

## A comparative perspective of Brazil

The evaluation of public policies that can promote social mobility is one of the reasons for the existence of IMDS and is also one of the most difficult tasks of a public administrator. A cornerstone for the establishment of public policies and their evaluation, the availability of technical information, statistics, and indicators is crucial both for public administrators and for the society at large.

In these six months of life, IMDS has produced and shown the public hundreds of indicators so they can understand what has happened to generations of Brazilians over time, in some dimensions, especially regarding the accumulation of human capital. We have emphasized intergenerational mobility, which expresses the situation of children in relation to their parents.

A new building block for this construction is now emerging, with the availability on our website of the indicators that allow international comparison based on data from the Organization for Economic Cooperation and Development-OECD, from the World Bank, and from those produced by IMDS itself.

The data make it possible to clearly see the behavior of Brazilian educational social mobility in comparison with 140 countries. The discoveries were surprising. We note that, by separating the data on White people and Black people, and on men and women, and placing the results in a chart with the other countries, the differences are so great that each of these four categories occupies a different place in the ranking. It is as if they were different countries. Four "Brazils."

We also realized that Brazil has gained a lot of ground, both in universal primary education and, to a large extent, also in secondary education. We have managed to nearly eradicate child illiteracy and have taken more and more Brazilians all the way to High School. As a consequence, the educational mobility that for the generation born in 1940 occupied the 48th position out of approximately one hundred countries, for the generation born in 1980, Brazil has advanced to occupy the 6th best position. On the other hand, we still lack access to higher education, despite the huge expansion of places in universities. While in Brazil only 14.2% of men hold bachelor's degrees or higher, among OECD countries, this proportion is 33.2%.

The indicators of intergenerational mobility in education reported by international organizations are based on years of schooling. They reveal nothing about the quality of education. This caveat is important because, if the quantitative expansion of elementary and secondary education in Brazil is something to celebrate, we are left wanting in quality, which can be gauged by tests such as PISA. We also know, based on data from Prova Brasil, that this quality is lower for children and teenagers belonging to lower income households. In summary, we have advanced, but there is a quality barrier to be overcome. And this is an important topic to which IMDS dedicates and will dedicate special attention.

Educational advances now will have an impact on the future. And this is the reason for the urgency with which we deal with the topic. To cope with this task, we count on the partnership of national and international institutions, independent researchers, and governments in their three spheres. The mission is complex and requires a common effort. I am grateful to all our collaborators and partners at IMDS and to the institutions that made it possible for us to use their data, such as the OECD and the World Bank. I hope that all those committed to finding solutions for the country will find valuable inputs here.

All this information and much more you can find on our website in the International Indicators section, which we have now published.

Smooth web surfing!



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CEO