

# Abandonment and dropout of adolescents and young people

## National territory scenario

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A study based on the School Census

May 2022

# Overview

- Goals:
- To present evidence that fosters reflection on the issue of abandonment and dropout;
- To analyze the issue of abandonment and dropout associated with the territorial context and demographic characteristics of students and their relationship with social mobility.
- Data sources:
  - **INEP:** School Census; Final Situation of the Student; Transition Rates.

# Agenda

- In this publication, we will initially look at the **intensity of abandonment and dropout in the national territory**, seeking to offer an overview of such problems in Brazil. Due to the pandemic and the extraordinary format of the 2020 school year and the records about it, it was decided to present, at the first moment, the **data referring to the year 2019 for abandonment and the biennium 2018-2019 for dropout**;
- The **stages/series that present the highest intensity of abandonment and dropout** will be exposed, in order to focus the analysis on the stages in which the challenge is most acute;
- Once this is done, a **temporal evolution from 2009 to 2019** of the intensity of abandonment and dropout will be presented followed by **clippings by characteristics of schools** (urban/rural area) **and students** (gender, skin color or race, and years of lag) in order to visualize the difference between abandonment and dropout between these groups in the national territory;
- Finally, the inequality of **intensity of abandonment among schools** in the national territory will be explored. By looking only at the average values, we can hide important disparities in the territory that require specific attention. This is possible when we analyze the differences in dropout among schools. This publication presents **visualizations of school abandonment data within each federative unit (FU) and in specific cases between mesoregions and microregions**.

# Definitions

- **Abandonment Rate:** an indicator of school performance that represents the percentage of students enrolled at the beginning of a year who no longer attend school during the school year without formally requesting their transfer;
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- **Dropout Rate:** school flow or transition indicator that represents the percentage of students enrolled in a school year that do not enroll in the following school year, except for graduates of the last year of High School.

# Executive summary

## INTENSITY OF ABANDONMENT AND DROPOUT IN THE NATIONAL TERRITORY

The departure of students from school reaches its peak in the 1st year of High School. At this stage, 7% abandoned and 13% dropped out of school in 2019;

- The abandonment rate has been showing a downward trajectory since 2009, reaching its lowest average in 2019. The dropout rate was interrupted and grew again in the 2018-2019 biennium;
- It is observed that abandonment is more prevalent among young people in age-grade distortion, when school delay is 2 or more years relative to the appropriate age to attend the year/grade in which the student is enrolled. The rates of abandonment are also worse among men and Non-whites.
- Regionally, while we notice some heterogeneity in abandonment rates across the country, we realize that the indicators are worse in most northern states. The positive national highlights are Pernambuco, Goiás, Espírito Santo, and São Paulo.
- For dropout results, there is no regional standard as established as those of abandonment, but the positive highlights in High School remain Pernambuco and São Paulo, with rates of 6.6% and 7.4%, respectively.
- In the 9th year of Junior High School and in the 1st year of High School, dropout in the rural area is worse than in the urban area in virtually all FUs. However, it is important to highlight that the dropout clipping by urban/rural area is the only one that considers both public and private schools, since it is not possible to make this distinction in the available data.

# Executive Summary

## INEQUALITY OF INTENSITY OF ABANDONMENT AMONG SCHOOLS IN THE 1ST YEAR OF HIGH SCHOOL

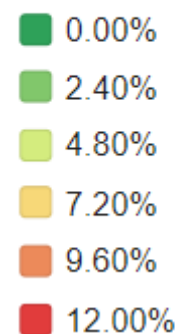
In the North region, Roraima is the federative unit that presents the greatest inequality in the distribution of abandonment among schools. On the other hand, Tocantins is the state of the region with the lowest inequality in the abandonment rate among schools;

- In the Northeast, Piauí and Rio Grande do Norte are the most unequal and have very similar distributions. The positive highlight is Pernambuco, which has the least unequal distribution in the region and in Brazil, besides having average and distribution at the lowest level in the country;
- In the Southeast region, Espírito Santo also stands out positively while Rio de Janeiro has the most unequal distribution among schools;
  - It is also noted that much of this dispersion in Rio de Janeiro comes from the metropolitan region, in particular the microregion of Rio de Janeiro;
- Among the Federative Units of the Southern region, we observed Rio Grande do Sul with greater inequality in abandonment distribution among schools and Paraná with the least unequal distribution;
- Finally, in the Midwestern region, we observed a large discrepancy in the results between neighboring Mato Grosso and Goiás. While MT is among the most unequal distributions in the country, GO is among the three most equal abandonment distributions among the schools in Brazil.

# Notes

- With the exception of school dropout slides by urban and rural areas, all the others refer exclusively to the universe of public schools (Federal, State and Municipal).
- On slides that have a map, the caption represents ranges of values. In the case of the caption below, for example, locations filled with darker green have an abandonment rate between 0% and 2.39%. For locations filled with dark orange, the range is between 9.60% and 11.99%. And so on.
- If there are values greater than the upper limit of the caption (here, 12%), they will all be represented by the same shade of darker red.

**Abandonment  
rate:**

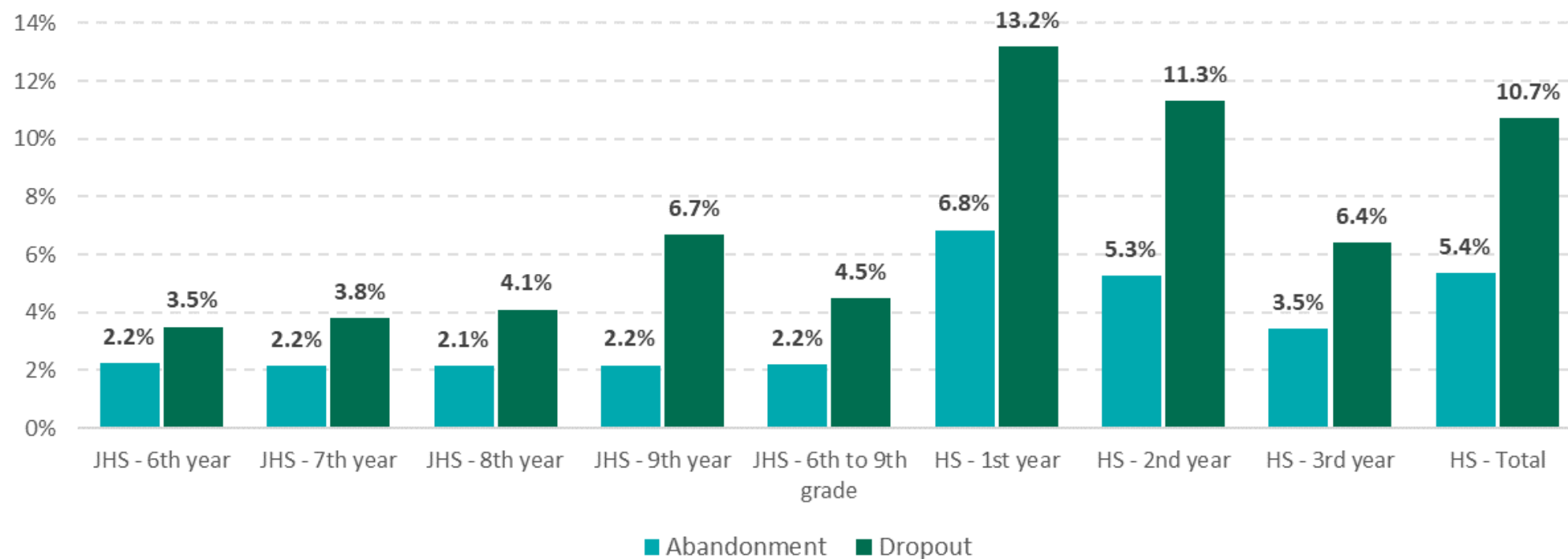


# Scenario of dropout and abandonment in the national territory

Evolution and inequality from  
school census data



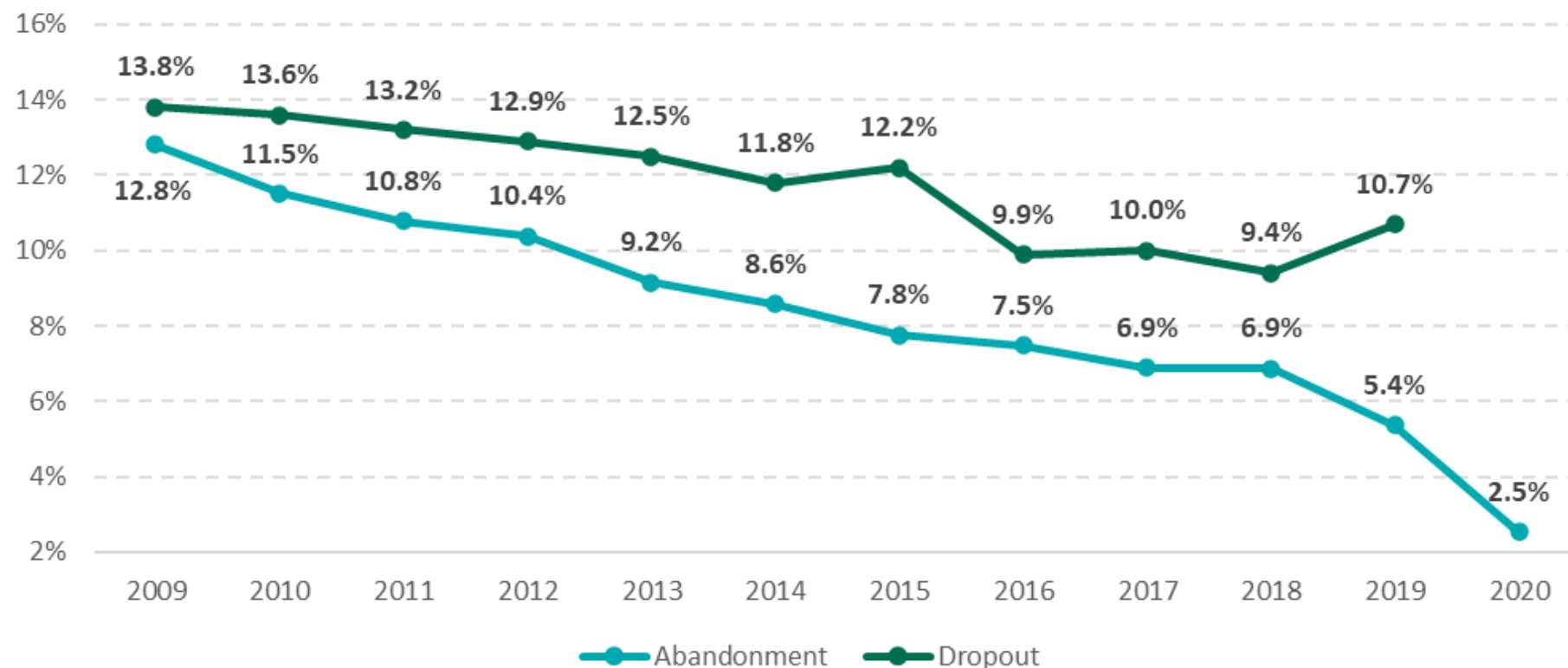
## Abandonment rate, 2019, and dropout rate, 2018-2019, by year/grade of Junior High School and High School – Brazil, public network



\*Population: registration of the public basic education network in 2019.

\*\*Source: Microdata from the Final Student Situation Base and Transition Rate spreadsheets - INEP.

## Evolution of abandonment rate and dropout rate in High School - Brazil, public network



\*Population: registration of the public basic education network in 2019.

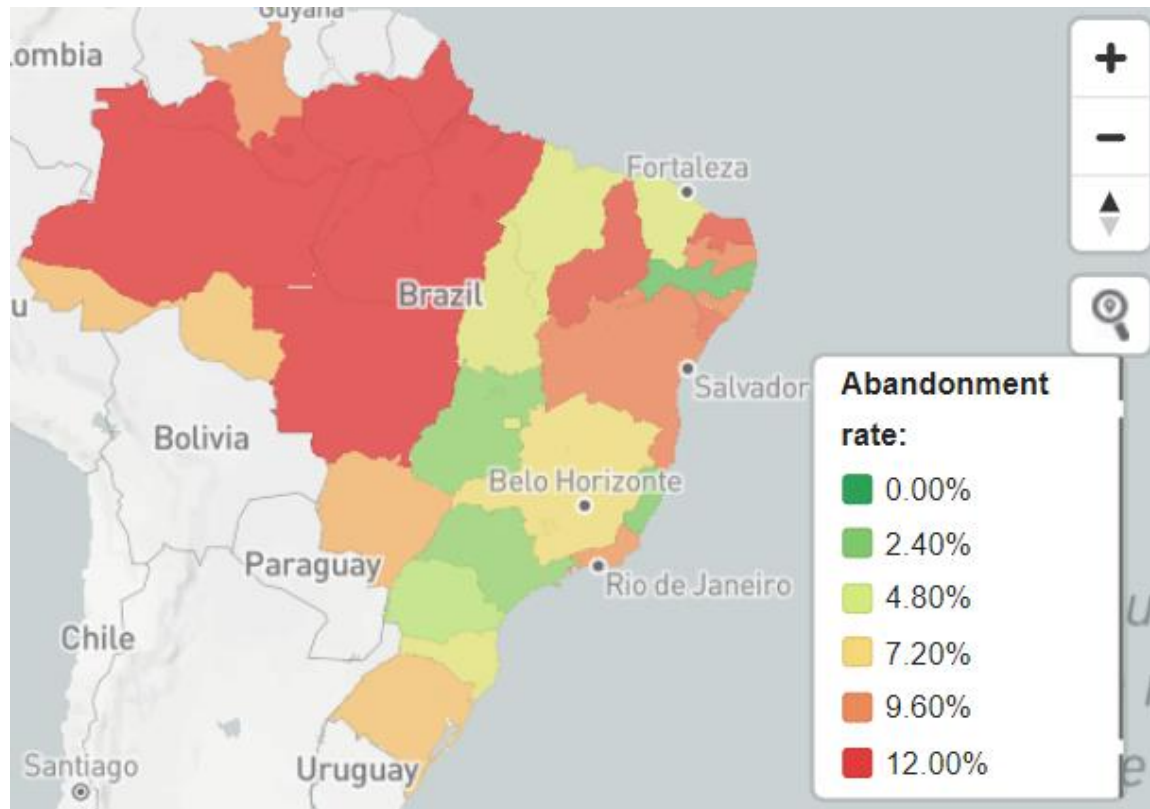
\*\*Source: microdata of the Final Student Situation Base and of Transition Rate spreadsheets - INEP.

Dropout rates refer to the transition between the year shown in the chart and the previous year: e.g. for the year 2019, the abandonment rate refers to the rate at the end of 2019, while the dropout rate refers to the transition between 2018 and 2019.

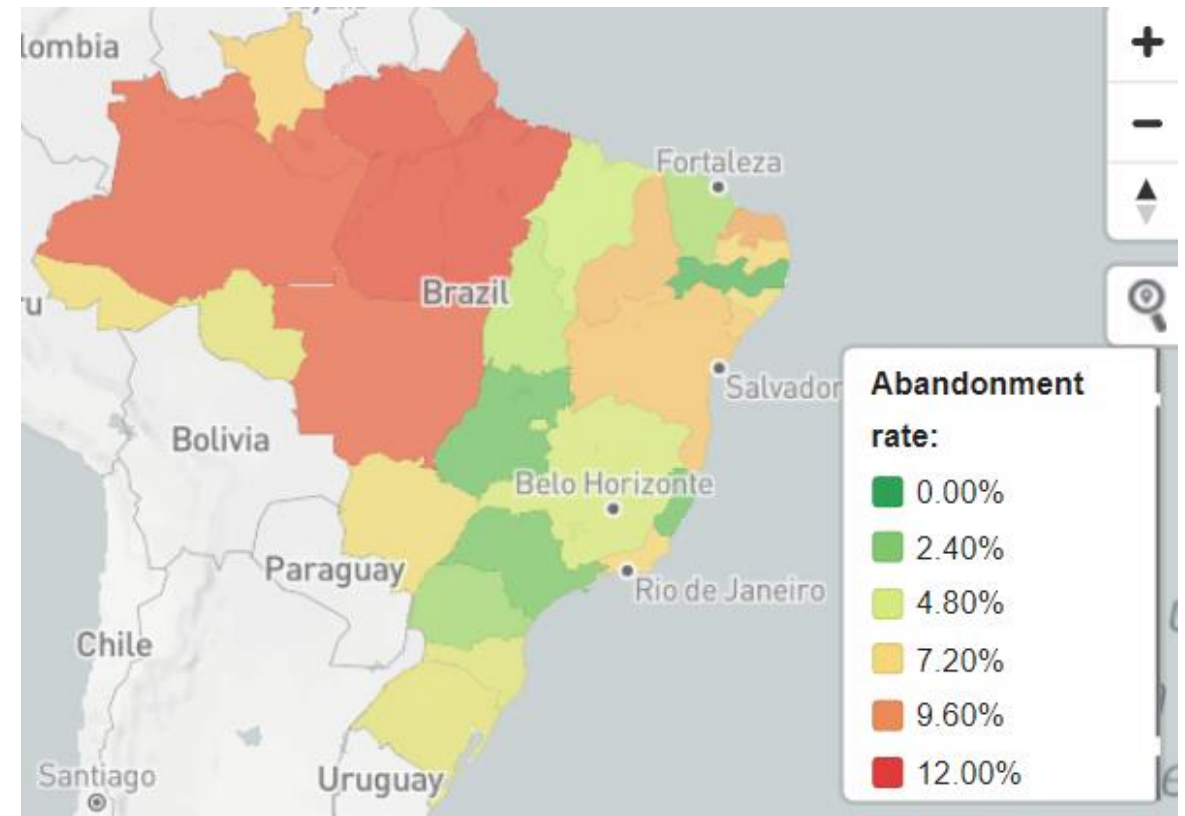
Note that the year 2020 will be out of keeping with the others, due to the pandemic and the extraordinary format of the school year and the records about it, so we focused the analyses up to the year prior to the Covid-19 pandemic.

Which stages present  
the greatest challenges  
in school abandonment?

