


**THE INTEGRATION OF PUBLIC EDUCATIONAL POLICIES FOR EQUITY AND INNOVATION IN BASIC EDUCATION IN BRAZIL: CHALLENGES AND OPPORTUNITIES****A INTEGRAÇÃO DE POLÍTICAS PÚBLICAS EDUCACIONAIS PARA A EQUIDADE E INOVAÇÃO NA EDUCAÇÃO BÁSICA NO BRASIL: DESAFIOS E OPORTUNIDADES****LA INTEGRACIÓN DE POLÍTICAS PÚBLICAS EDUCATIVAS PARA LA EQUIDAD Y LA INNOVACIÓN EN LA EDUCACIÓN BÁSICA** <https://doi.org/10.56238/sevened2025.022-011>**Poliana Silva Costa<sup>1</sup>, José Francisco da Silva Costa<sup>2</sup> and Francinei Bentes Tavares<sup>3</sup>****ABSTRACT**

The general objective of this article is to analyze the integration of public education policies aimed at promoting equity and innovation in basic education in Brazil, seeking to understand the challenges and opportunities for building an inclusive and egalitarian education. The methodology proposed for this research is based on important authors who link resonant themes inherent to the present theme, based on a review of the most recent literature on federal programs for the transfer of resources, continuing education for teachers and the inclusion of educational technology, developing the main topics that address the pillars of programs that intertwine the conditions for achieving quality education, such as identifying challenges, defining goals and objectives, developing public policies, implementing programs, monitoring, evaluating and promoting good practices. The results show that, despite progress in the development of public policies, obstacles coexist that trigger challenges that emanate from effective implementation in the area of regional inequalities, poor management of resources and the devaluation of the teaching profession. However, educational technology opportunities enable innovative teaching methods capable of opening a horizon that can transform teaching and learning, making education more dynamic and inclusive. The conclusion of the research is that despite the obstacles, the importance of transparent and collective commitment in the implementation of public education policy stands out, highlighting the recognition of teachers and investment in continuing education programs that are fundamental to guarantee a greater appreciation of

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the educational framework with the aim of improving the quality of public education. Therefore, the integration of public education policies, combined with pedagogical innovation and the use of technology, becomes the basis for an educational system that tends to be egalitarian and inclusive.

**Keywords:** Integration of Public Education Policies. Quality. Challenges and Opportunities.

## RESUMO

O objetivo geral deste artigo é analisar a integração das políticas públicas educacionais direcionada para a promoção da equidade e da inovação na educação básica no Brasil, buscando compreender os desafios e oportunidades para a construção por uma educação inclusiva e igualitária. A metodologia a que se propõe a pesquisa é baseada em importantes autores que vinculam temas ressonantes e inerente a presente temática, baseando-se na revisão da literatura nas mais recentes sobre programas federais de transferência de recursos, formação continuada de professores e inclusão de tecnologia educacional, tendo como desenvolvimento os principais tópicos que abordam os pilares de programas que entrelaçam as condições para atingir uma educação de qualidade, tais como a Identificação dos desafios, definição de metas e objetivos, desenvolvimento de Políticas Públicas, Implementação de programas, monitoramento, avaliação e Promoção de boas práticas. Os resultados mostram que, apesar dos progressos no desenvolvimento de políticas públicas, coexistem entraves que acionam desafios que emanam para uma implementação eficaz na questão de desigualdades regionais, má gestão de recursos e a desvalorização da profissão docente. No entanto, as oportunidades tecnológicas educacional possibilitam métodos de ensino inovadores capazes de abrir um horizonte que pode transformar o ensino e a aprendizagem que transforma a educação, torna-se mais dinâmica e inclusiva. A conclusão da pesquisa é que apesar dos entraves, sobressai a importância do compromisso transparente e coletiva na implementação da política educacional pública, destacando o reconhecimento dos professores e o investimento em programas de formação continuada que são fundamentais para garantir uma maior valorização do quadro educacional com intuito de melhorar a qualidade do ensino público, portanto, a integração das políticas públicas educacionais, aliada à inovação pedagógica e ao uso da tecnologia, torna-se a base para um sistema educacional que tende a ser igualitária e inclusiva.

