination	1	1,039.50	13,856.54	52.49	5,1%
Sub-total			52,731.81	199.74	19,6%
Goods and services					
Water/electricity/telephone	12	528.00	6,336.00	24.00	2,4%
Cleaning material	12	132.00	1,584.00	6.00	0,6%
Educational material	264	50.00	13,200.00	50.00	4,9%
Educational projects	264	50.00	13,200.00	50.00	4,9%
Office supplies	12	132.00	1,584.00	6.00	
Building maintenance rate/year	1	4,741.97	4,741.97	17.96	1,8%
Maintenance and replacement of material	12	528.00	6,336.00	24.00	2,4%
Sub-total			46,981.97	177.96	17,4%

(cont.)

Food					
Employees	2	404.25	10,777.31	40.82	4,0%
Food (1 meal/day)	264	0.15	7,920.00	30.00	2,9%
Sub-total			18,697.31	70.82	6,9%
Costs at the central administration					
Professional training	20	250.00	5,000.00	18.94	1,9%
Social taxes (20% of personnel)			32,696.82	123.85	12,1%
Management and supervision (5%)			13,478.05	51.05	5,0%
Sub-total			51,174.87	193.84	19,0%
Total Personnel + Social taxes					76,8%
Total CAQi MDE				950.24	
CAQi Total			269,560.96	1,021.06	100,0%
% of GDP <i>per capita</i>					15,1%

CAQi ELEMENTARY SCHOOL – INITIAL YEARS

Inputs	Quantity	Unit Cost (US\$)	Cost total/ year (US\$)	Cost student/ year(US\$)	% of total
Costs at school					
Personnel (teachers)					
Teacher with a teaching diploma (secondary education level) (40 hours)	10	577.50	76,980.75	160.38	16,5%
Teacher with university degree (40 hours)	10	866.25	115,471.13	240.56	24,8%
Sub-total			192,451.88	400.94	41,3%
Personnel (others)					
School management	1	1,126.13	15,011.25	31.27	3,2%
Secretariat	1	577.50	7,698.08	16.04	1,7%
Maintenance and infrastructure	5	404.25	26,943.26	56.13	5,8%
Education coordination	1	1,039.50	13,856.54	28.87	3,0%
Library assistant	1	577.50	7,698.08	16.04	1,7%
Sub-total			71,207.19	148.35	15,3%
Goods and services					
Water/electricity/telephone/ month	12	960.00	11,520.00	24.00	2,5%
Cleaning material/month	12	240.00	2,880.00	6.00	0,6%
Educational material/student	480	50.00	24,000.00	50.00	5,1%
Educational projects/student	480	50.00	24,000.00	50.00	5,1%
Office supplies/month	12	240.00	2,880.00	6.00	0,6%
Building maintenance rate/year	1	7,735.13	7,735.13	16.11	1,7%
Maintenance and replacement of material/month	12	960.00	11,520.00	24.00	2,5%
Sub-total			84,535.13	176.11	18,1%

(cont.)

Food					
Employees	3	404.25	16,165.96	33.68	3,5%
Food (1 meal/day)	480	0.15	14,400.00	30.00	3,1%
Sub-total			30,565.96	63.68	6,6%
Costs at the central administration					
Professional training	32	250.00	8,000.00	16.67	1,7%
Social taxes (20% of Personnel)			55,965.01	116.59	12,0%
Management and supervision (5%)			23,301.32	48.54	5,0%
Sub-total			87,266.33	181.80	18,7%
Total Personnel + Social taxes					76,1%
Total CAQi MDE				907.21	
CAQi Total			466,026.49	970.89	100,0%
% of GDP <i>per capita</i>					14,4%