Abandonment rate  
1st year HS



Abandonment rate  
Total HS

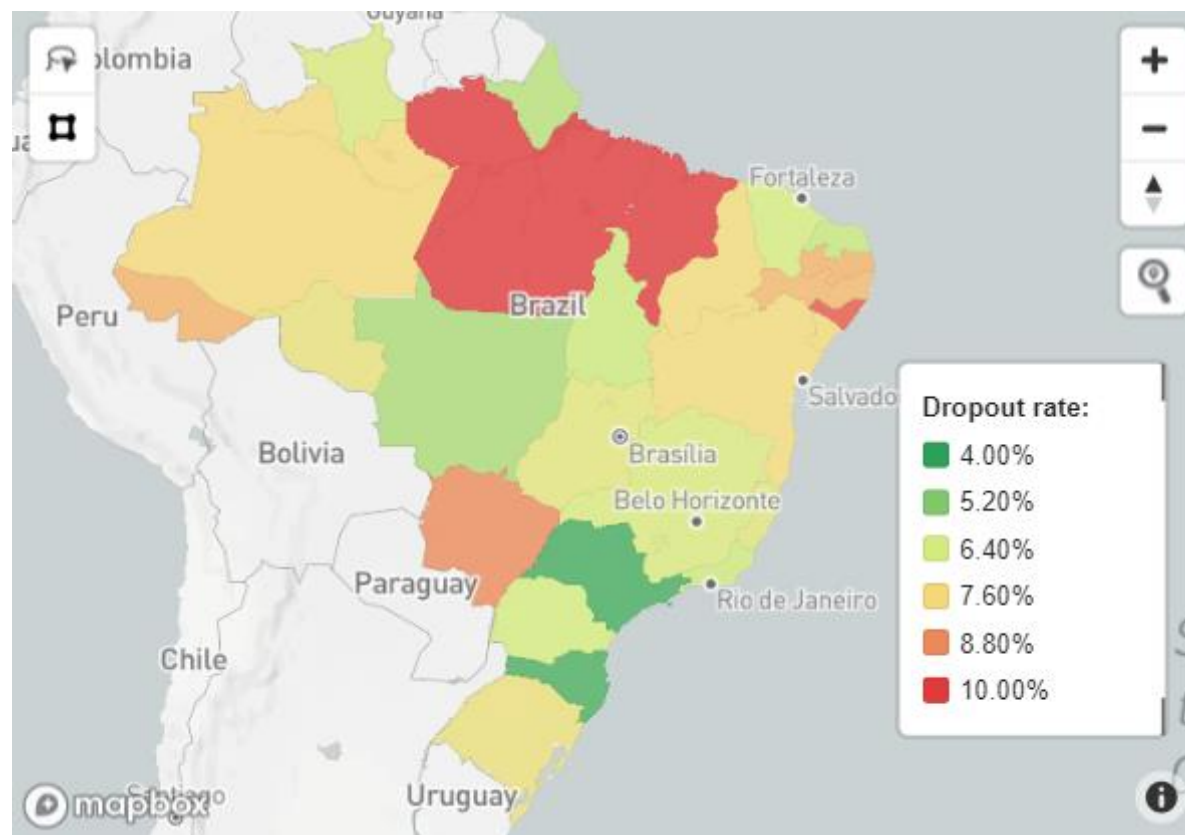


\*Population: registration of the public basic education network in 2019.

\*\*Source: microdata from the Final Student Situation Base - INEP.

Which stages present  
the greatest challenges  
in school dropout?

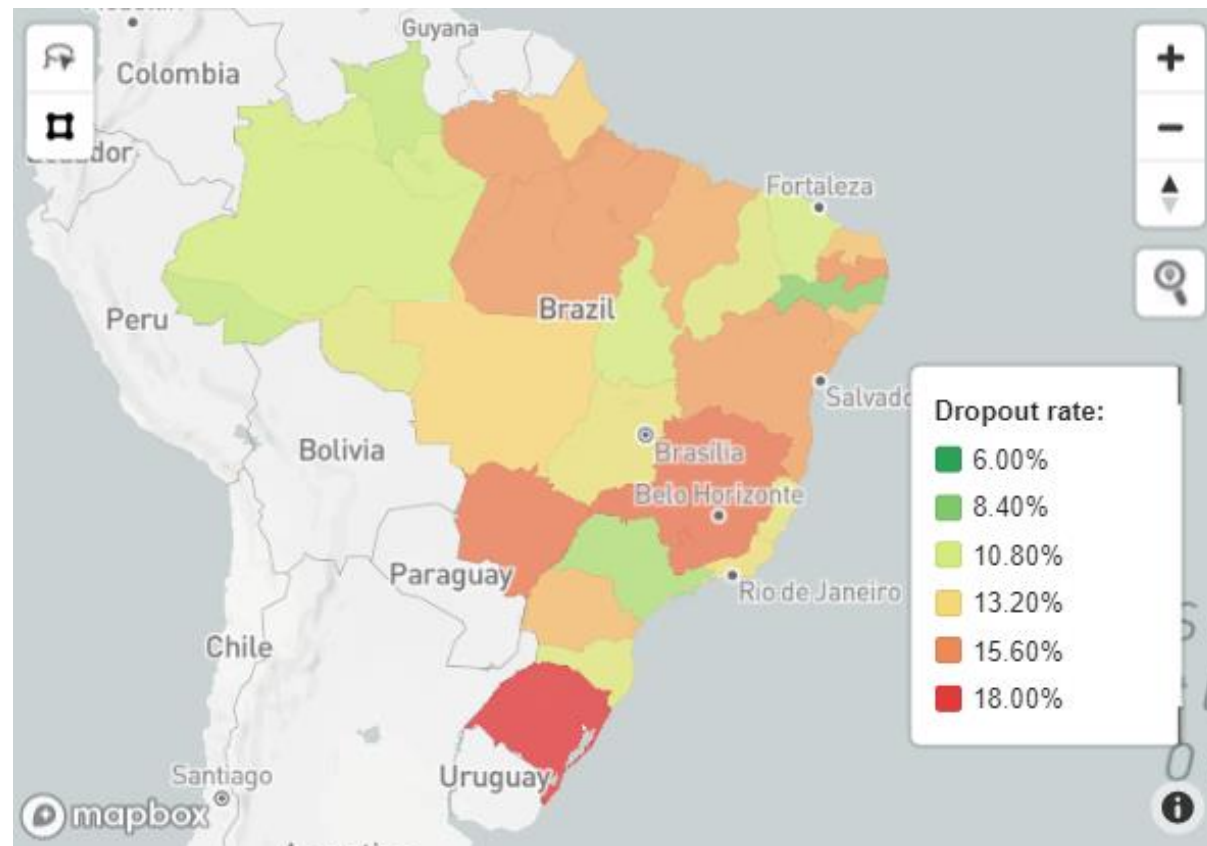
## Dropout rate 9th grade



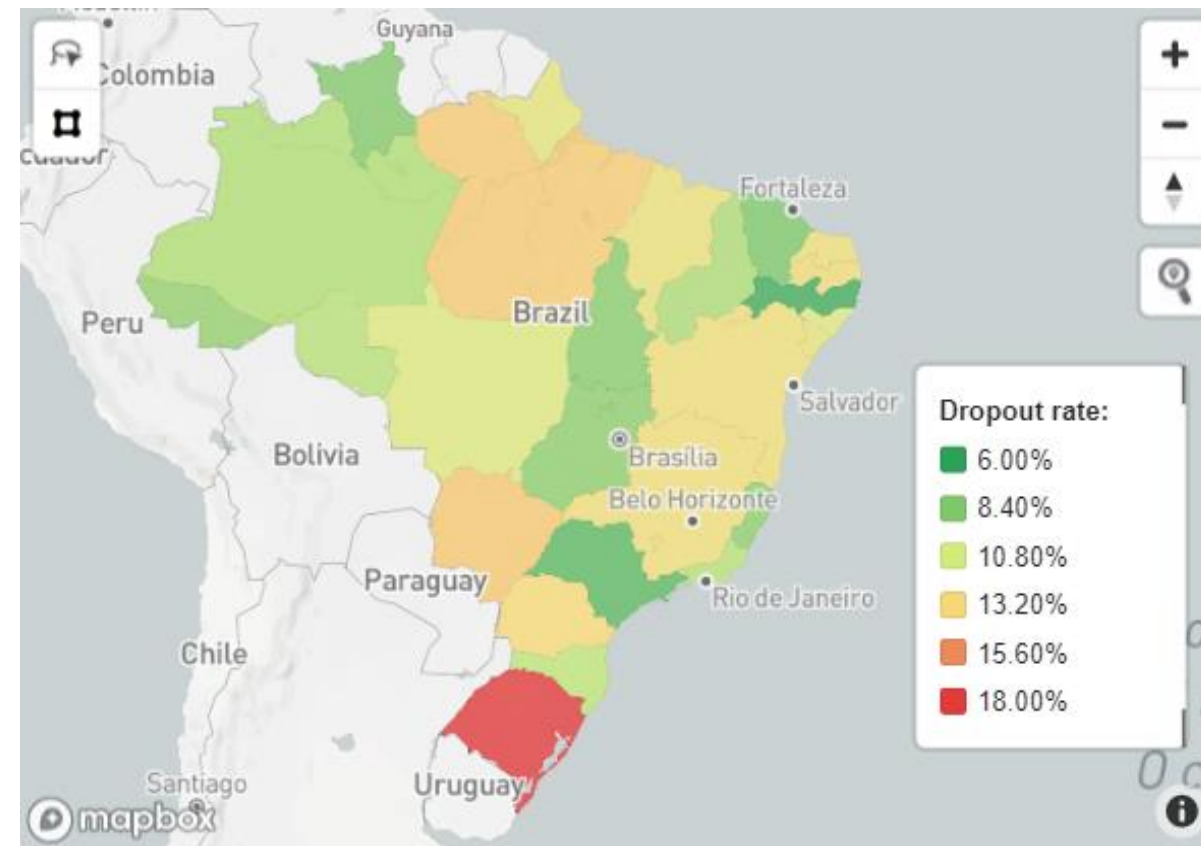
\*Population: registration of in the public basic education network in 2018 and 2019.

\*\*Source: Transition Rate spreadsheets - INEP.

## Dropout rate 1st year of HS



## Dropout rate Total HS

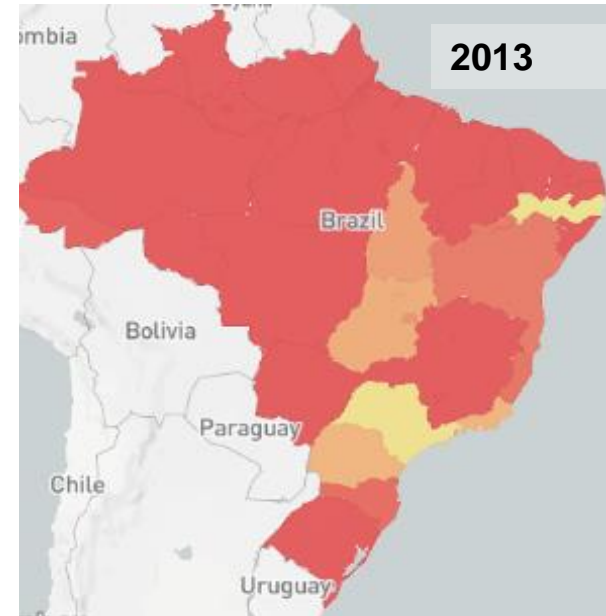
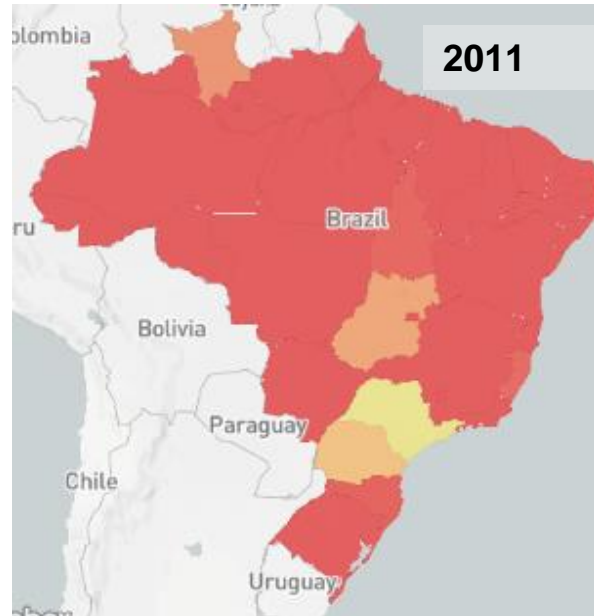
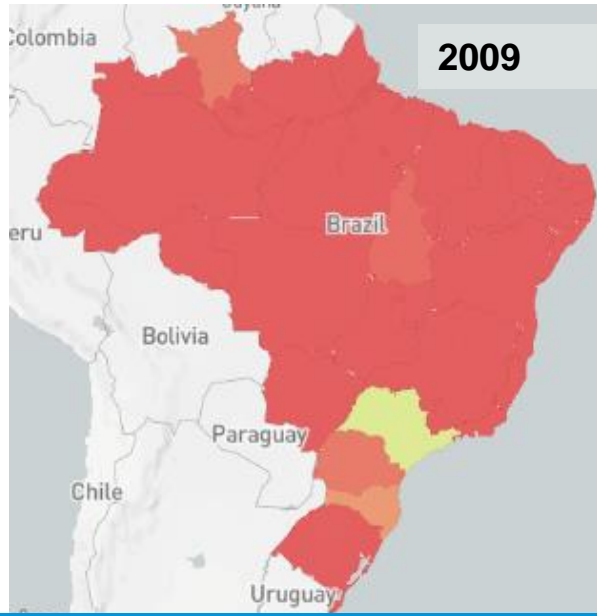


\*Population: registration of the public basic education network in 2018 and 2019.

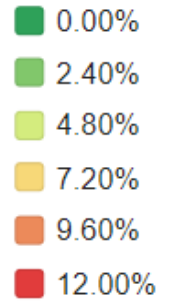
\*\*Source: Transition Rate spreadsheets - INEP.

How has school  
abandonment evolved  
over the years?

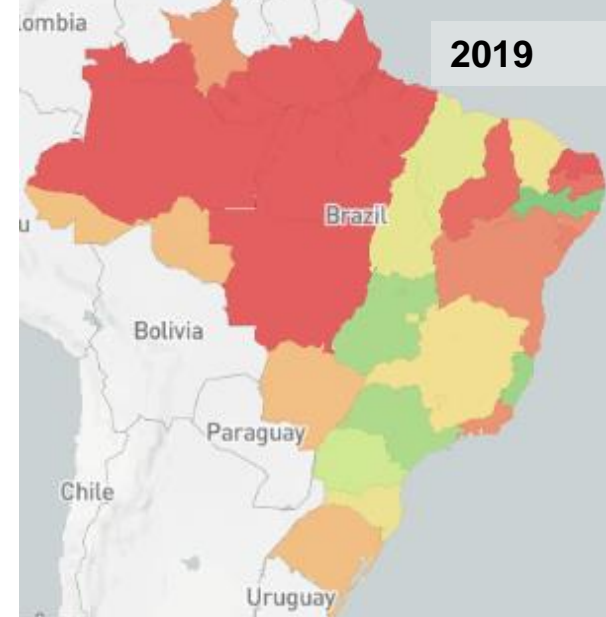
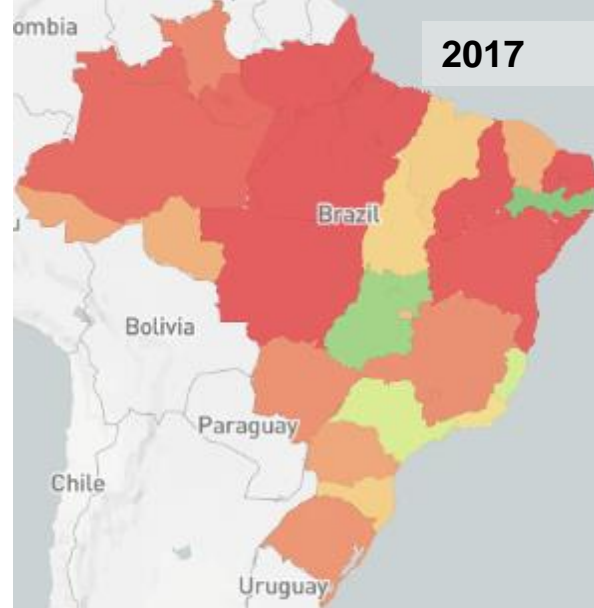
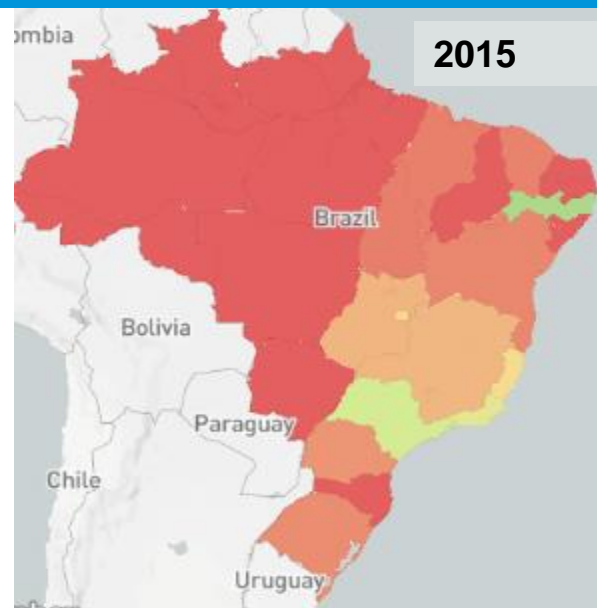




**Abandonment rate:**

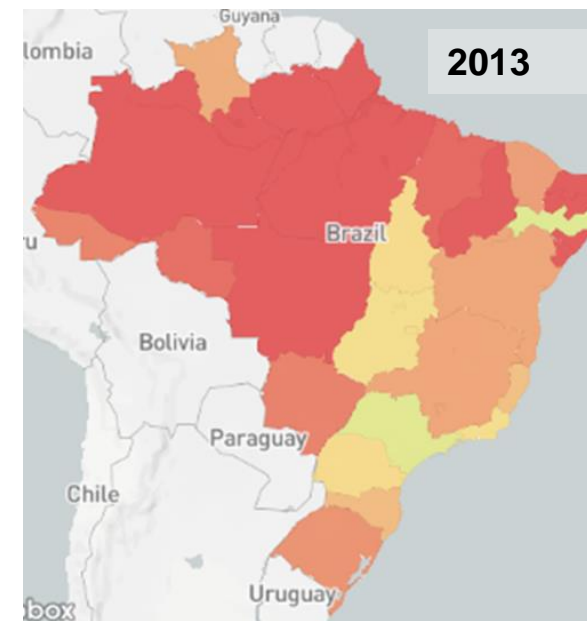
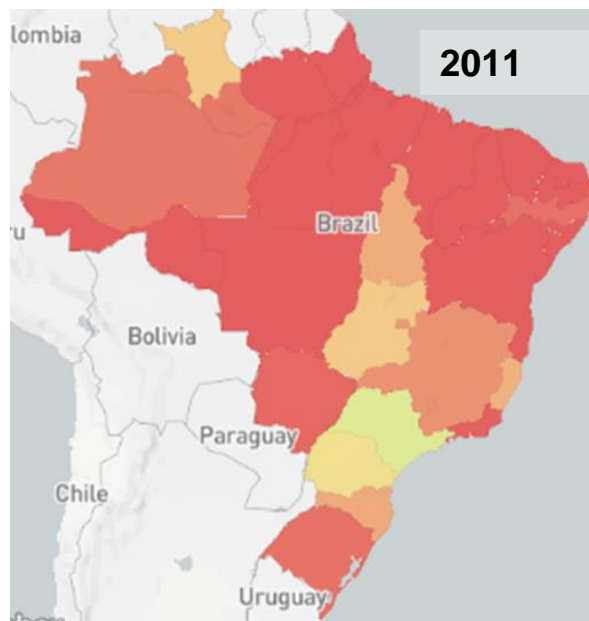
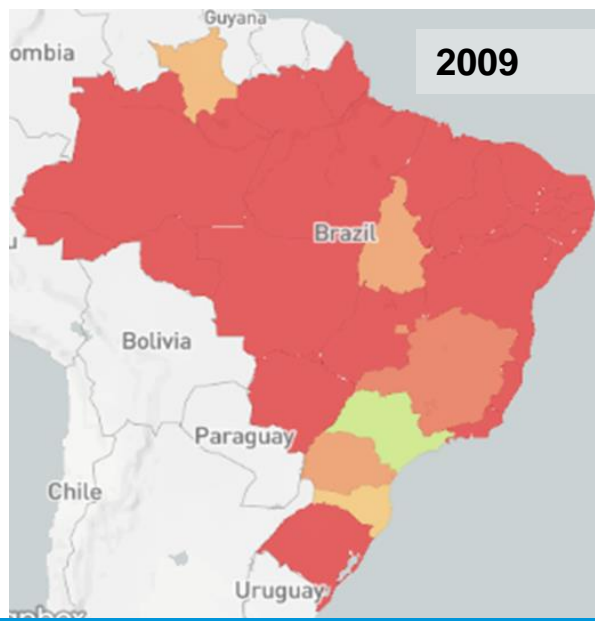


**1st YEAR OF HIGH SCHOOL | PUBLIC NETWORK**

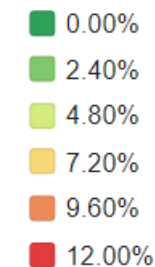


\*Population: registration of the public basic education network in the years in question.