**Palavras-chave:** Integração de Políticas Públicas Educacionais. Qualidade. Desafios e oportunidades.

## RESUMEN

El objetivo general de este artículo es analizar la integración de políticas educativas públicas orientadas a la promoción de la equidad y la innovación en la educación básica en Brasil, buscando comprender los desafíos y oportunidades para la construcción de una educación inclusiva e igualitaria. La metodología propuesta para la investigación se basa en importantes autores que vinculan temas resonantes e inherentes a la presente temática, a partir de la revisión de la literatura más reciente sobre programas federales de transferencia de recursos, formación continua docente e inclusión de tecnología educativa, desarrollando los principales temas que abordan los pilares de los programas que entrelazan las condiciones para alcanzar una educación de calidad, tales como la identificación de desafíos, definición de metas y objetivos, desarrollo de Políticas Públicas, implementación de programas, monitoreo, evaluación y promoción de buenas prácticas. Los resultados muestran que, a pesar de los avances en el desarrollo de políticas públicas,



coexisten obstáculos que desencadenan desafíos que emanan de su efectiva implementación en materia de desigualdades regionales, la mala gestión de los recursos y la desvalorización de la profesión docente. Sin embargo, las oportunidades de la tecnología educativa posibilitan métodos de enseñanza innovadores capaces de abrir un horizonte que pueda transformar la enseñanza y el aprendizaje, haciendo la educación más dinámica e inclusiva. La conclusión de la investigación es que a pesar de los obstáculos, se destaca la importancia del compromiso transparente y colectivo en la implementación de la política educativa pública, destacándose el reconocimiento a los docentes y la inversión en programas de formación continua que son fundamentales para garantizar una mayor valorización del marco educativo con el objetivo de mejorar la calidad de la educación pública. Por tanto, la integración de las políticas educativas públicas, combinada con la innovación pedagógica y el uso de la tecnología, se convierte en la base de un sistema educativo que tiende a ser igualitario e inclusivo.

**Palabras clave:** Integración de Políticas Públicas Educativas. Calidad. Retos y oportunidades.

## INTRODUCTION

In the current situation, basic education is one of the most important pillars of a country's economic and social development, and education is the foundation for the development of any country. However, in order to advance and ensure support for education, it is crucial to implement public policies aimed at education, a topic of extreme relevance, especially in the Brazilian context, where challenges and opportunities coexist, and are dynamic and challenging.

The general objective of this article is to analyze the integration of public education policies aimed at promoting equity and innovation in basic education in Brazil, highlighting the challenges and opportunities for building an inclusive and quality educational future. However, to better understand how the article will be developed in its details, considering the approaches to the theme, the flowchart (figure 1) shows how public educational policies are linked to the six main topics to ensure quality education, namely, Identification of Challenges, Definition of Goals and Objectives, Development of Public Policies, Implementation of Programs, Monitoring and Evaluation and Promotion of Good Practices.

**Figure 1:** Flowchart of the research for the Integration of Educational Public Policies



**Source:** The authors.

In relation to this context, Bourdieu believed in the affirmation of a new multidimensional space in which the agents and institutions that produce and communicate science are inserted, in this case involving public policies, and suggested encouraging multidisciplinary debates, understood as a step before the discovery of

extrapolated disciplinary barriers in the construction of knowledge related to interdisciplinary and transdisciplinary conceptual expressions (Bourdieu, 2004), in the sense that other scientific fields also have works related to public policies (Santos, 1996).

In this regard, it is questioned how policies materialize in classrooms, especially in economically disadvantaged areas. The analysis needs to go beyond global statistics and delve into the everyday experiences of students and teachers to identify gaps and opportunities for improvement. In addition, the impact of public policies on school environments is increasingly important. Integrating public policies into federal plans for the transfer of resources to basic education schools is an important strategy to ensure equity and quality education for all students in public schools and programs such as PDDE, PNAE, PNATE and PNLD are essential to achieve quality education, despite the challenges faced for this goal.

In this regard, it is understood that the programs aim to meet the basic needs of educational institutions, providing financial resources to improve infrastructure, acquire teaching materials and train teachers, among other projects related to the institution. To better address the theme presented, throughout the text some flowcharts of great importance are built for a better understanding of the contents, because once built they relate how they are linked to public policies and their implementation in an intrinsic way.

In relation to the implementation of these programmes, as will be discussed below, they face significant obstacles, such as poor management of resources, excessive bureaucracy and corruption, which make it difficult to coordinate the allocation of funds for the objectives of the programmes. To address this issue, it is necessary to overcome these challenges and ensure that resources reach schools in a comprehensive way to promote a conducive and inclusive learning environment, as required by the Federal Constitution.

