

COORDINATED AUDIT FOR ASSESSMENT OF THE INFRASTRUCTURE OF FUNDAMENTAL EDUCATION PUBLIC SCHOOLS

Goal

The Federal Court of Accounts (TCU), in partnership with nineteen Courts of Accounts of States and Municipalities, conducted a coordinated audit with the goal of evaluating the quality and availability of the facilities and equipment of the fundamental education public schools, as well as of checking the quality of the information provided by the schools to the School Census of the Basic Education.

Main findings

We visited 679 public schools in the different regions of the country. By means of a methodology for the Calculation of the Weighted Score of the Schools, the index “Average Score of the School Infrastructure was created”, which classifies the infrastructure of the schools as good, acceptable, bad or precarious, taking into account both the availability and the conservation of the facilities.

When grouping the scores of the schools visited per geographical region, it was observed that the majority of the schools classified as precarious and bad is located in the North and Northeast of the country (Figure 1).

So far as the location within the same state is concerned (Figure 2), it was observed that the majority of the schools of the capital cities enjoy a better situation, with lower incidence of schools being classified as precarious and a higher number of schools in an acceptable situation.

Figure 1 – Graph – Infrastructure / Schools per Geographical Region

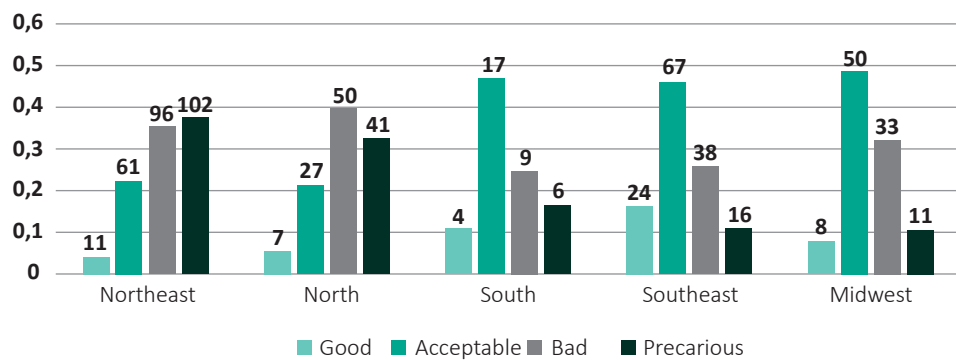
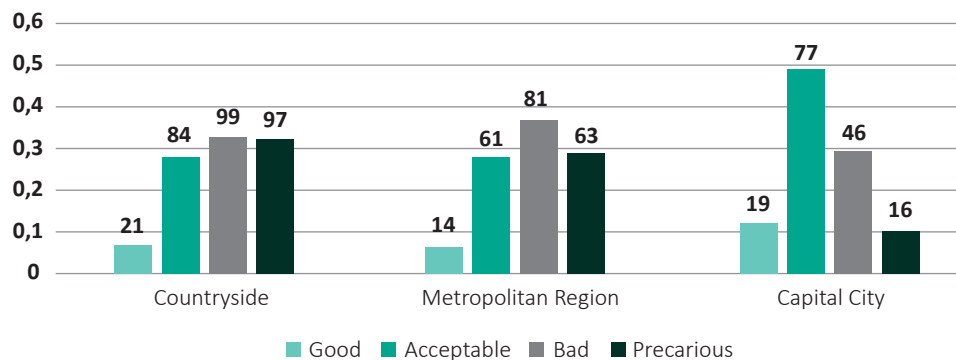


Figure 2 – Graph – Infrastructure / Schools per Location Profile



Source: Internal

The main problems detected during the visits to the schools were:

- Inexistence of accessibility in the entrance to the school (292 schools, 43% of the sample);
- Existence of toilet adapted to People with Special Needs in only 380 schools (55%);
- Existence of garbage and/or litter in inappropriate areas (164 schools, 24%);
- Inexistence of sports court in 414 schools (60%);
- Bad or unsatisfactory conditions found in 50% of the existing 141 playgrounds;
- A relevant number of exposed electric wire found in classrooms (27% out of 3,169 classrooms visited), libraries (23% of 374), kitchens (25% of 652) and computer lab (29% of 395);
- A relevant number of signs of infiltration found in bathrooms (22%), classrooms (17%), libraries (26%), kitchens (24%) and computer labs (22%);
- Existence of a library in 374 out of 679 schools (55%), even though reasonable conditions for use were found in only 263 of the existing 374 libraries. The remaining 111 libraries exhibited some kind of restriction of use, like, for instance, lack of technical staff to manage the space; they were being used as room for storing materials and absence of didactic organization for searches / inquiries;
- 48% of the computer labs (191 out of 395) exhibited some kind of restriction of use and 37% (148 out of 395) had no internet connection due to: lack of technical staff to teach and/or install the computers; they were being used as a room for storing materials, broken hardware, absence of internet access, among other things;

The data collected in the field were cross-referenced with those declared in the 2014 School Census, School Table. It was found that there is a need for improving the data collection tool of the School Census, especially in relation to the information about the school's internet access, which does not distinguish whether the internet access is restricted to the school's administration or whether it is also available to the students in the computer lab. More than 30% of the school units that declared in the Census that they had internet access did not provide it to the students.

Attention: the sample used in this work is of the non-probabilistic type, determined from non-random criteria, which prevents the extrapolation of the conclusions of the inspection to the whole of the school units. One must stress, therefore, that the evaluations are limited to the 679 schools that were visited.

Recommendations

In its deliberation, the Federal Court of Accounts decided:

- 1 To recommend that the Ministry of Education (MEC) improve the policies related to the support to the infrastructure and the provision of equipment for the basic education, by means of fulfillment criteria which enable to minimize the educational inequalities that exist amongst the country's regions and between the urban, rural and indigenous schools;
- 2 To recommend that the Anísio Teixeira National Institute of Educational Studies and Research – INEP improve the data collection process of the School Census.

Data of the deliberation

Ruling (Acórdão): 1007/2016-TCU-Plenário

Date of the session: April 27th, 2016 - Ordinary

Rapporteur: Minister Ana Arraes

TC 025.384/2015-5

Unit Responsible: SecexEducação