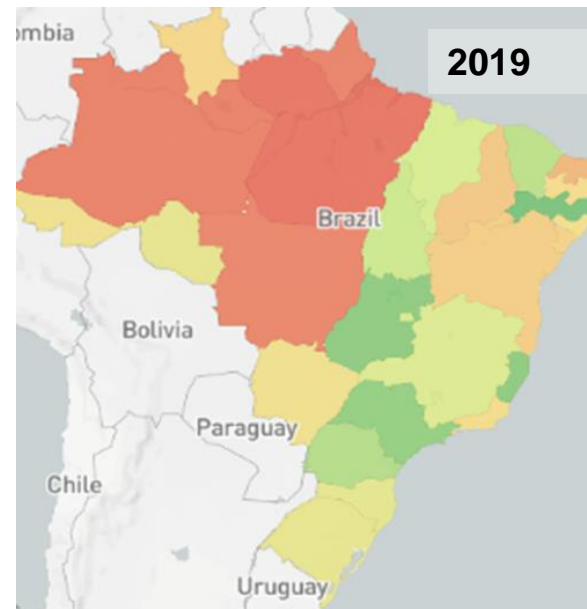
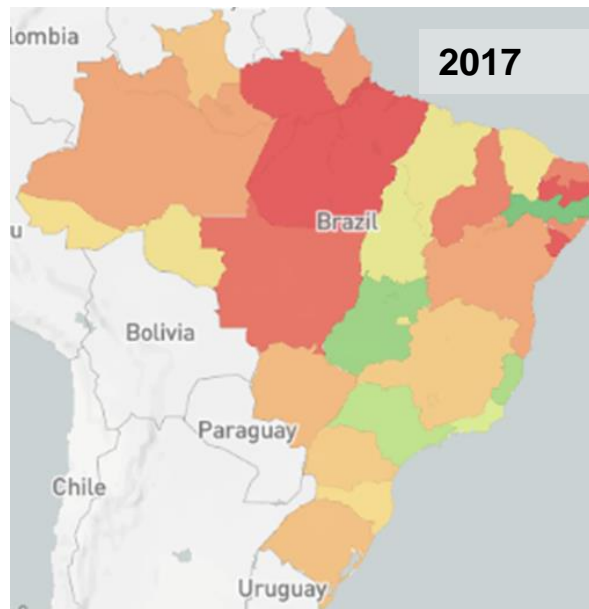
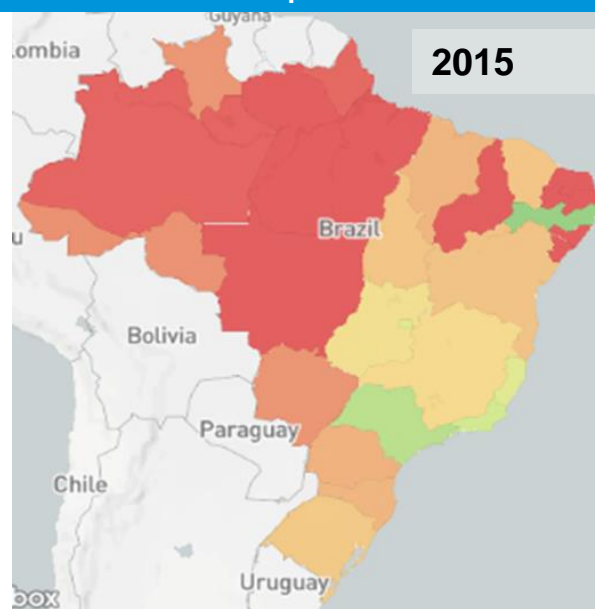
\*\*Source: microdata from the Final Student Situation Base - INEP.



**Abandonment rate:**



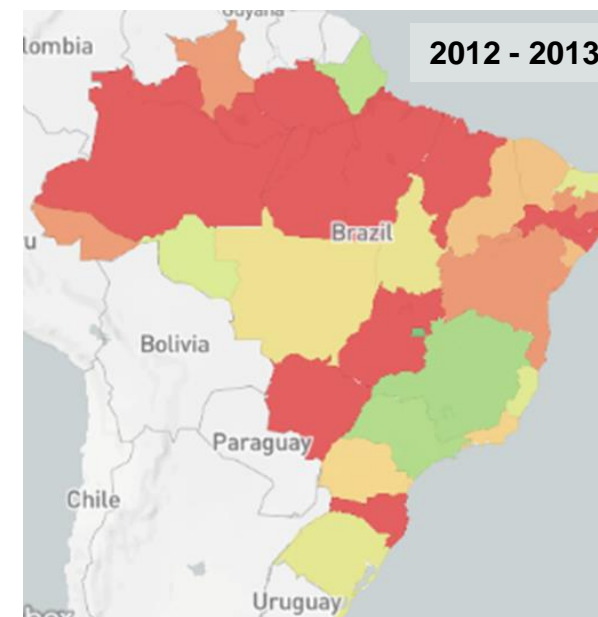
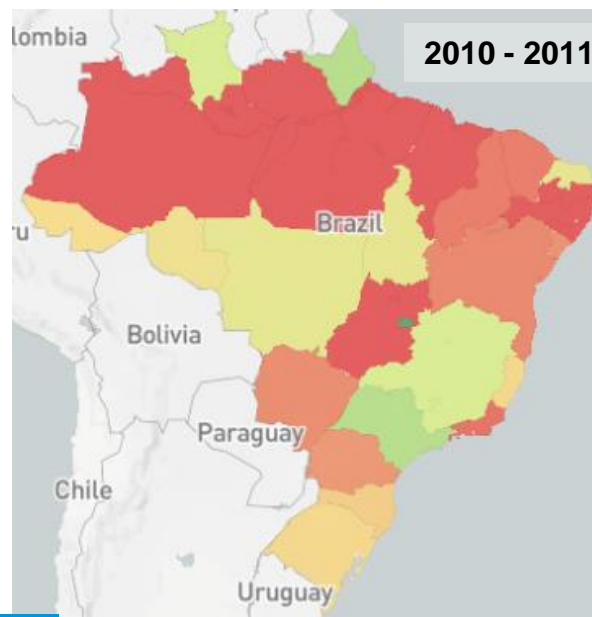
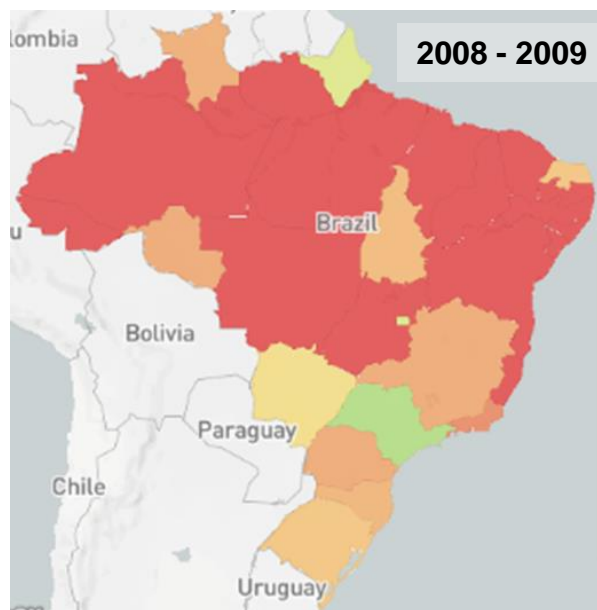
TOTAL HIGH SCHOOL | PUBLIC NETWORK



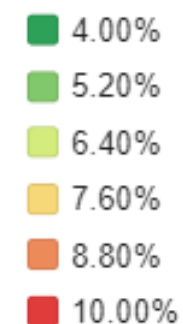
\*Population: registration of the public basic education network in the years in question.

\*\*Source: microdata from the Final Student Situation Base - INEP.

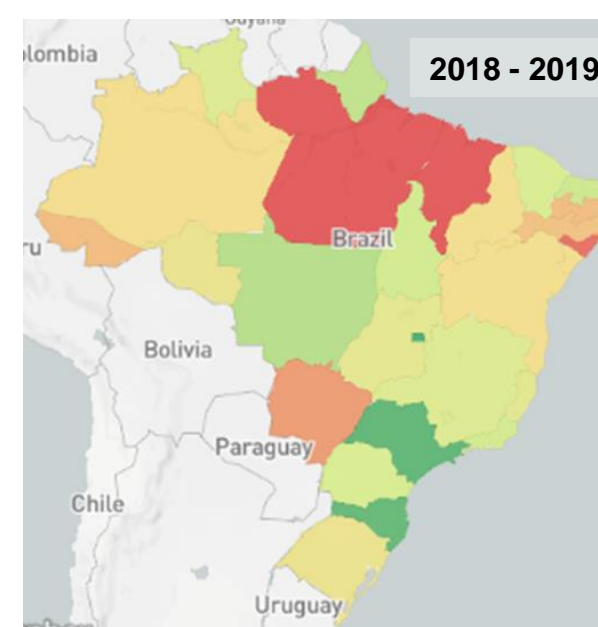
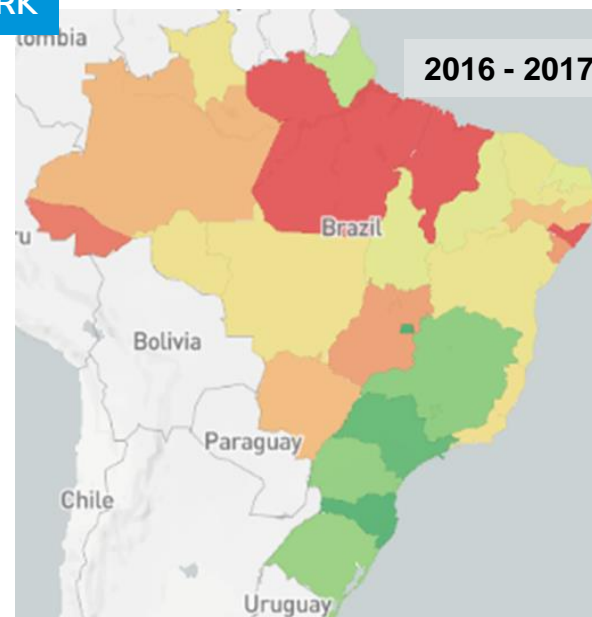
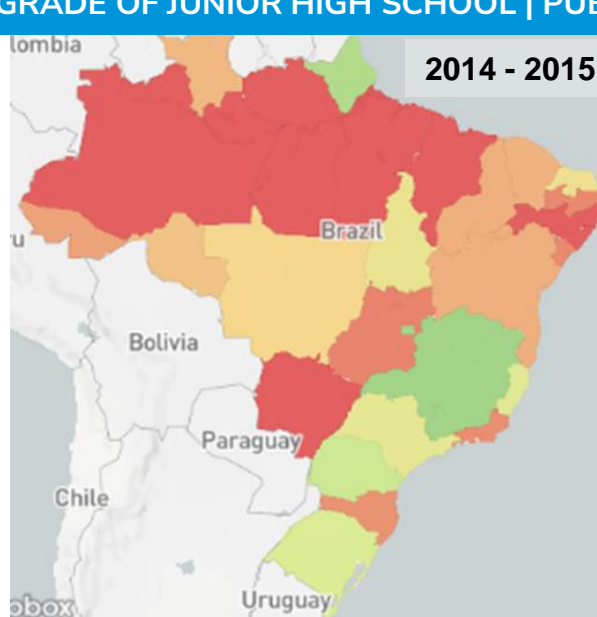
How has school dropout evolved over the years?



**Dropout rate:**



**9th GRADE OF JUNIOR HIGH SCHOOL | PUBLIC NETWORK**

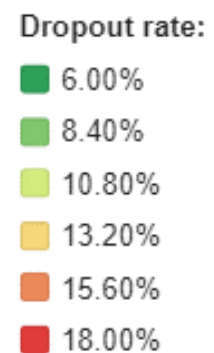
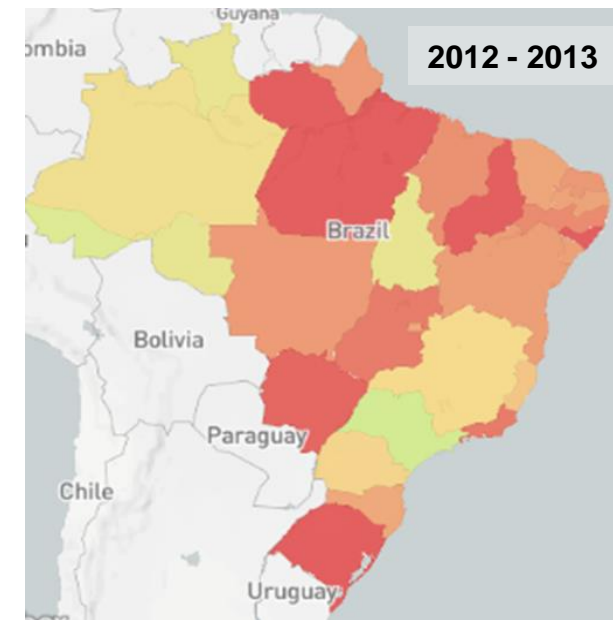
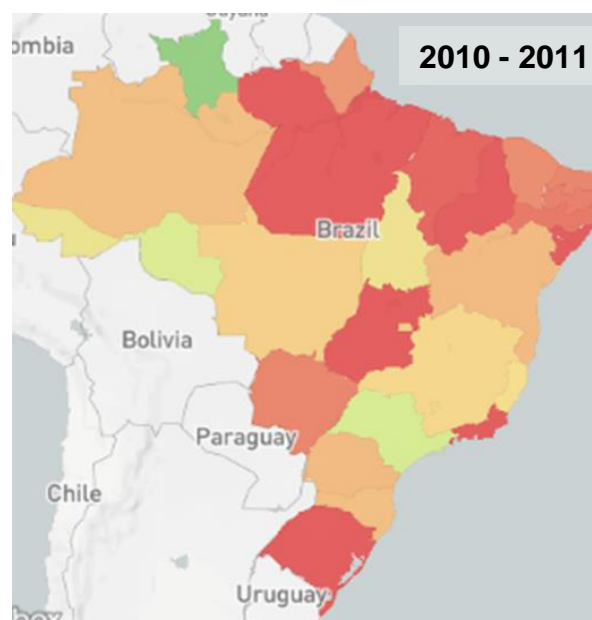
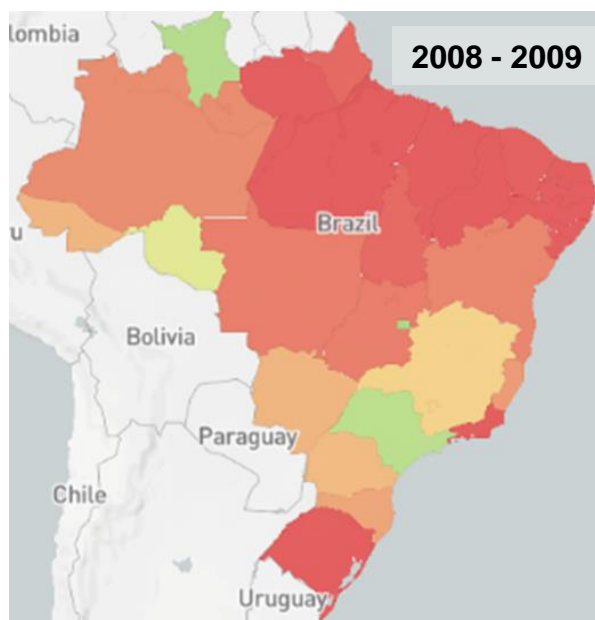


\*Population: registration of the public basic education network in the years in question.

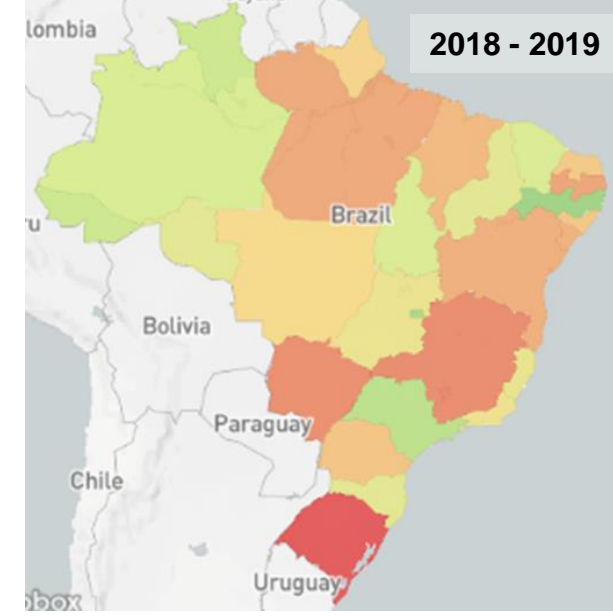
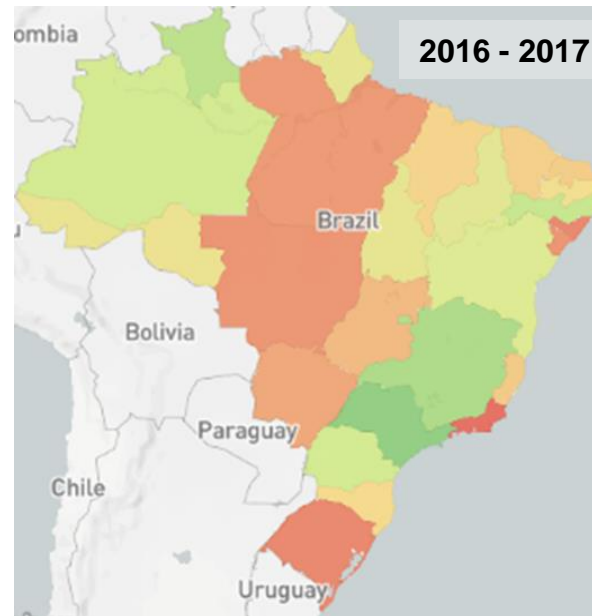
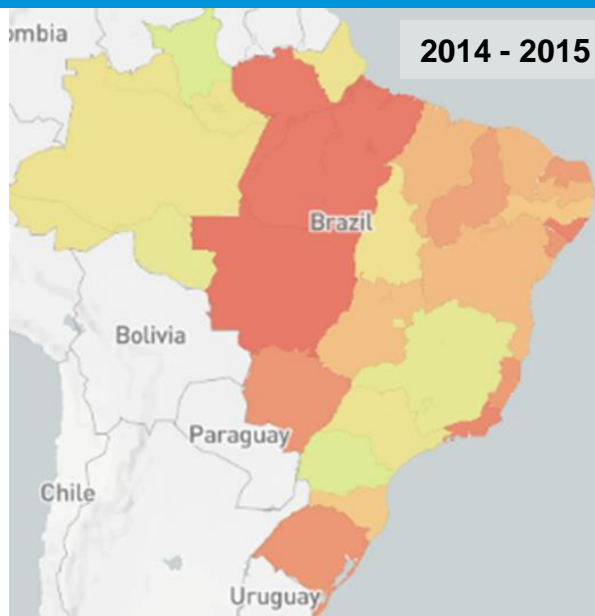
\*\*Source: Transition Rate spreadsheets - INEP.