Inclusion and universal access to education are fundamental principles for the construction of a just and egalitarian society, based on educational visions and public policies, which are achieved through joint and collective work linked to public policies to ensure universal access to quality education and to eliminate social inequalities and promote equal opportunities for all. In this sense, the flowchart (figure 2) relates school inclusion to public policies and their implementation.

**Figure 2:** Flowchart that relates inclusion to the challenges, impacts, and implementation of Public Educational Policies



**Source:** The authors.

It can be seen from figure 2 that education should not be limited or diversified, as it needs to be based on values and homogeneity, to ensure the inclusion of historically marginalized groups, such as indigenous peoples and people with disabilities, to ensure that education reaches everyone equally, and it is necessary to work continuously to eliminate the material, cultural and socioeconomic barriers that still prevent full access to education for all citizens.

Analyzing from the educational perspective, it is understood that public policies represent a fertile space of challenges and opportunities in the construction of the future of education in Brazil, outlining and promoting the development of effective policies so that a multidimensional approach is necessary, taking into account the regional, cultural and socioeconomic specificities of the country.

It is essential that civil society and education professionals are encouraged to participate in the process of developing and implementing educational policies in the search for quality education, recognizing that education is a right of all and a duty of the State, and that investing in public education policy is investing in the future of the country, Investing in the future of each student who faces obstacles every day, sometimes along rivers, tributaries and roads that lead to riverside schools, rural or urban, in the search for meaningful learning.

Taking into account this introductory context, the research becomes crucial to better explore and analyze the challenges, as they represent complex and critical issues that have a direct impact on society and that the study strengthens the integration of public education policies aimed at promoting equity and innovation in basic education in Brazil, highlighting the challenges and opportunities for building an inclusive and quality



educational future. In this sense, integrating public policies into plans to transfer federal resources to basic education schools is crucial to promote equity and educational quality in Brazil in the face of major challenges such as bureaucracy and corruption.

## **THEORETICAL FRAMEWORK**

### **INSERTION OF PUBLIC POLICY IN FEDERAL PROGRAMS FOR BASIC EDUCATION SCHOOLS**

An important program guaranteed by the federal resource corresponds to the PDDE program that was created in 1995 and is currently regulated by Law 11.947/2009, with the objective of providing financial assistance, on a supplementary basis, to public schools of basic education in the state, municipal and Federal District networks, to special education schools qualified as charitable social assistance or direct and free service to the public, to schools maintained by entities of such genres and to the face-to-face centers of the Open University of Brazil (UAB) system.

The PDDE resources are inserted in all public schools of the state, district and municipal networks that have students enrolled in basic education and that are part of the school census, carried out by the Ministry of Education (MEC), in private schools of basic education, in the special modality maintained by non-profit entities and that are inserted and registered in the National Council of Social Assistance (CNAS) or have direct and free service to the public where all must be registered in the sense (BRASIL, 2007).

Regarding the objectives, it is understood that the PDDE seeks to provide the school with financial resources  
, in a supplementary way, credited directly to a specific account of  
the Executing Unit (APMF) with the sole and exclusive function of contributing to the improvement of  
structural and pedagogical conditions and therefore, this resource must contemplate and ensure the provision of  
services intended for this purpose, aiming at improving the educational context. The table (table 1) shows the actions of the PDDE and its objectives for improvement and actions in the school context in the essential guarantee that all students have the right to quality education  
.



**Table 1:** Educational objectives and actions of the PDDE program

| OBJECTIVES OF THE PDDE                          | ACTIONS TO EDUCATION   |
|---|--|
| Reducing socio-educational inequalities         | To supervise the regions by observing the principle of redistribution of resources   |
| The democratic guarantee to the school          | Ensure that democratic space and experience is exercised through educational and recreational activities.  |
| The action of a School Development Plan         | It constitutes a set of strategies provided for in the PDE seeking to improve the IDEB in elementary schools   |
| Architectural adjustments                       | Aimed at public schools in the state networks , favoring equal access and conditions of permanence for students, ensuring the right to common learning spaces. |
| Stimulate and promote a model of responsibility | Temporal management should promote the educational process in the municipalities through intersectoral action in the social areas                              |

**Source:** The authors.

According to table 1, it can be seen that the PDDE should cover all action measures in which it links the methodological and pedagogical processes, ensuring that all students have the same rights for an education in which the PDDE operates and that this action has as a crucial purpose the contribution, orientation in which the operational procedures of execution linked to the program contemplate the meeting of the needs of the units with the strengthening of school autonomy, stimulating the participation of the community in school decisions, aiming at the survey of needs, definition of priorities and social control of the resources received.