CAQi ELEMENTARY SCHOOL – FINAL YEARS

Inputs	Quantity	Unit Cost	Total Cost/ year	Cost student/ year	% of total
Costs at school					
Personnel (teachers)					
Teacher with university degree (40 hours)	20	866.25	230,942.25	384.90	54,4%
Sub-total			115,471.13	192.45	27,2%
Personnel (others)					
School management	1	1,126.13	15,011.25	25.02	3,5%
Secretariat	2	577.50	15,396.15	25.66	3,6%
Maintenance and infrastructure (Elementary School diploma)	4	404.25	21,554.61	35.92	5,1%
Maintenance and infrastructure (level E, high school diploma)	2	577.50	15,396.15	25,66	3,6%
Education coordination	1	1,039.50	13,856.54	23,09	3,3%
Librarian	1	866.25	11,547.11	19,25	2,7%
Sub-total			92,761.80	154,60	21,8%
Goods and services					
Water/electricity/telephone/ month	12	900.00	10,800.00	18.00	2,5%
Cleaning material/month	12	300.00	3,600.00	6.00	0,8%
Educational material/student	600	50.00	30,000.00	50.00	7,1%
Educational projects/student	600	50.00	30,000.00	50.00	7,1%
Office supplies/month	12	300.00	3,600.00	6.00	0,8%
Building maintenance rate/year	1	16,193.33	16,193.33	26.99	3,8%
Maintenance and replacement of material/month	12	1,200.00	14,400.00	24.00	3,4%
Sub-total			108,593.33	180.99	25,6%

(cont.)

Food					
Employees	3	404.25	16,165.96	26.94	3,8%
Food (1 meal/day)	600	0.15	18,000.00	30.00	4,2%
Sub-total			34,165.96	56.94	8,0%
Costs at the central administration					
Professional training	30	250.00	7,500.00	12.50	1,8%
Social taxes (20% of Personnel)			44,879.78	74.80	10,6%
Management and supervision (5%)			21,230.10	35.38	5,0%
Sub-total			73,609.88	122.68	17,3%
Total Personnel + Social taxes					67,4%
Total CAQi MDE				650.73	
CAQi Total			424,602.09	707.67	100,0%
% of GDP <i>per capita</i>					10,5%

CAQi ELEMENTARY RURAL SCHOOL – INITIAL YEARS

Inputs	Quantity	Unit Cost (US\$)	Total Cost/ year (US\$)	Cost student/year (US\$)	% of total
Costs at school					
Personnel (teachers)					
Teacher with a teaching diploma (secondary education level) (40 hours)	2	750.75	200.15	333.58	20,7%
Teacher with university degree (40 hours)	2	1,126.13	30,022.49	500.37	31,1%
Sub-total			50,037.49	833.96	51,8%
Personnel (others)		0	0	0	
School management	0	0	0	0	0,0%
Secretariat	0	0	0	0	0,0%
Maintenance and infrastructure	0	0	0	0	0,0%
Education coordination	0	0	0	0	0,0%
Librarian	0	0	0	0	0,0%
Sub-total		0	0	0	0,0%
Goods and services					
Water/electricity/telephone	12	120.00	1,440.00	24.00	1,5%
Cleaning material	12	30.00	360.00	6.00	0,4%
Educational material	60	50.00	3,000.00	50.00	3,1%
Educational projects	60	50.00	3,000.00	50.00	3,1%
Office supplies	12	20.00	240.00	4.00	0,2%
Building maintenance rate/ year	1	2,455.06	2,455.06	40.92	2,5%
Maintenance and replacement of material	12	120.00	1,440.00	24.00	1,5%
Sub-total			11,935.06	198.92	12,4%

(cont.)

Food					
Cook/cleaning	1	866.25	11,547.11	192.45	12,0%
Food(1 meal/day)	60	0.15	1,800.00	30.00	1,9%
Sub-total			13,347.11	222.45	13,8%
Costs at the central administration					
Professional training	5	250.00	1,250.00	20.83	1,3%
Social taxes			12,316.92	205.28	12,8%
Management and supervision			4,678.241	77.97	4,8%
Sub-total			18,245.16	304.09	18,9%
Transport	30	100.00	3,000.00	50.00	3,1%
Total Personnel + Social taxes					80,4%
Total CAQi MDE				1,387.00	
CAQi Total			96,564.82	1,609.40	100,0%
% of GDP <i>per capita</i>					23,8%