[www.imdsbrasil.org](http://www.imdsbrasil.org)





**1st YEAR OF HIGH SCHOOL | PUBLIC NETWORK**

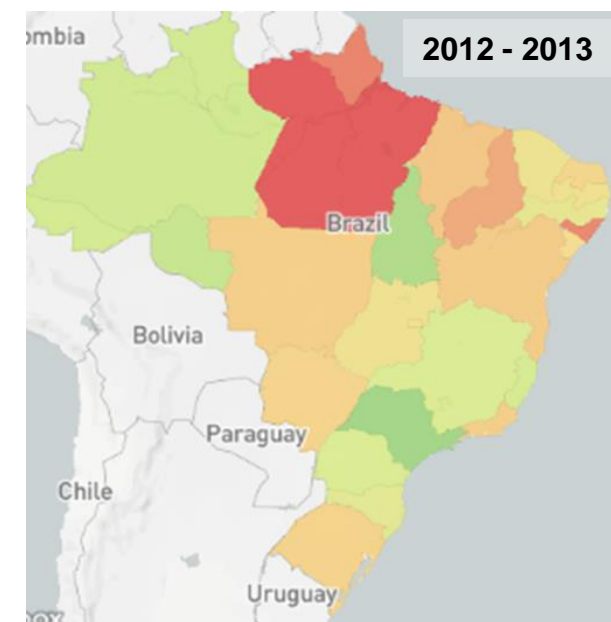
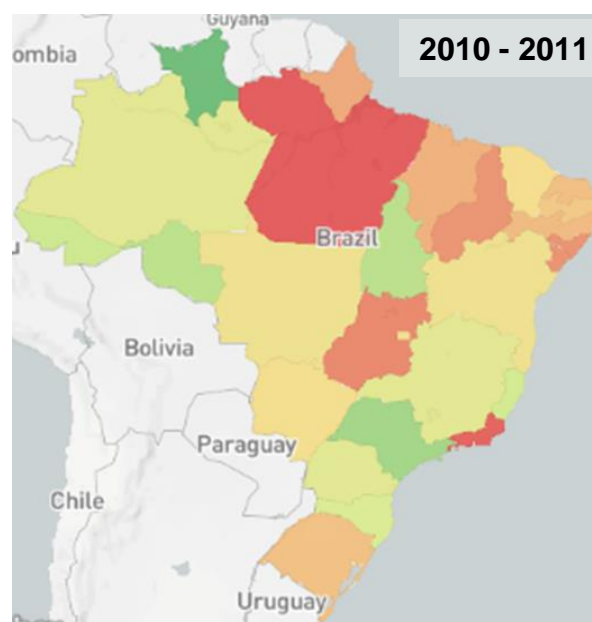
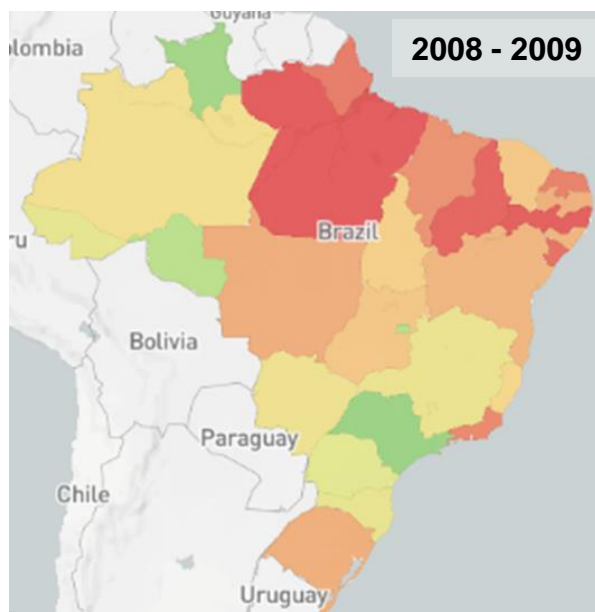


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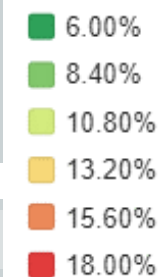
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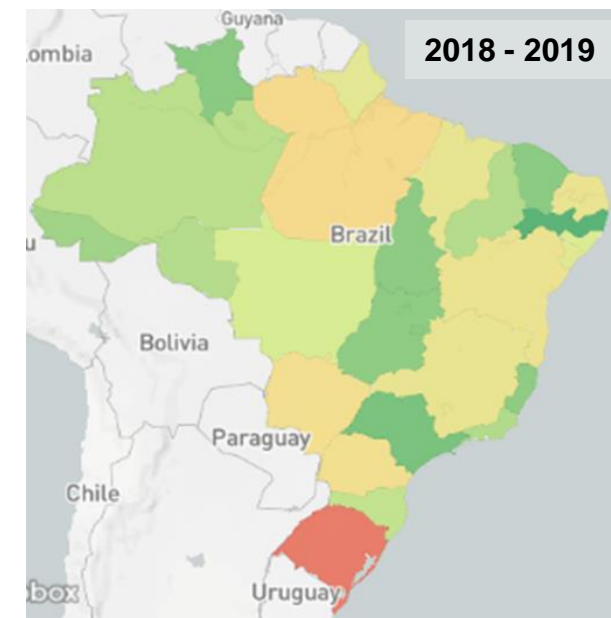
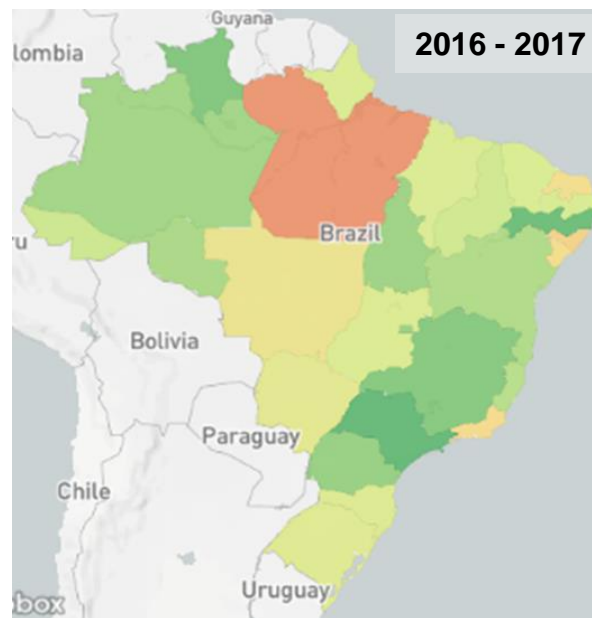
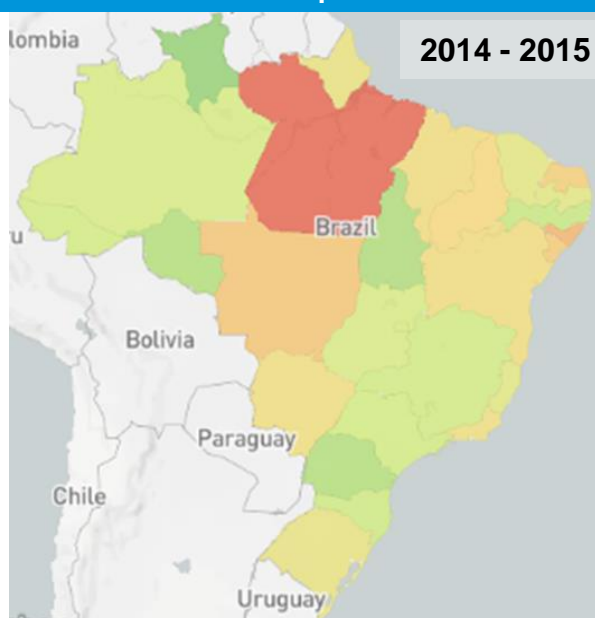
Abandonment and dropout of adolescents and young people



Dropout rate:



TOTAL HIGH SCHOOL | PUBLIC NETWORK



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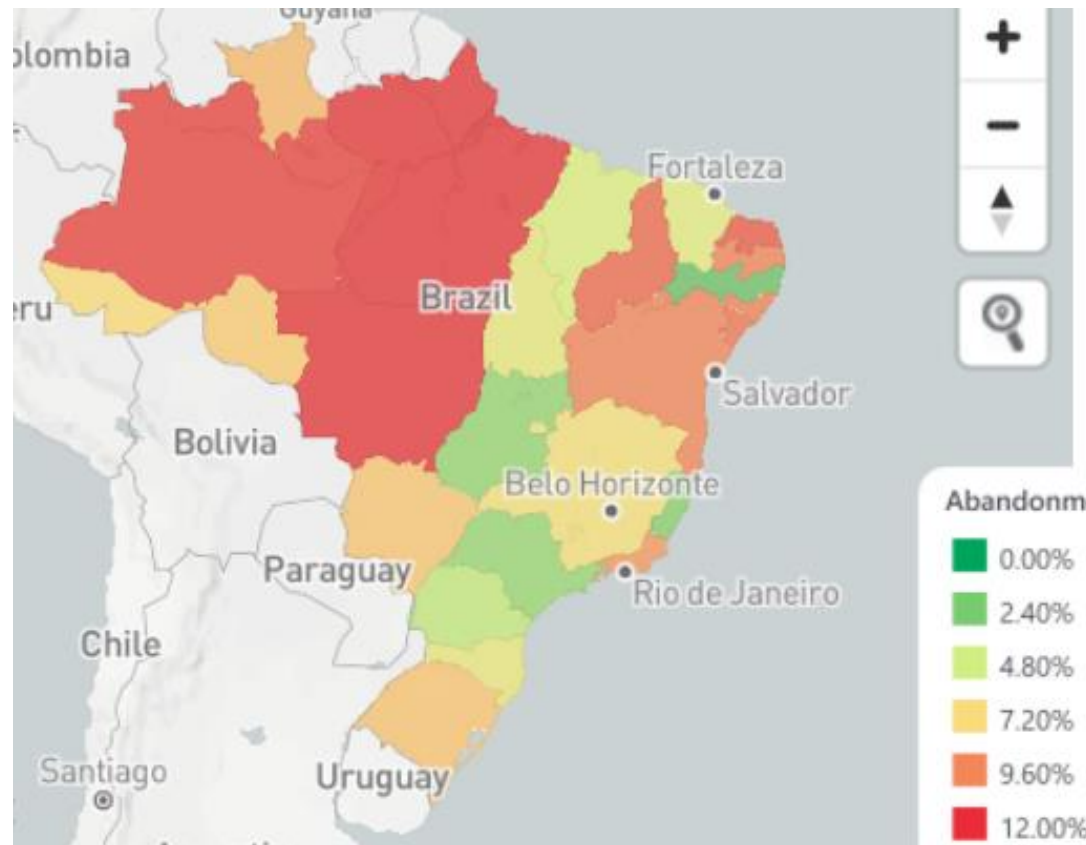
\*\*Source: Transition Rate spreadsheets - INEP.

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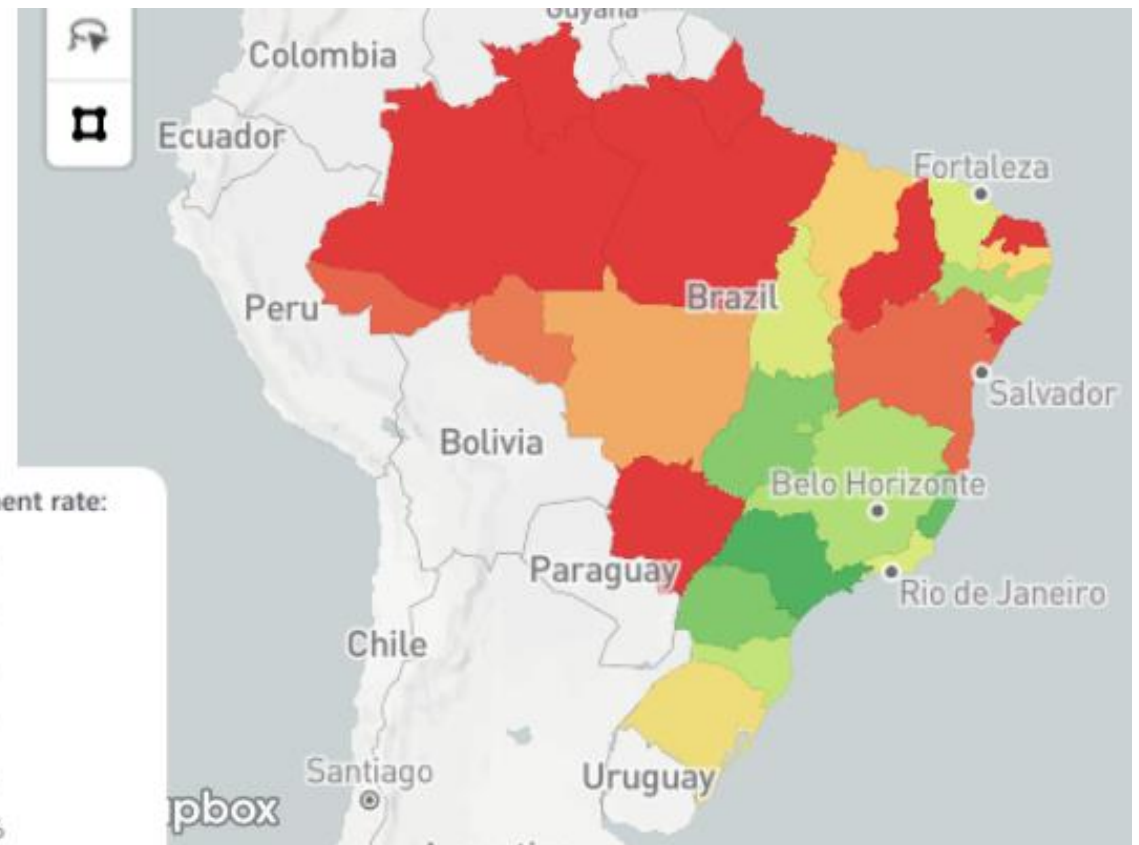
Abandonment and dropout of adolescents and young people

# How does abandonment differ by characteristics?

## Abandonment rate Urban area



## Abandonment rate Rural Area

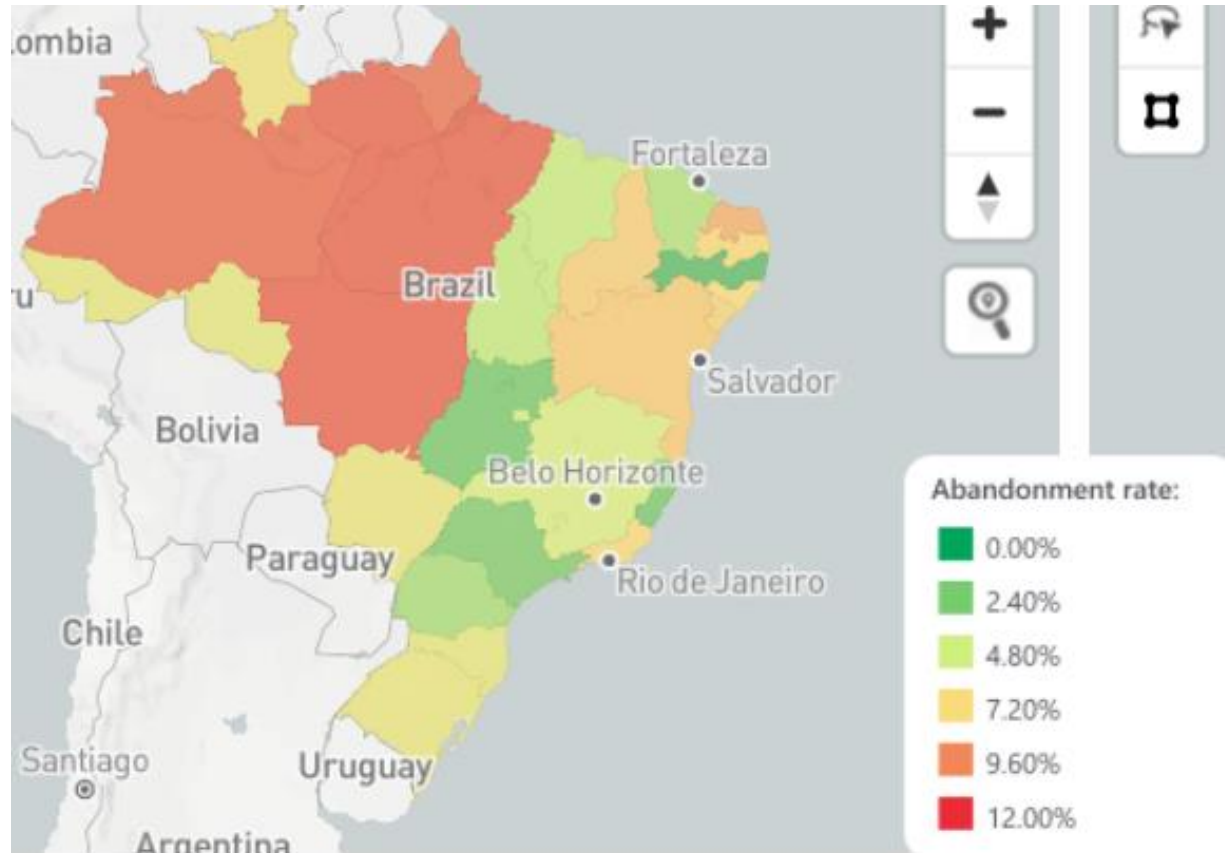


\*Population: registration of the public basic education network in 2019.

