

## PERFORMANCE AUDIT ON PRODUCTION OF EDUCATIONAL STATISTICS

This regards a performance audit carried out on the process for the production of educational statistics, which is the responsibility of the Anísio Teixeira National Institute of Educational Studies and Research (Inep). The audit was a coordinated initiative with the participation of eleven members of the Organization of Latin American and Caribbean Supreme Audit Institutions (Olacefs).

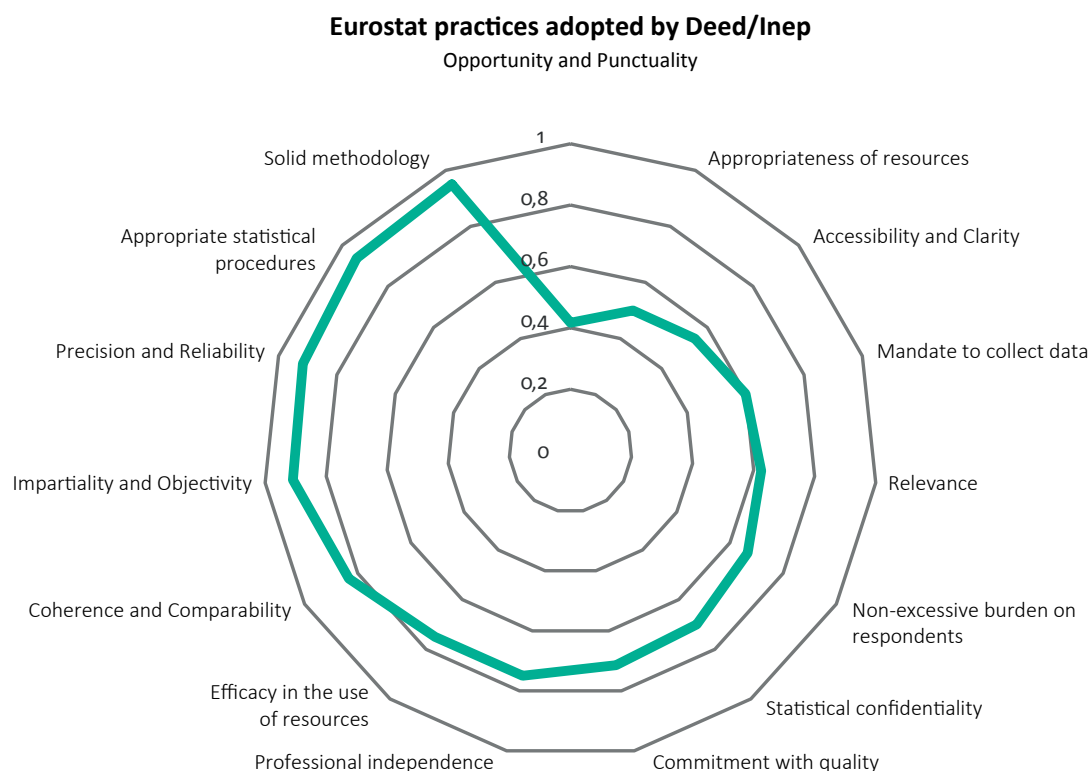
### Purpose

The audit assessed the adoption of good international practices by the administrative units in charge of educational statistics and examined the statistics production capacity related to monitoring the educational system of each country and the delivery of data and indicators to international organizations. It also evaluated the advances of the countries regarding goal 2 of the Millennium Development Goals (MDGs) and the goals of the Dakar Action Framework Education for All (EPT), of the United Nations Organization for Education, Scientific and Cultural Organization (UNESCO).

### Main Findings

We found that the Office of Educational Statistics (DEED/INEP) partially adopts the good practices acknowledged internationally in the process of production of educational statistics. We also found that the Federal Government, through the Brazilian Institute of Geography and Statistics (IBGE) and INEP, produces the data and statistics necessary to monitor the National Education Plan (PNE) and the international commitments taken on with the United Nations Organization (UNO) and UNESCO. In addition, we pointed out advances in the Brazilian educational system during the validity period of the UN Millennium Development Goals and of the UNESCO Education for All Program (2001-2015).

As seen on the graph below, we applied 15 principles as evaluation criteria, based on practices recommended by the Statistical Office of the European Union (Eurostat). INEP achieved the best scores on the principles related to *Solid methodology*, *Appropriate statistical procedures* and *Precision and Reliability*. The principles in which it got the worst scores were *Opportunity and Punctuality*, *Appropriateness of resources*, *Accessibility and Clarity*, *Mandate to collect data*, *Relevance*, *Non-excessive burden on respondents*, *Statistical confidentiality*, *Commitment with quality*, *Professional independence*, *Efficacy in the use of resources*, *Coherence and Comparability*, *Impartiality and Objectivity* and *Appropriateness of resources*.



We also found that Brazil has data to monitor almost all indicators of the PNE and the the information gathering tools used by INEP make it possible to send the data and indicators to international organizations such as:

1. United Nations Organization (UNO): monitoring of the Millennium Development Goals (SDGs);
2. United Nations Organization for Education, Scientific and Cultural Organization (UNESCO): monitoring of the Education for All program (EPT) 2001-2015;
3. Organization for Economic Cooperation and Development (OECD): annual follow-up of educational indicators between member countries and participants (*Education at a Glance*)

We also assessed the results obtained by Brazil from 2001 to 2015 with regard to the objectives and goals of MDG 2 (Universal Primary Education) and of the six objectives of the Dakar Framework for Action of the Education for All Program, which are:

1. Early childhood care and education
2. Universal primary education (basic education)
3. Youth and adult education
4. Adult literacy
5. Parity and gender equality
6. Quality of Education

The indicators show that Brazil's advances related to the objectives of the Program. However, the goal regarding reducing the illiteracy rate by half was not achieved.

### Main deliberations

In its deliberation, TCU made several recommendations to the Ministry of Education (MEC) and to INEP, aiming to enhance production of educational statistics in the country. We highlight the recommendation that the MEC conclude elaboration of the draft bill that deals with general norms for carrying out annual basic and higher education census nationwide by INEP and send it to the Civil Household of the Presidency of the Republic for examination so it can be presented to the National Congress.

Aiming to promote greater effectiveness and timeliness when monitoring the PNE, the TCU recommended that MEC and INEP develop a joint strategy to improve and keep up to date the platform for dissemination of the goals of the Plan (PNE in Movement), presenting indicators in an aggregated form and with the necessary detailing.

TCU also determined that the MEC and INEP forward the action plan, within ninety days, listing the deadline and the unit in charge of developing the actions needed to implement the proposed recommendations.

### Deliberation data

Sentence: 3002/2016–TCU–Plenary Session

Session date: 11/23/2016

Rapporteur: Minister Ana Arraes

TC: 030.960/2015-0

Technical Unit in Charge: SecexEducação