CAQi ELEMENTARY RURAL SCHOOL – FINAL YEARS

Inputs	Quantity	Unit Cost (US\$)	Total Cost/ year (US\$)	Cost student/ year(US\$)	% of total
Costs at school					
Personnel (teachers)					
Teacher with university degree (40 hours)	4	1,126.13	60,044.99	600.45	70,4%
Sub-total			30,022.49	300.22	35,2%
Personnel (others)					
School management	0	1,126.13	0	0	0,0%
Secretariat	1	577.50	7,698.08	76.98	9,0%
Maintenance and infrastructure	1	0	0	0	0,0%
Education coordination	0	0	0	0	0,0%
Librarian	0	0	0	0	0,0%
Sub-total			7,698.08	76.98	9,0%
Goods and services					
Water/electricity/telephone	12	200.00	2,400.00	24.00	2,8%
Cleaning material	12	50.00	600.00	6.00	0,7%
Educational material	100	50.00	5,000.00	50.00	5,9%
Educational projects	100	50.00	5,000.00	50.00	5,9%
Office supplies	12	50.00	600.00	6.00	0,7%
Building maintenance rate/ year	1	3,766.67	3,766.67	37.67	4,4%
Maintenance and replacement of material	12	200.00	2,400.00	24.00	2,8%
Sub-total			19,766.67	197.67	23,2%

(cont.)

Food					
Employees	1	404.25	5,388.65	53.89	6,3%
Food (1 meal/day)	100	0.15	3,000.00	30.00	3,5%
Sub-total			8,388.65	83.89	9,8%
Costs at the central administration					
Professional training	7	250.00	1,750.00	17.50	2,1%
Social taxes			8,621.84	86.22	10,1%
Management and supervision			4,013.04	40.13	4,7%
Sub-total			14,384.88	143.85	16,9%
Transport	50	100.00	5,000.00	50.00	5,9%
Total Personnel + Social taxes					64,4%
Total CAQi MDE				768.72	
CAQi Total			85,260.77	852.61	100,0%
% of GDP <i>per capita</i>					12,6%

CAQi HIGH SCHOOL

Inputs	Quantity	Unit Cost (US\$)	Total Cost/ year (US\$)	Cost student/ year(US\$)	% of total
Costs at school					
Personnel (teachers)					
Teacher with university degree (40 hours)	30	866.25	346,413.38	384.90	52,4%
Sub-total			173,206.69	192.45	26,2%
Personnel (others)					
School management	2	1,126.13	30,022.49	33.36	4,5%
Secretariat	4	577.50	30,792.30	34.21	4,7%
Maintenance and infrastructure (level E, elementary school diploma)	4	404.25	21,554.61	23.95	3,3%
Maintenance and infrastructure (level E, elementary school diploma)	4	577.50	30,792.30	34.21	4,7%
Education coordination	2	1,039.50	27,713.07	30.79	4,2%
Librarian	2	866.25	23,094.23	25.66	3,5%
Sub-total			163,969.00	182.19	24,8%
Goods and services					
Water/electricity/telephone	12	1,350.00	16,200.00	18.00	2,4%
Cleaning material	12	450.00	5,400.00	6.00	0,8%
Educational material	900	50.00	45,000.00	50.00	6,8%
Educational projects	900	50.00	45,000.00	50.00	6,8%
Office supplies	12	450.00	5,400.00	6.00	0,8%
Building maintenance rate/ year	1	20,531.73	20,531.73	22.81	3,1%
Maintenance and replacement of material	12	1,800.00	21,600.00	24.00	3,3%
Sub-total			159,131.73	176.81	24,0%

(cont.)