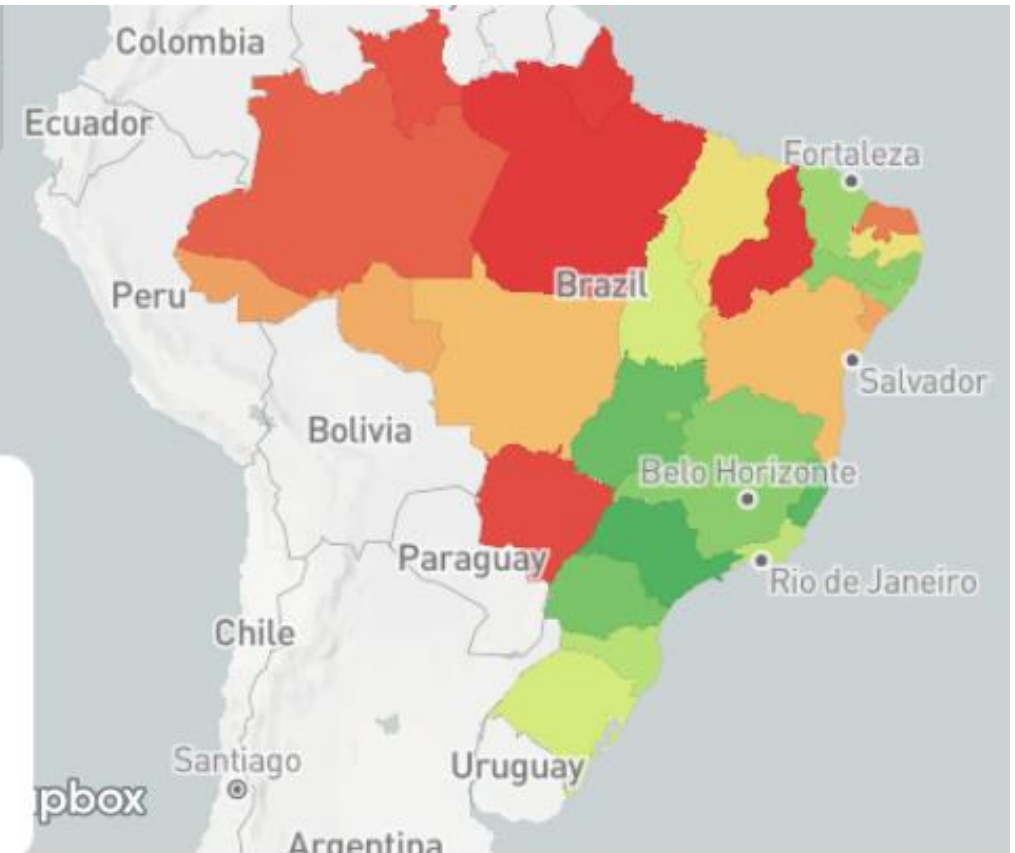
\*\*Source: microdata from the Final Student Situation Base - INEP.



Abandonment rate  
**Urban area**



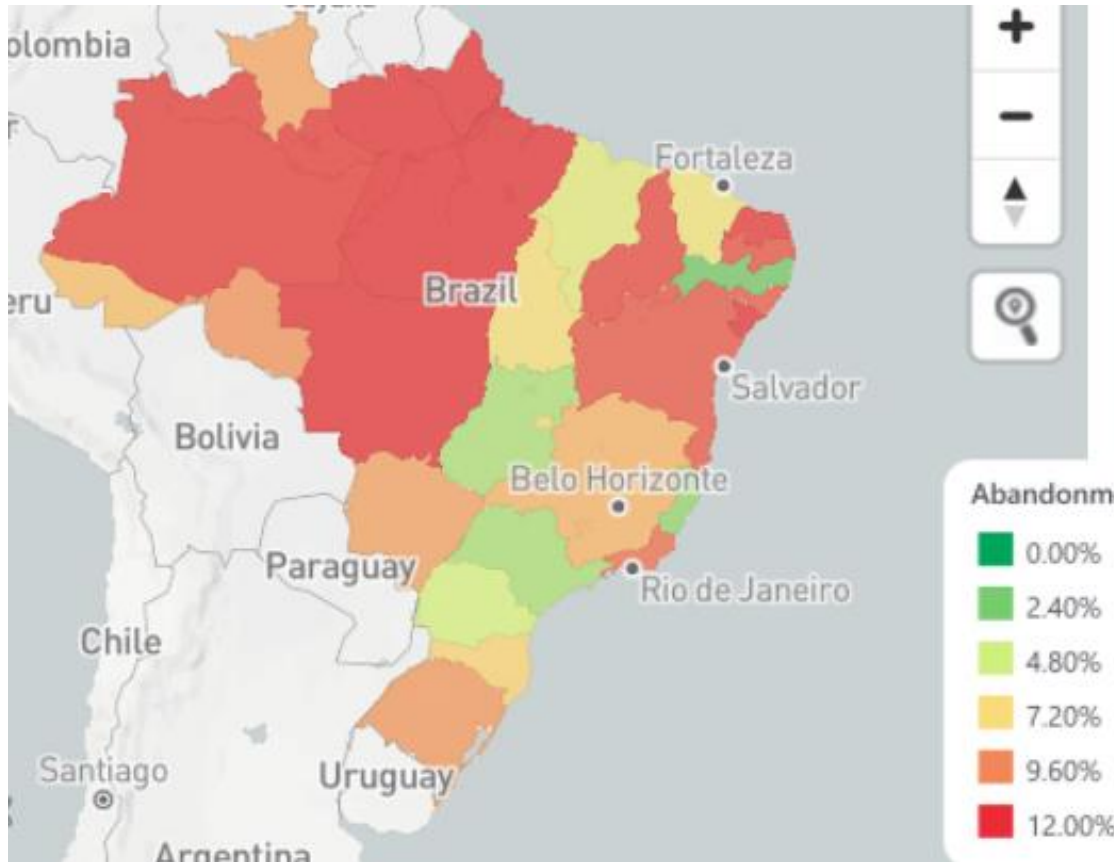
Abandonment rate  
**Rural Area**



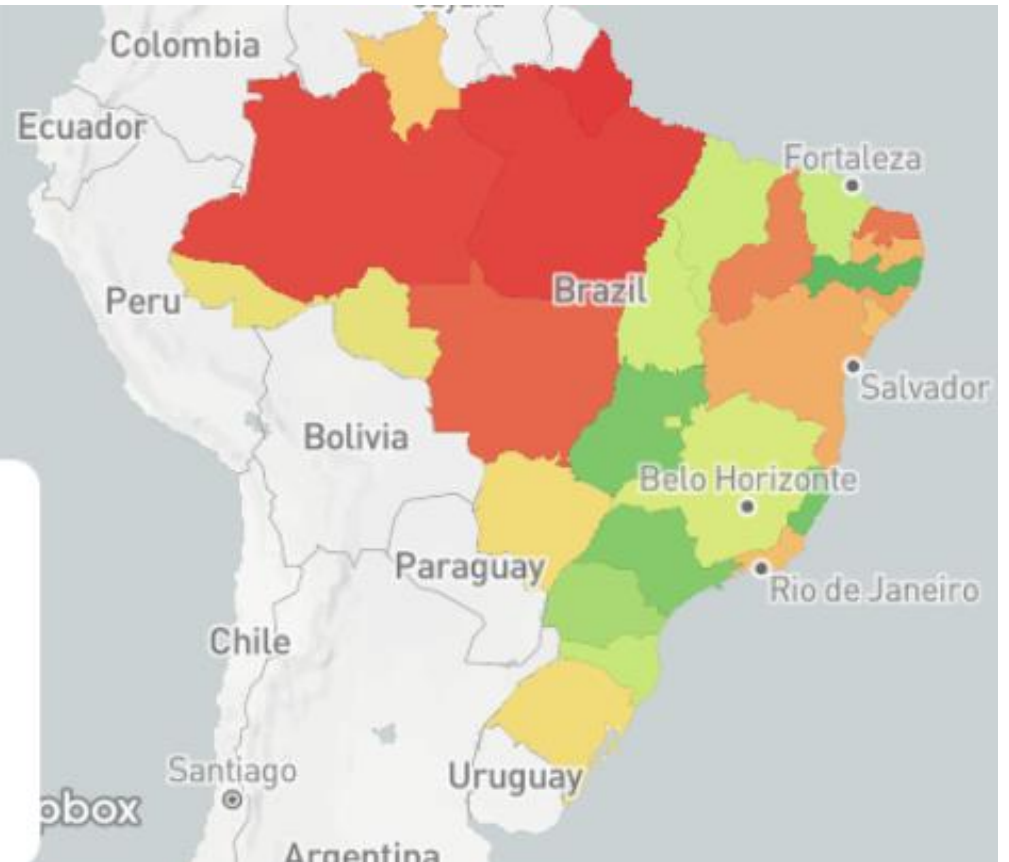
\*Population: registration of the public basic education network in 2019.

\*\*Source: microdata from the Final Student Situation Base - INEP.

Abandonment rate  
**Men**



Abandonment rate  
**Women**

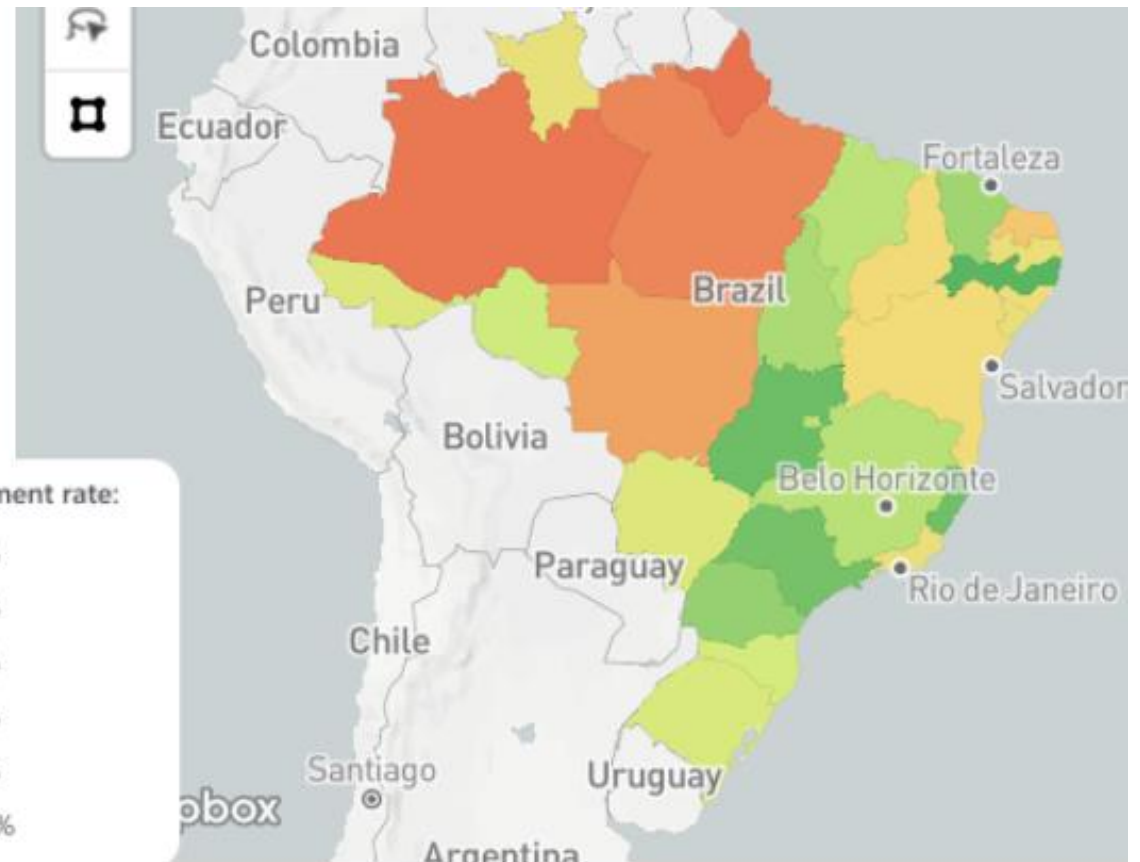
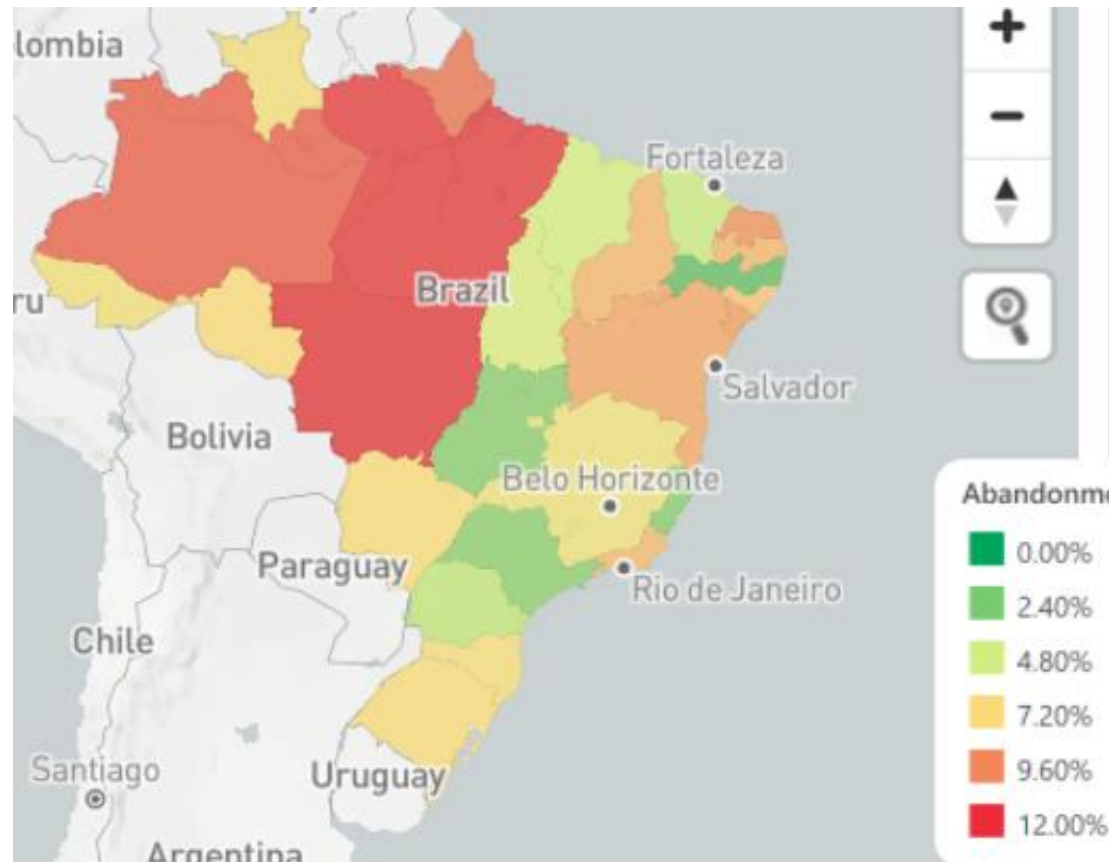


\*Population: registration of the public basic education network in 2019.

\*\*Source: microdata from the Final Student Situation Base - INEP.

## Abandonment rate Men

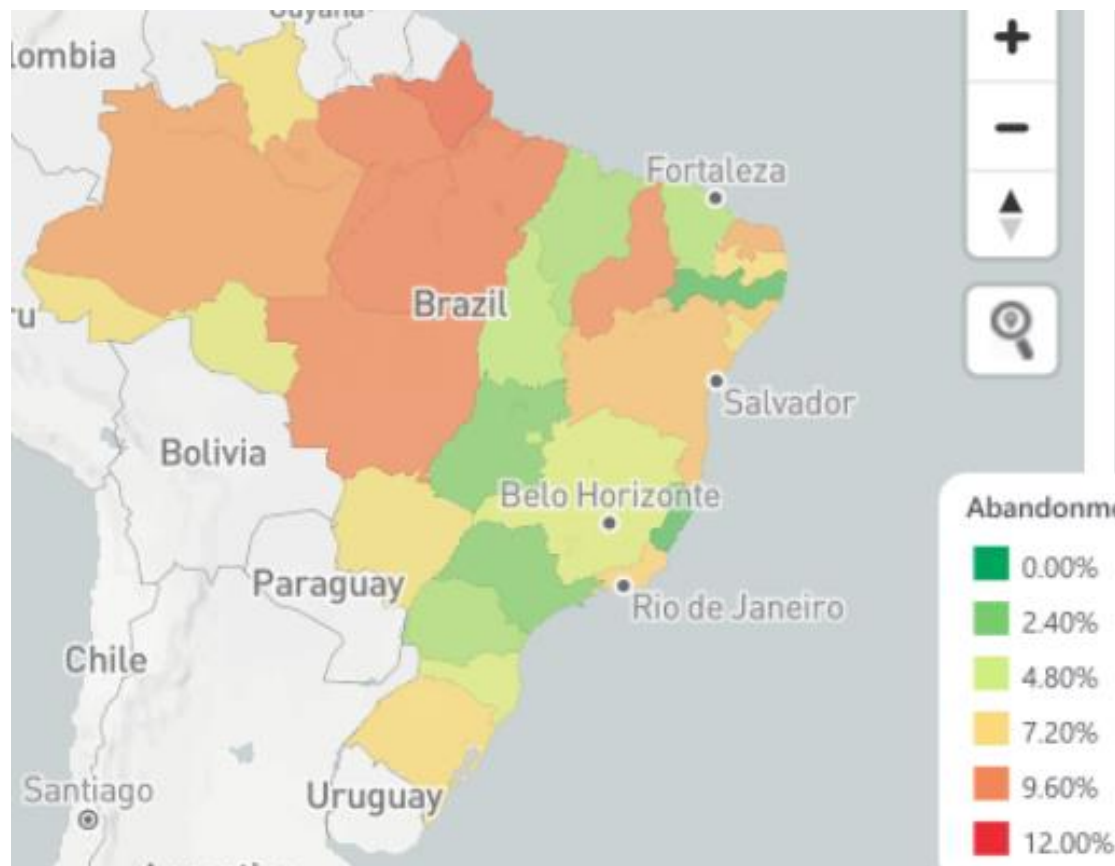
## Abandonment rate Women



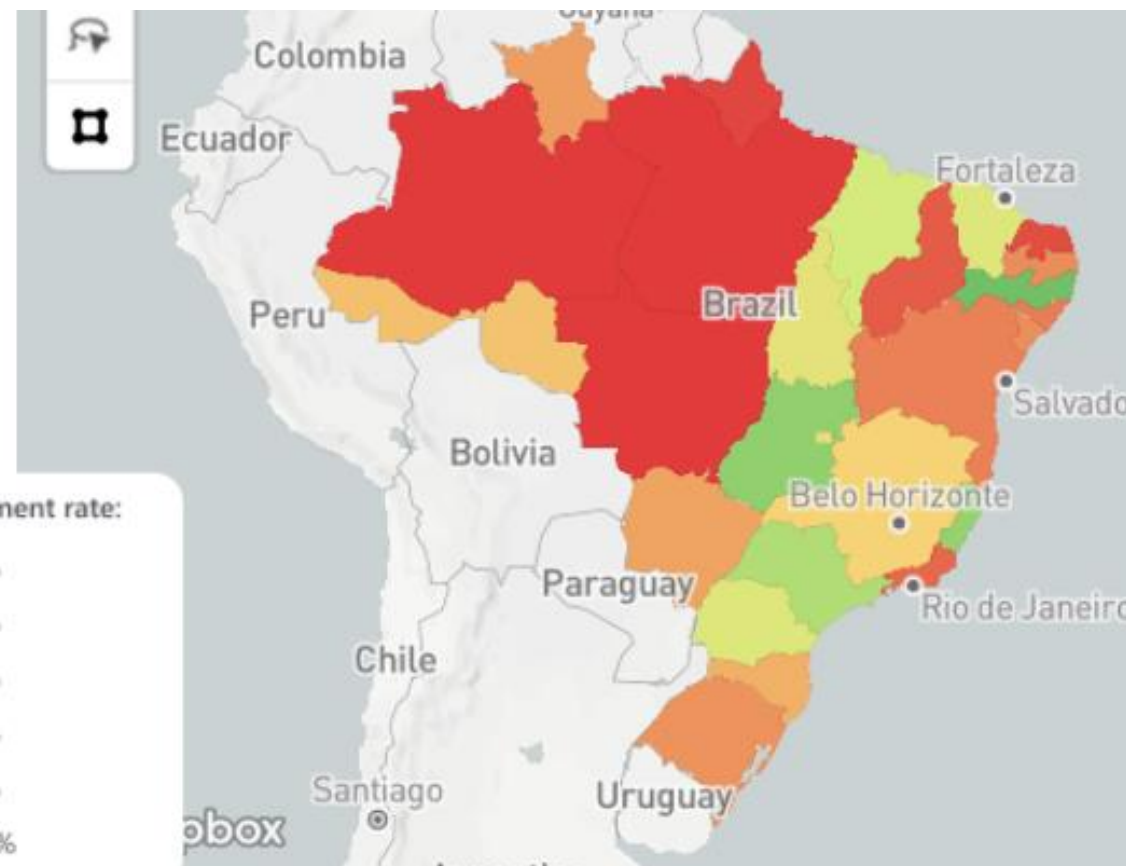
\*Population: registration of the public basic education network in 2019.