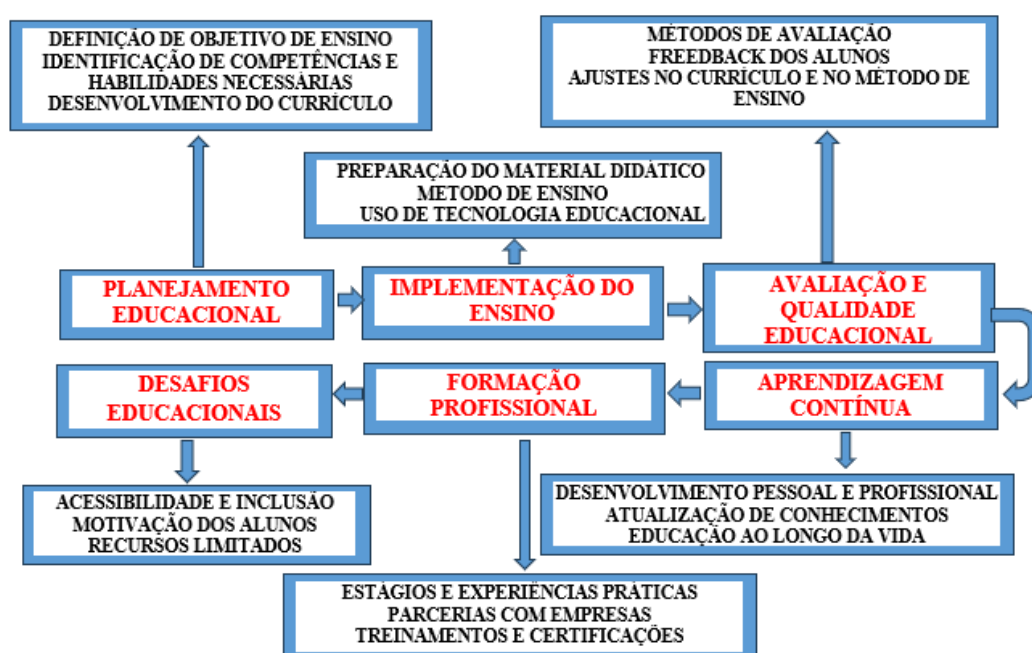
In this regard, the financial resources transferred to the PDDE will be used to cover costs, maintenance and small investments, which contribute to ensuring the operation and improvement of the physical and pedagogical infrastructure of educational establishments. In fact, the definition of the priorities to be met with the PDDE resource must take place with the participation of the community in order to



contribute to the investment of the program's funds. It is, therefore, a public policy that induces the democratic management of schools.

Public policies direct their role to education and seek to play a role that promotes equity and quality in the Brazilian educational system. However, the insertion of public policies has as a strategy to ensure that all schools, regardless of their location and socioeconomic context, have access to the necessary resources to offer quality education, allowing all students to be critical subjects and aware of their rights and duties. However, public policies, together with schools, should promote a concentrated articulation, with the main goals being the impacts of the Federal Resource Transfer Programs on educational quality, the challenges and opportunities in the implementation of programs, among others linked to the roots that permeate the educational process (figure 3)

**Figure 3:** Implementations and planning in the promotion of quality education



**Source:** The authors.

For a better understanding of the figure (figure 3), the table (table 2) shows how these can act in the development of the educational process

**Table 2:** Stages of action for development in education

| STAGES OF ACTION IN TEACHING       | DEVELOPMENT FOR PERFORMANCE   |
|------------------------------------|---|
| EDUCATIONAL PLANNING               | In this stage, the teaching objectives, the competencies and skills that students must develop and the curriculum necessary to achieve them are defined.                      |
| IMPLEMENTATION OF TEACHING         | It involves the preparation of teaching materials, the choice of the most appropriate teaching methods, and the integration of technology into the educational process        |
| EVALUATION AND EDUCATIONAL QUALITY | Assessment methods are used to measure students' progress and obtain feedback. Based on this, adjustments are made to the curriculum and teaching methods to improve quality. |
| EDUCATIONAL CHALLENGES             | Identifying and addressing key challenges, such as ensuring accessibility, maintaining student motivation, and managing limited resources.                                    |
| VOCATIONAL TRAINING                | It integrates internships, partnerships with companies and training to prepare students for the job market.   |
| <b>Continuous Learning</b>         | It encourages the continuous development of knowledge and skills throughout life.   |