Food					
Employees	4	404.25	21,554.61	23.95	3,3%
Food (1 meal/day)	900	0.15	27,000.00	30.00	4,1%
Sub-total			48,554.61	53.95	7,3%
Costs at the central administration					
Professional training	48	250.00	12,000.00	13.33	1,8%
Social taxes (20% of Personnel)			71,746.06	79.72	10,8%
Management and supervision (5%)			33,084.64	36.76	5,0%
Sub-total			116,830.69	129.81	17,7%
Total Personnel + Social taxes					69,1%
Total CAQi MDE				681.26	
CAQi Total			661,692.72	735.21	100,0%
% of GDP <i>per capita</i>					10,9%

Brazilian Campaign for the Right to Education

The Brazilian Campaign for the Right to Education was founded in 1999 by a group of civil society organizations, with the challenge of joining different political forces in order to enforcing Education Rights guaranteed by the law for every citizen, so they have access to good quality public education.

It is a social network that brings together over 200 institutions across country, including teacher's unions, social movements, NGOs, universities, students, youth and community groups and many other people who believe that a democratic country may only be built with good quality public education.

Our main goal is to put into effect the right to education as stated in law, contributing to deliver quality public education to every Brazilian citizen. To achieve that goal, the Brazilian Campaign works through six main strategies:

- **Institutional Networking:** to build alliances and partnerships with several national and international organizations and movements, believing in the potential of joint efforts towards a common goal.
- **Public Policy Advocacy:** The Brazilian Campaign elects priority issues in order to bring pressure on and influence governments, parliaments and the Judiciary to enact or change public policies.
- **Social Mobilization:** In order to promote educational rights, denounce injustices and, most important, change public policies, the Brazilian Campaign seeks to engage students, education professionals, parents, community and citizens in local and national mobilization.
- **Knowledge Production:** In partnership with other institutions, the Brazilian Campaign develops opinion polls, research on education and gathers information on educational issues, in order to support its actions. We publish papers, books, booklets and other materials.
- **Communication:** A tool to promote sharing of experiences among members of the Brazilian Campaign and partners in order to disseminating knowledge and strategic information and raising public awareness in regard to political issues. The Brazilian Campaign issues an electronic newsletter every month and website; develops press relation work and facilitate e-group discussions on specific subjects.
- **Capacity-building strategies:** the Brazilian Campaign incorporate capacity-building strategies into its activities (such as workshops, seminars, lectures, among others) in order to strengthen the participation of its members in public policy debates on education.

The Brazilian Campaign is managed by a general coordination team based in São Paulo, guided by a National Steering Committee and has regional committees in 20 of the 27 states in Brazil. This is the country's largest and broadest political network in the field of Basic Education.

Throughout the last 10 years, the Brazilian Campaign had many accomplishments and has developed several studies and specific materials in order to improve and influence the national debate on quality education. In addition to this publication, we produced a video in English about the work and advocacy process led by the Brazilian Campaign during the drafting, approval and regulation of Fundeb (Basic Education Development Fund). If you are interested in learning more about this work, please contact us.

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AÇÃO EDUCATIVA

CENTER FOR THE DEFENSE OF CHILDREN'S RIGHTS OF CEARÁ (CEDECA-CE)

EARLY-CHILDHOOD EDUCATION INTER-FORUM MOVEMENT IN BRAZIL (MIEIB)

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NATIONAL UNION OF MUNICIPAL EDUCATION SECRETARIATS (UNDIME)

NATIONAL SCOPE – REGIONAL COMMITTEES



This summarized version in English of Cost of Initial Quality Education per Student (CAQi, in Portuguese) has been produced with the intention of sharing the experiences from Brazil more widely. It is hoped that it will enable others to draw on the success of the CAQi experience and adapt it for their particular national context. It is also hoped that stronger links can be built between Southern countries currently engaged in the fight for quality education for all. Ultimately it is hoped that CAQi can contribute to the global debate on financing of quality education. The Brazilian Campaign for the Right to Education looks forward to a time where all citizens from all parts of the world have their right to decent and quality education assured.

PRODUCTION



Brazilian CAMPAIGN
for the **RIGHT to
EDUCATION**

PARTNERSHIP



Save the Children
Reino Unido