\*\*Source: microdata from the Final Student Situation Base - INEP.

Abandonment rate  
**Whites**



Abandonment rate  
**Non-whites**



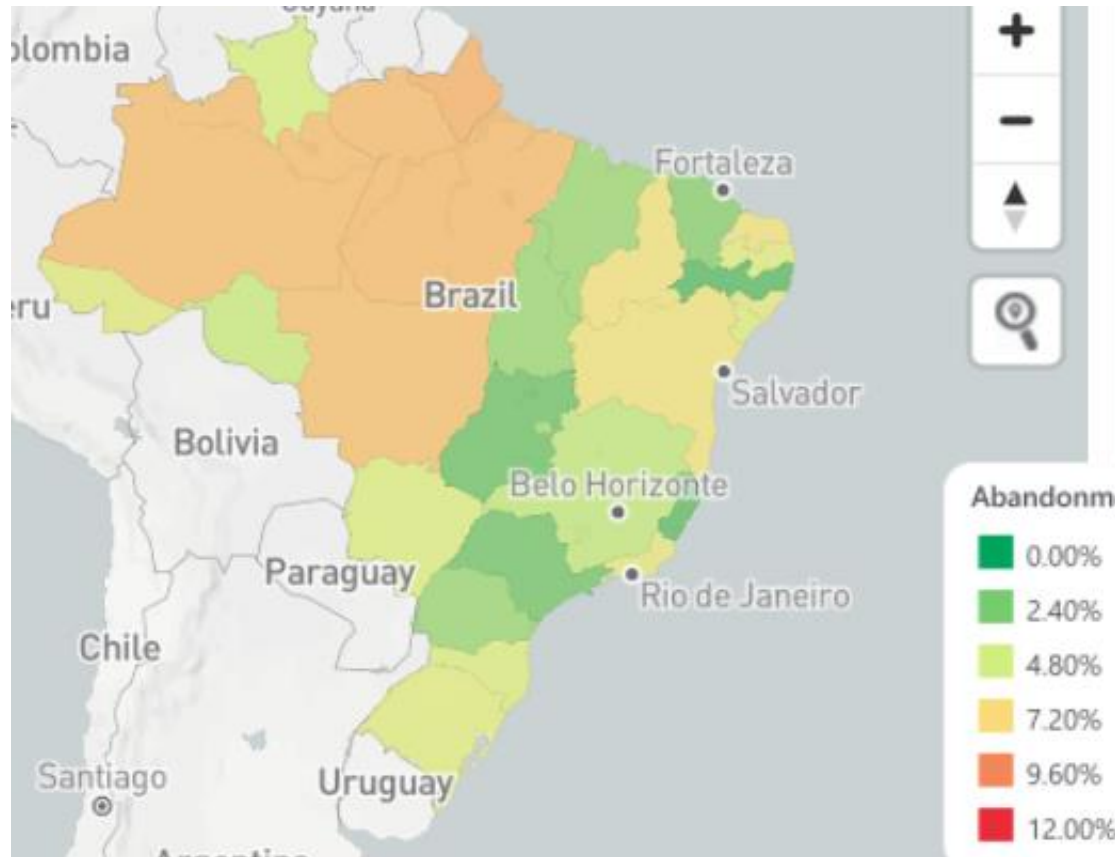
\*Population: registration of the public basic education network in 2019.

\*\*Source: microdata from the Final Student Situation Base - INEP.

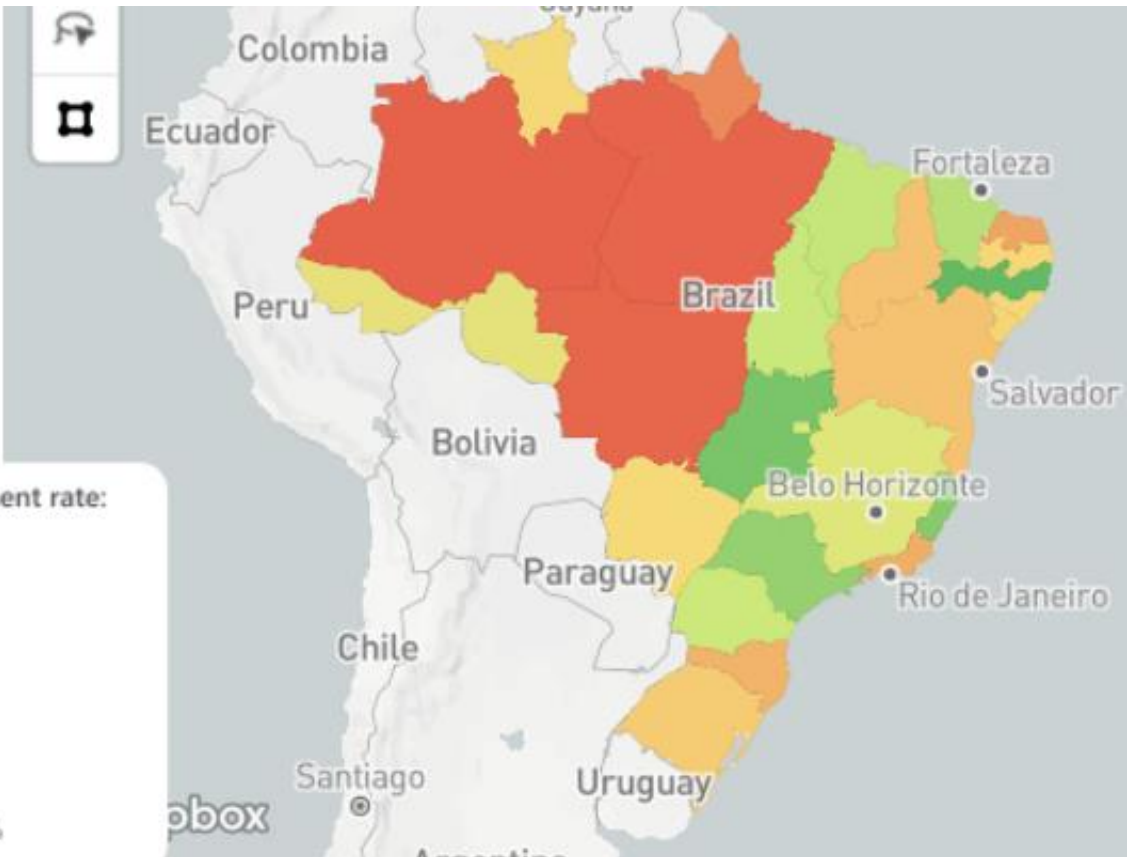
Non-whites excludes asian and indigenous.



Abandonment rate  
**Whites**



Abandonment rate  
**Non-whites**



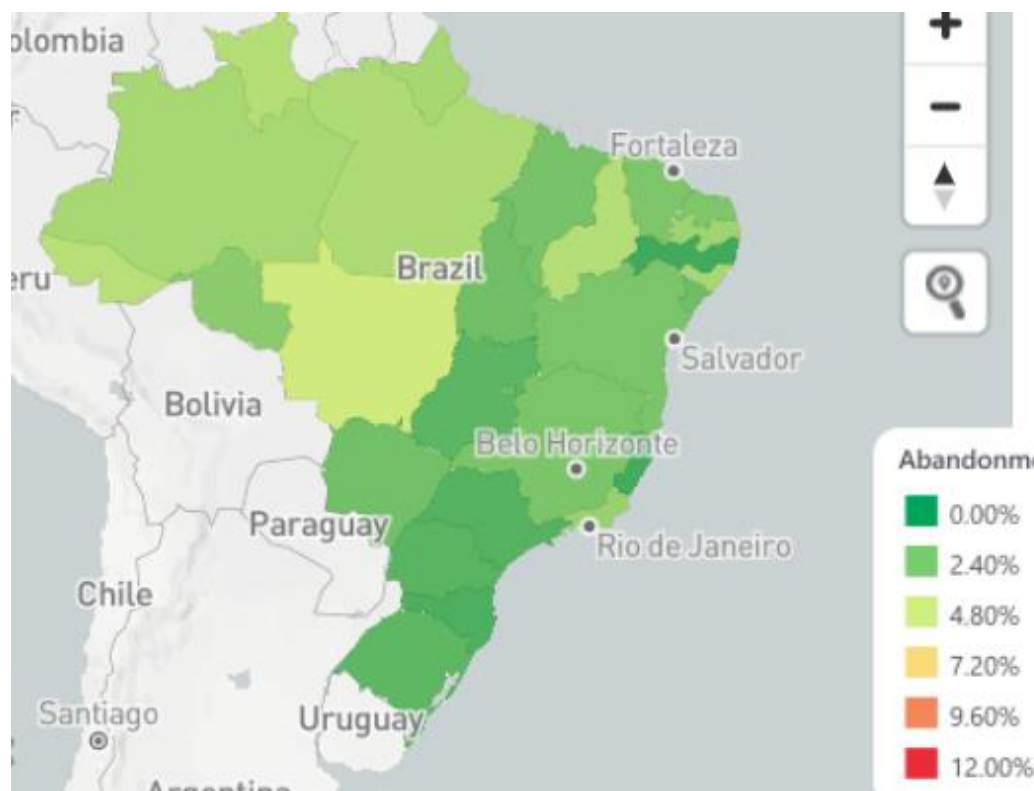
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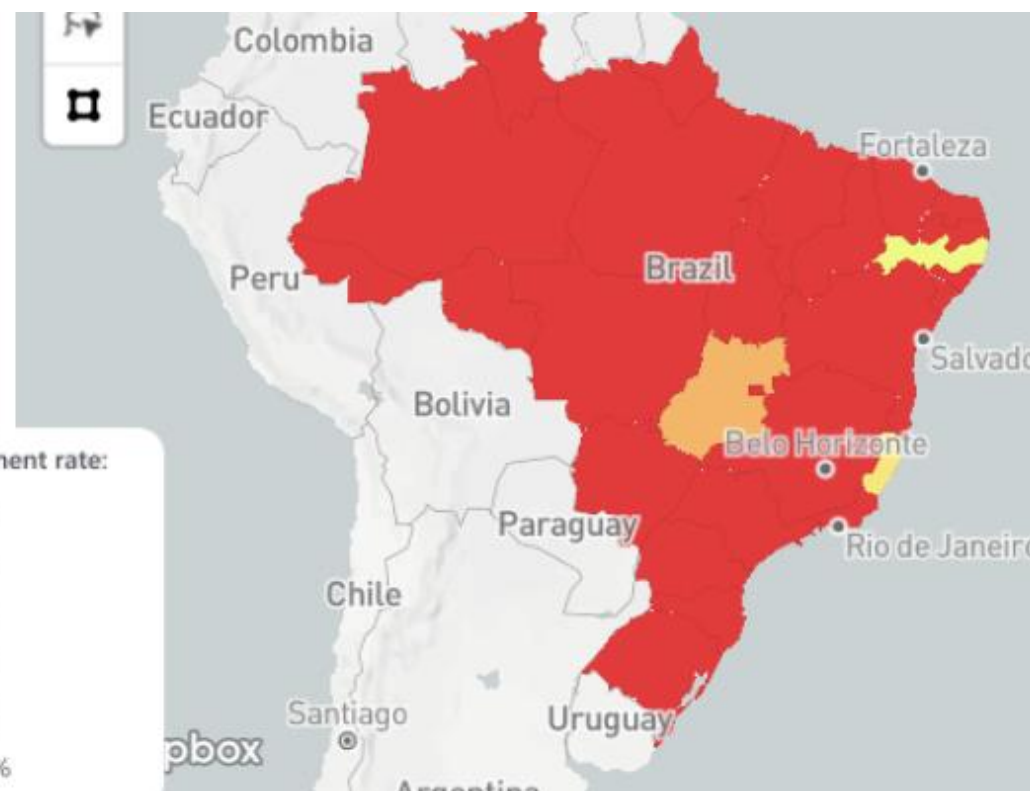
Non-whites excludes asian and indigenous.

	Abandoned	Didn't abandon	Total
Less than 2 years of lag	33,474	1,657,809	1,691,283
2 or more Years of lag	136,277	654,047	790,324
Total	169,751	2,311,856	2,481,607

## Abandonment rate among students with less than two years of lag



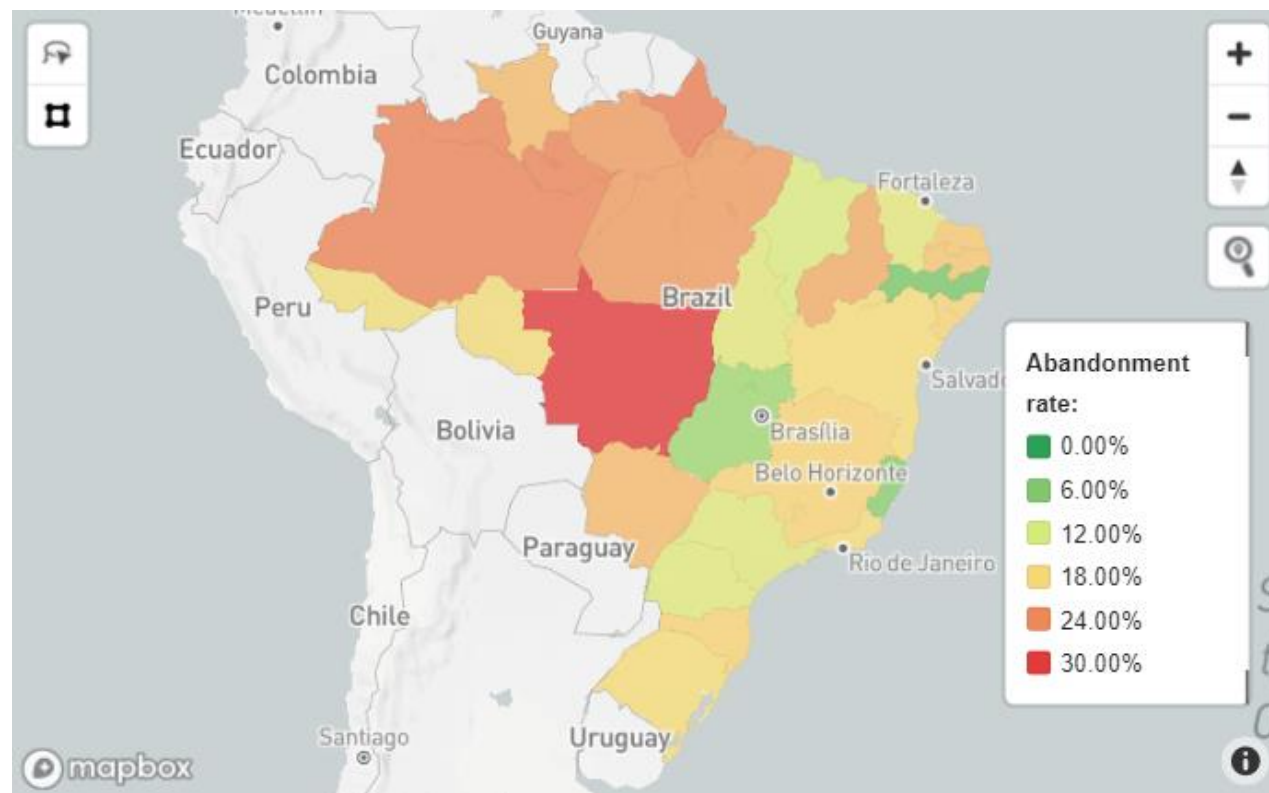
## Abandonment rate among students with two or more years of lag



\*Population: registration of the public basic education network in 2019.

\*\*Source: microdata from the Final Student Situation Base - INEP.

## Abandonment rate among students with two or more years of lag

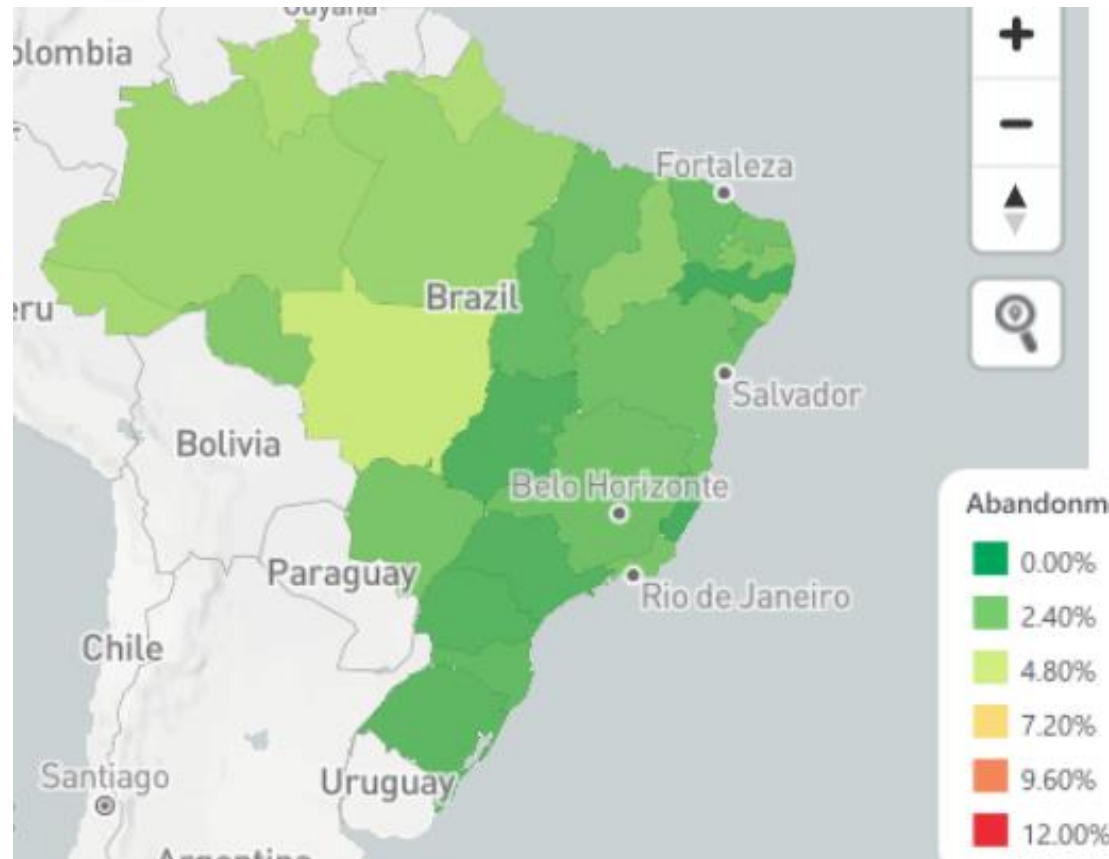


\*Population: registration of the public basic education network in 2019.

\*\*Source: microdata from the Final Student Situation Base - INEP.

	Abandoned	Didn't abandon	Total
Less than 2 years of lag	78,701	4,437,848	4,516,549
2 or more years of lag	258,056	1,502,867	1,760,923
<b>Total</b>	<b>336,757</b>	<b>5,940,715</b>	<b>6,277,472</b>

## Abandonment rate among students with less than two years of lag



## Abandonment rate among students with more than two years of lag

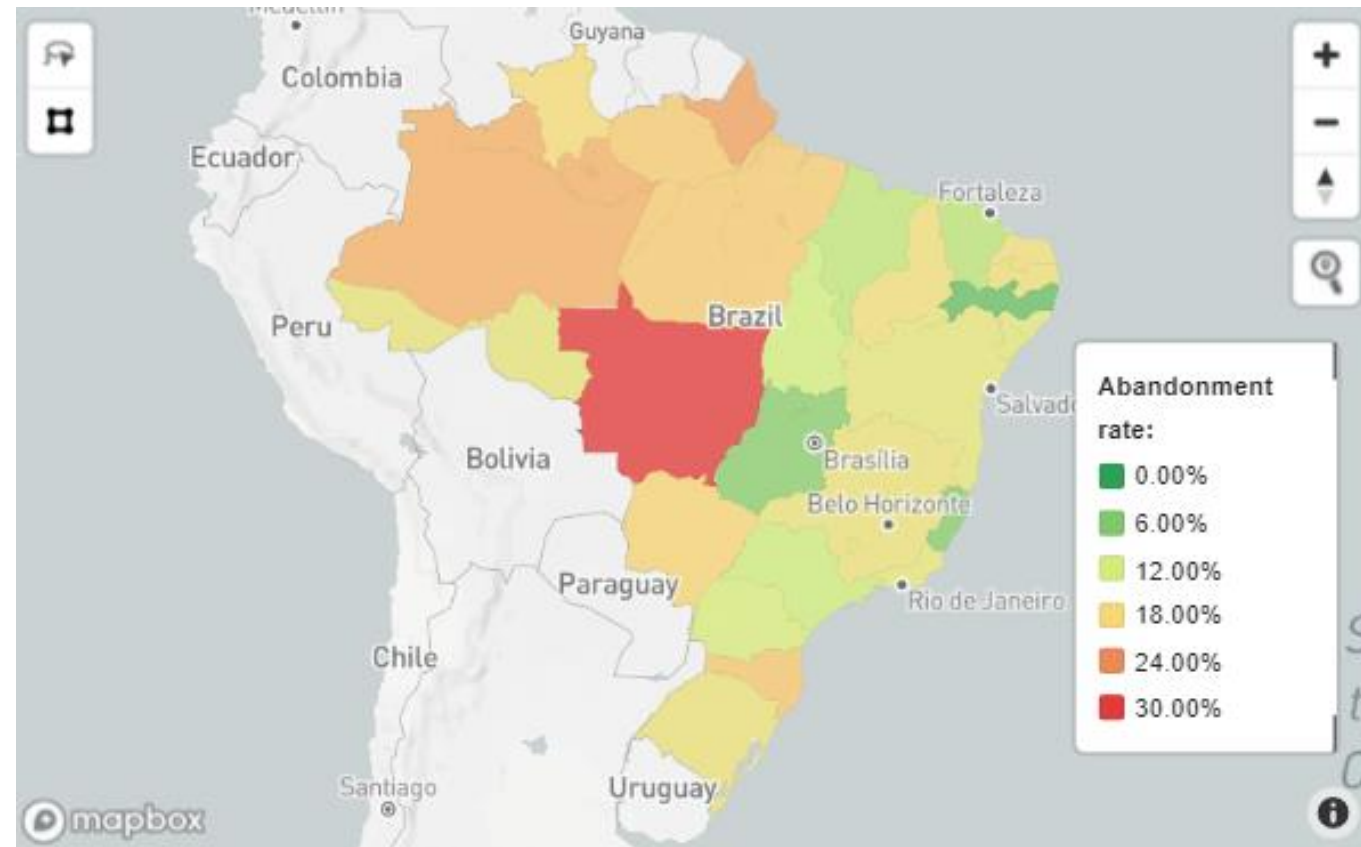


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## Abandonment rate among students with two or more years of lag

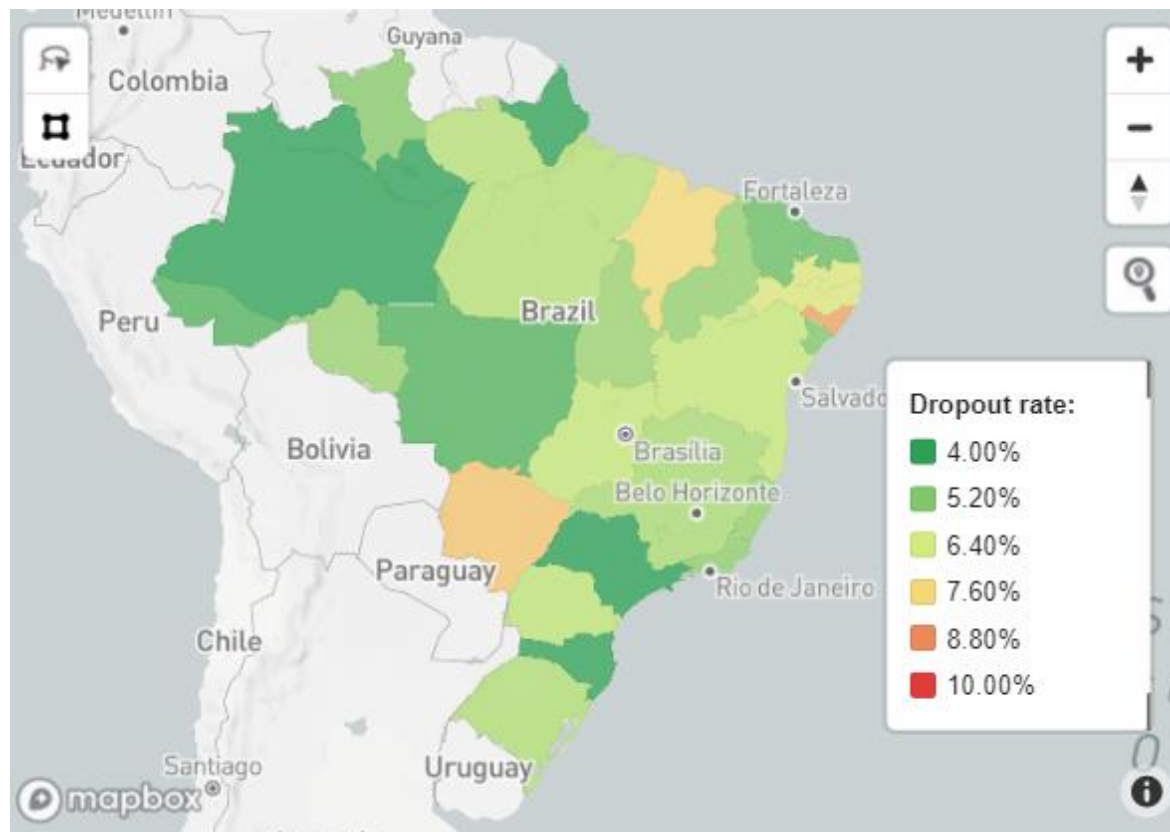


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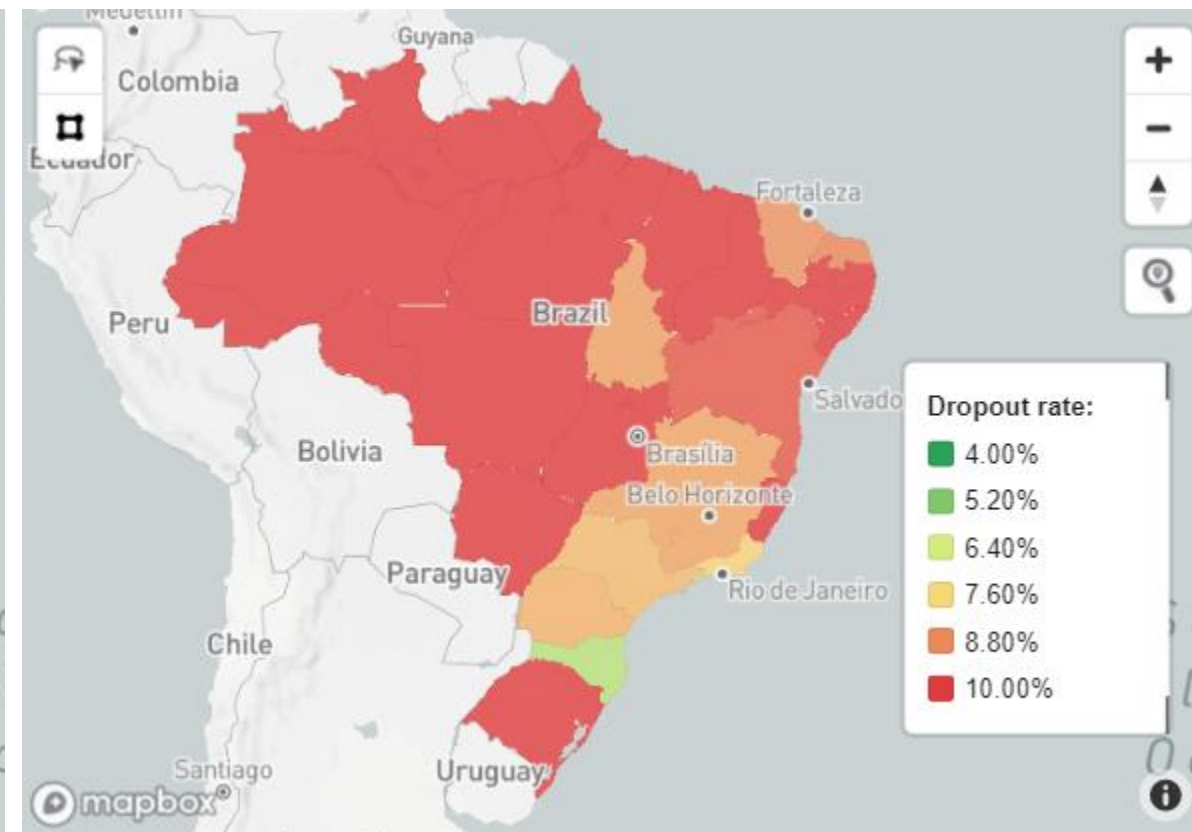
\*\*Source: microdata from the Final Student Situation Base - INEP.

How does dropout differ  
between urban and rural  
areas?

## Dropout rate Urban area



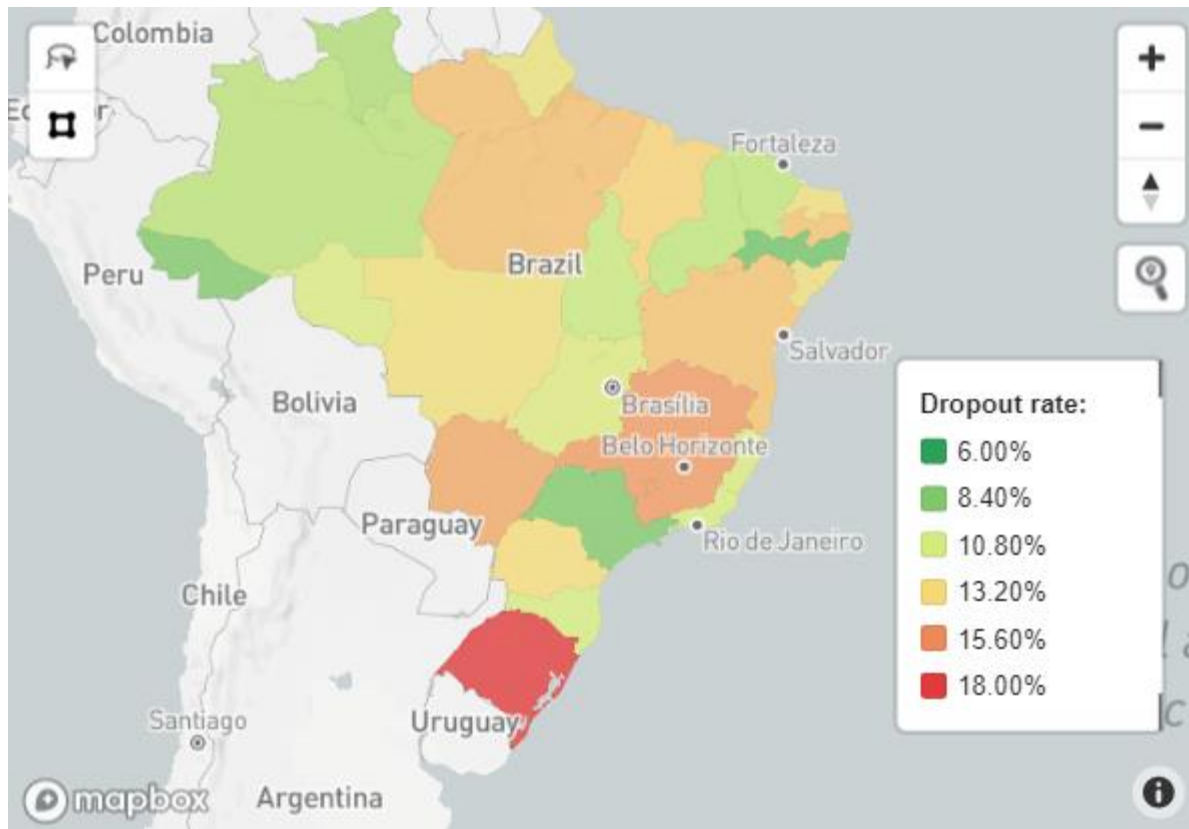
## Dropout rate Rural area



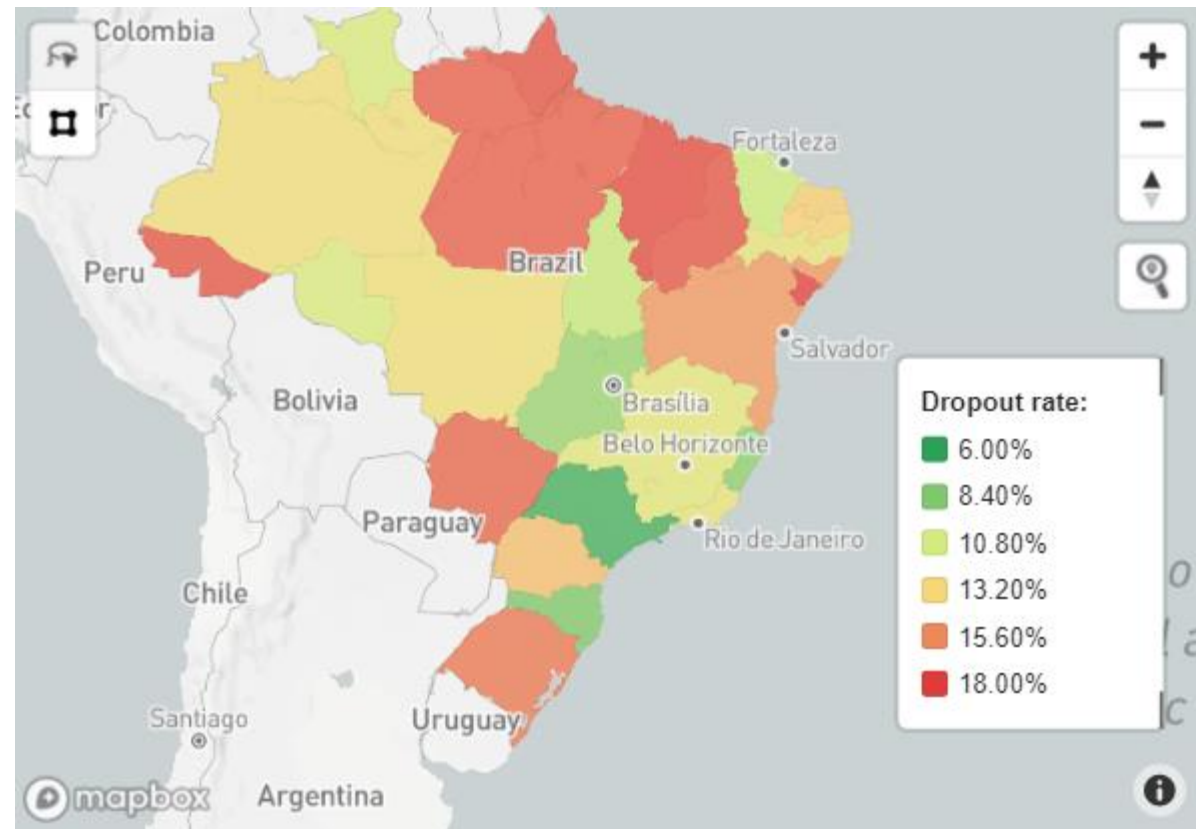
\*Population: registration of public and private basic education networks in the years in question.

\*\*Source: Transition Rate spreadsheets - INEP.

## Dropout rate Urban area



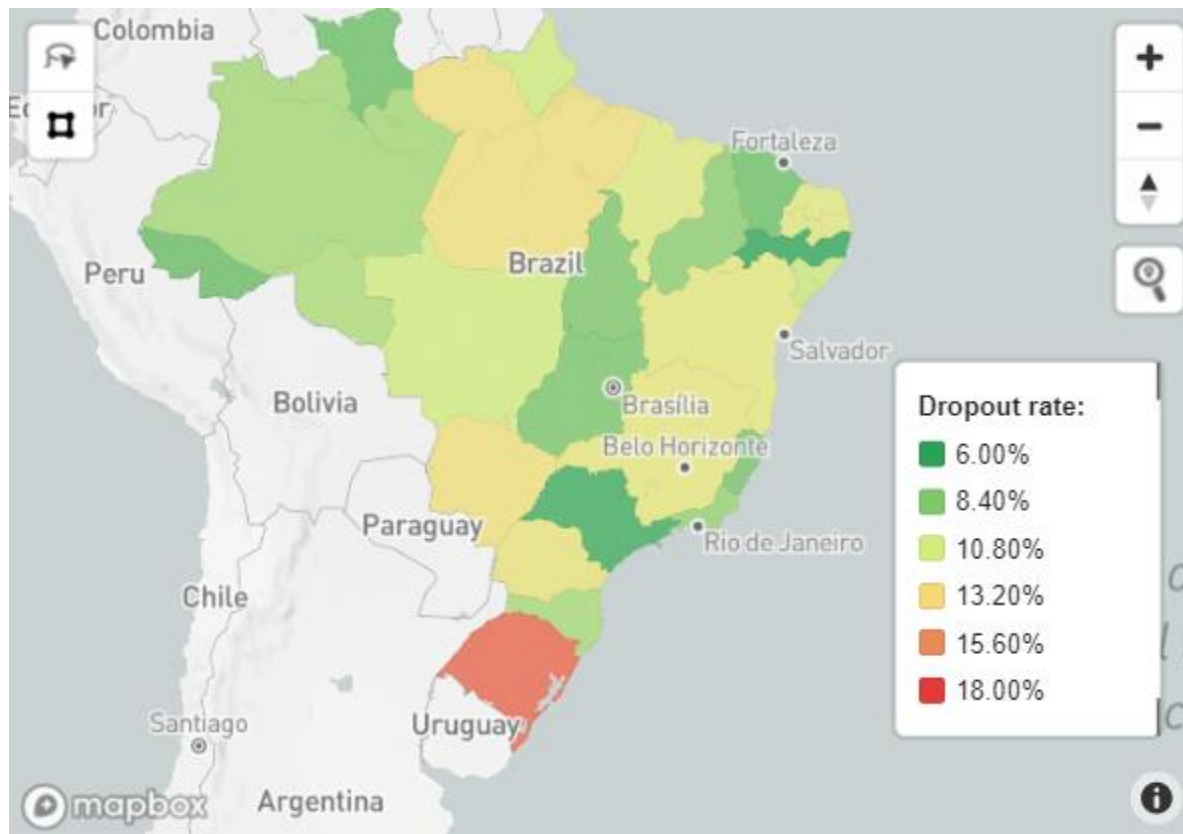
## Dropout rate Rural area



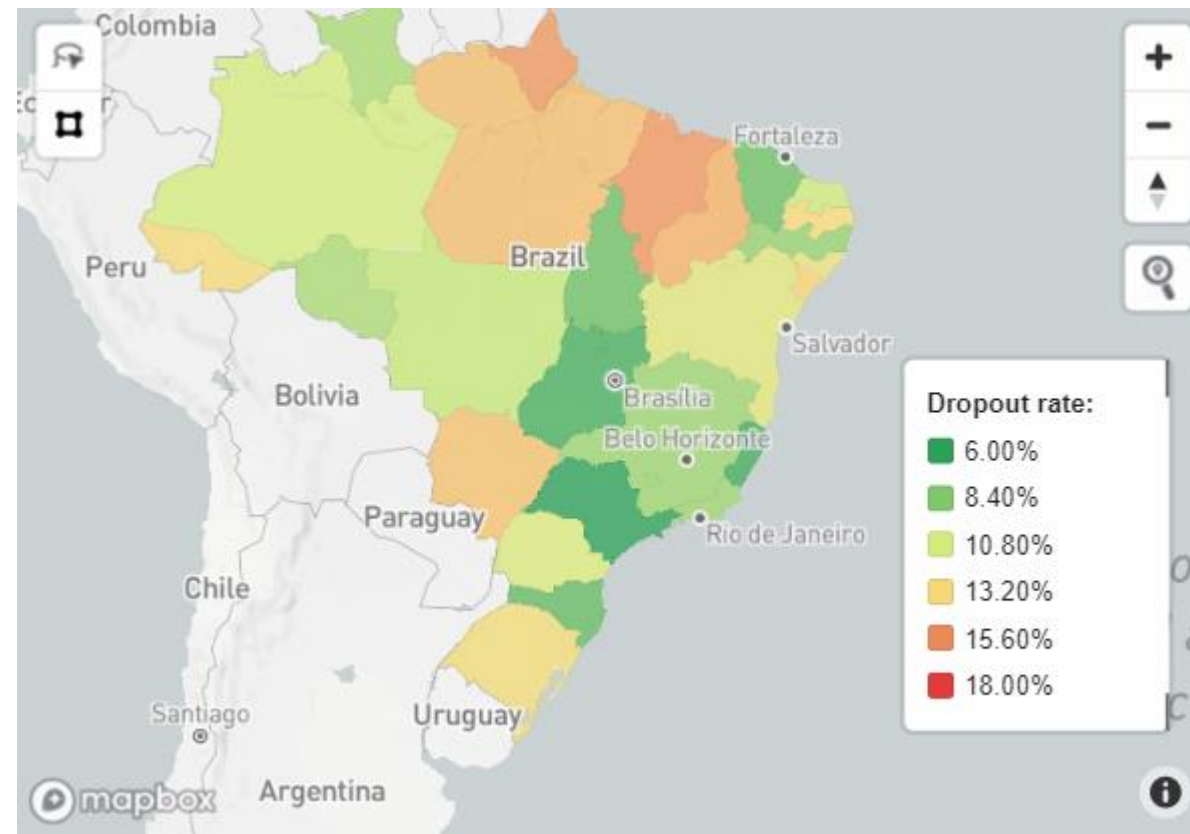
\*Population: registration of public and private basic education networks in the years in question.

\*\*Source: Transition Rate spreadsheets - INEP.

## Dropout Rate Urban Area



## Dropout Rate Rural Area



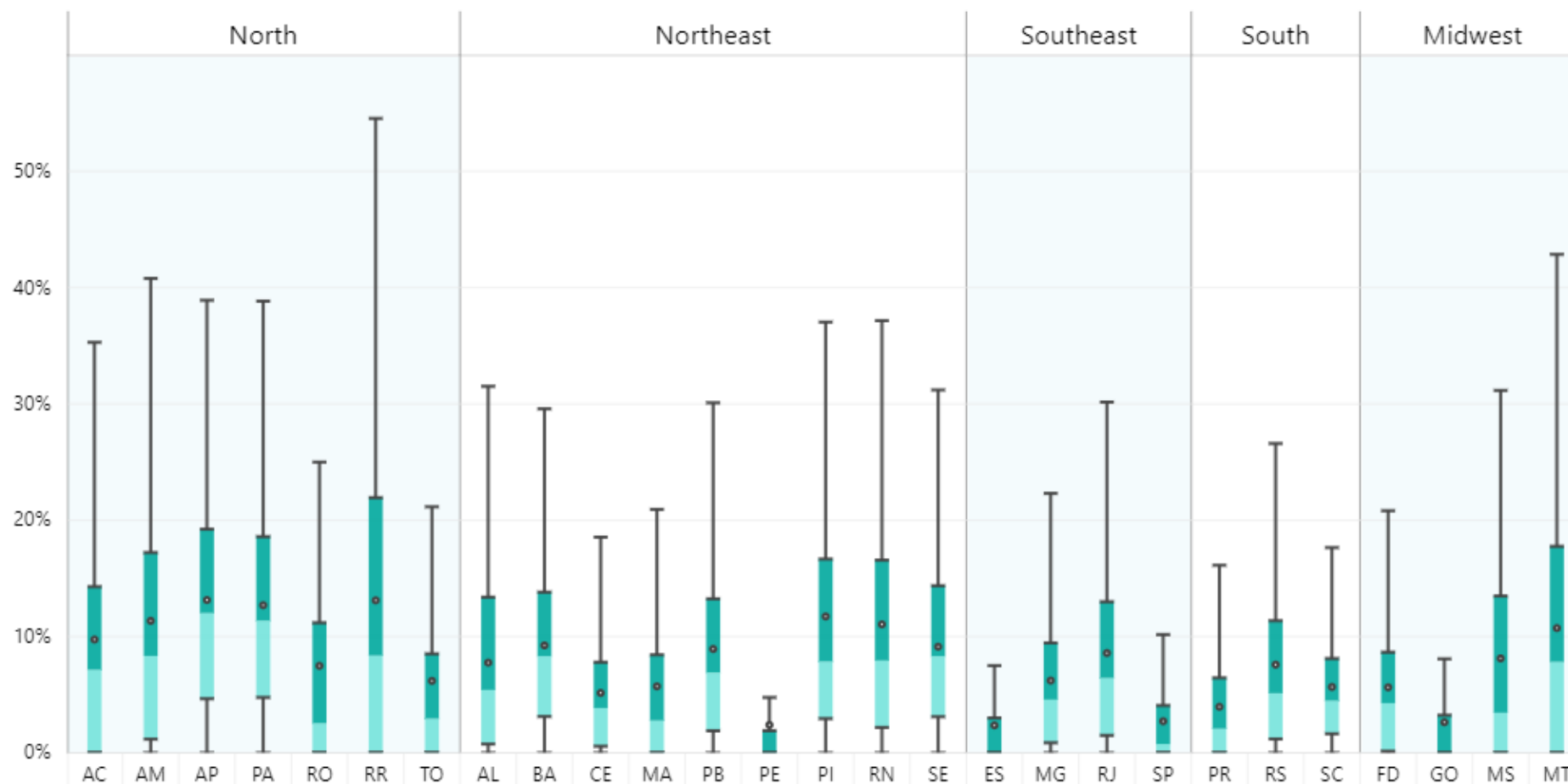
\*Population: registration of public and private basic education networks in the years in question.

\*\*Source: Transition Rate spreadsheets - INEP.

How does the intensity  
of school abandonment  
differ between schools?



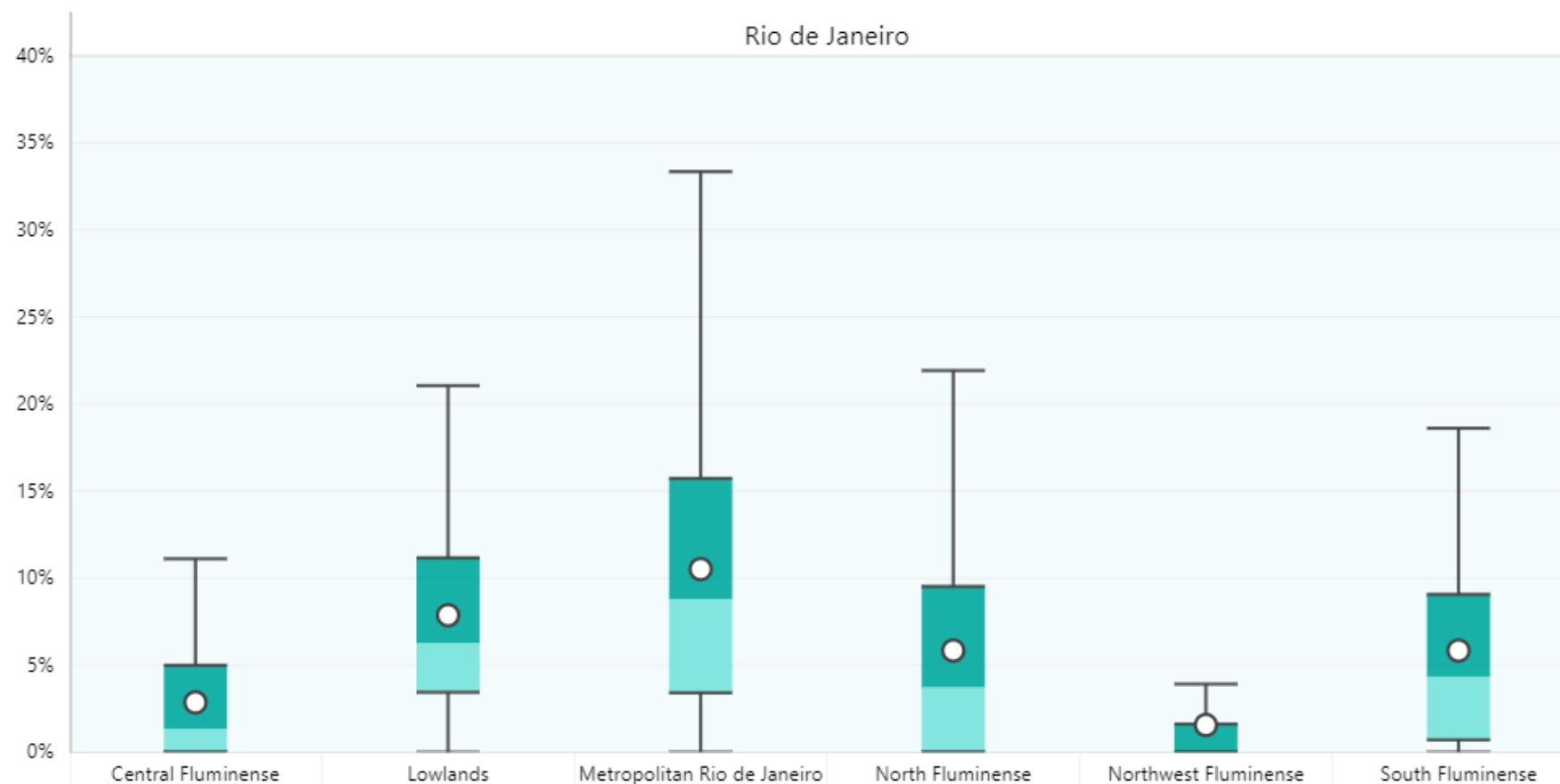
## Distribution of school abandonment rate by FU



\*Population: registration of the public basic education network in 2019.

\*\*Source: microdata from the Final Student Situation Base - INEP.

## Distribution of the abandonment rate of schools by Mesoregion of the state of Rio de Janeiro

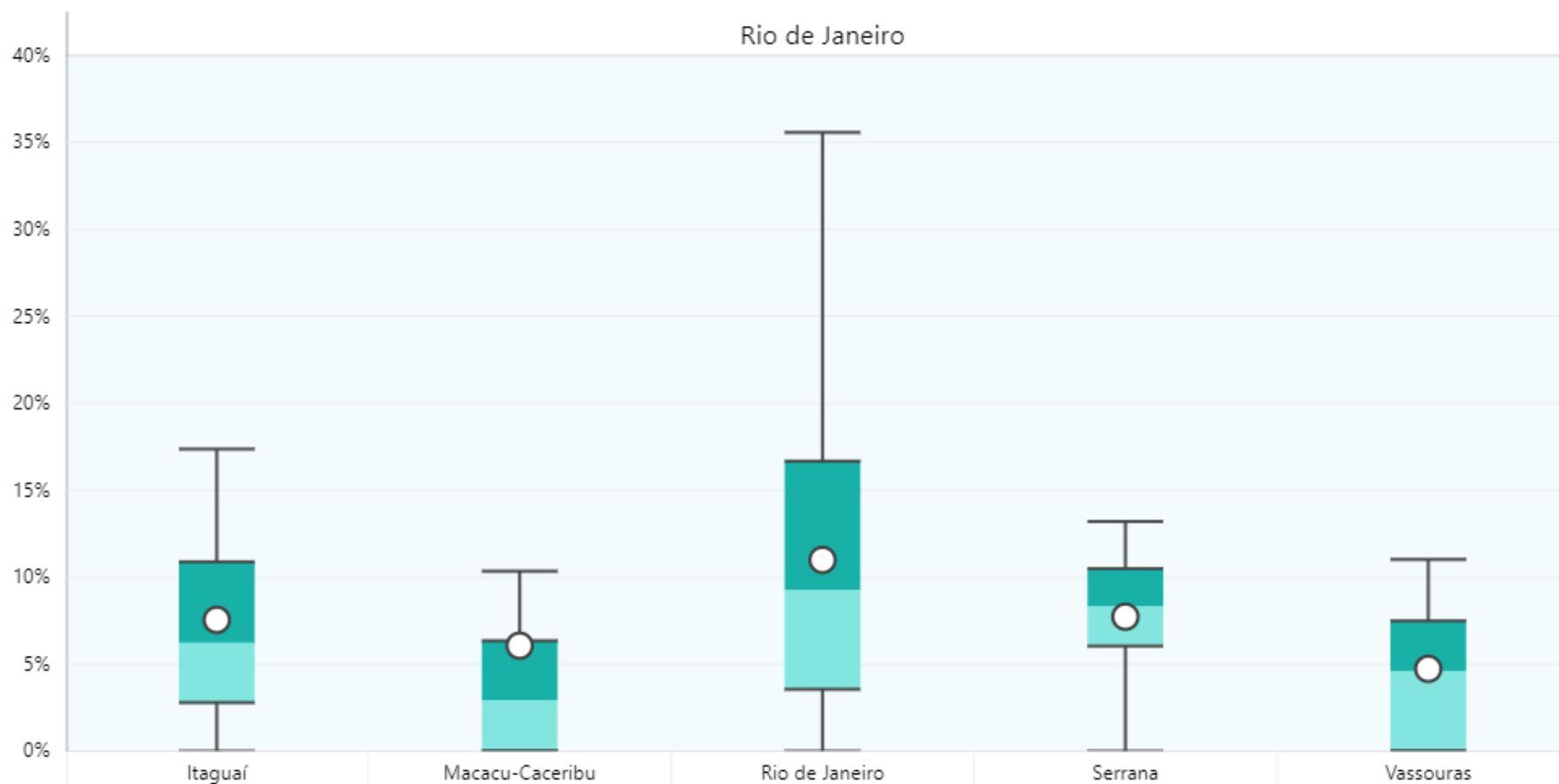


\*Population: registration of the public basic education network in 2019.

\*\*Source: microdata from the Final Student Situation Base - INEP.

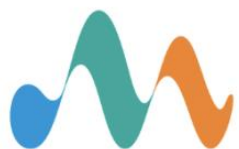


## Distribution of school abandonment rate by Microregion of the Metropolitan Region of Rio de Janeiro



\*Population: registration of the public basic education network in 2019.

\*\*Source: microdata from the Final Student Situation Base - INEP.



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Abandonment and dropout of adolescents and young people  
National territory scenario

May 2022

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Rio de Janeiro

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