**Source:** The authors.

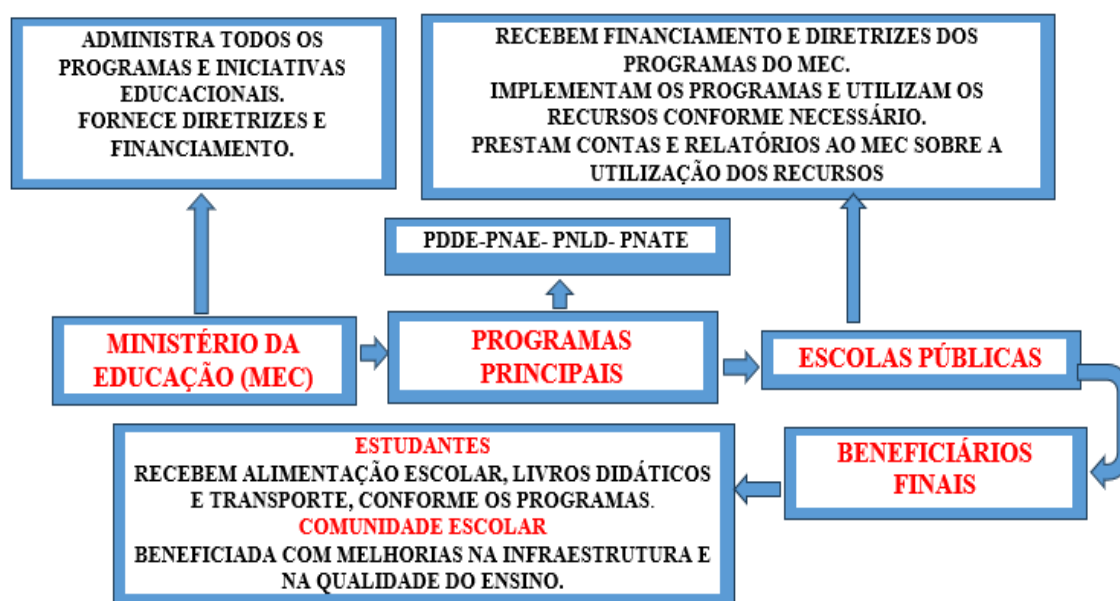
## IMPACT OF FEDERAL PROGRAMS ON EDUCATIONAL QUALITY

Many studies have analyzed the effect of plans involving federal money on the quality of education in basic schools (Table 4). One of the best known plans in this case is the Direct Money at School Program (PDD) in 1995, which aims to give direct money to schools to improve their structure and purchase teaching materials. According to research carried out by Alves and Soares (2019), the PDDE helps a lot to cut the differences in teaching, especially in schools that are in difficult places.

Another relevant study is that of Silva and colleagues (2021), which examined the effectiveness of the fund for the maintenance and development of basic education and the valorization of education professionals (FUBDE). The results show that, although the FUBDE has brought a lot of growth in the financing of basic education, the

poor management of resources and the lack of training of school managers are still major obstacles to obtaining better results in education (figure 4)\_ .

**Figure 4:** The fundamental relationship between government programs.



**Source:** The authors.

**Table 4:** Main programs linked to the MEC

| Main programs                          | DEVELOPMENT FOR PERFORMANCE   |
|--|---|
| Direct Money at School Program - PDDE  | Objective: To provide direct financial resources to public schools.<br>Beneficiaries: Public schools of basic education.<br>Implementation: Direct transfers to school bank accounts. |
| National School Feeding Program - PNAE | Objective: To ensure healthy school meals for students.<br>Beneficiaries: Basic education students.<br>Implementation: Provision of resources for the purchase of food                |

|   |  |
|---|--|
| <b>National Textbook Program (PNLD)</b>         | <p>Objective: To provide textbooks free of charge to students.</p> <p>Beneficiaries: Basic education students.</p>   |
| <b>School Transport Support Program (PNATE)</b> | <p>Objective: To guarantee school transportation for students in rural areas.</p> <p>Beneficiaries: Basic education students living in rural areas.</p> <p>Implementation: Provision of resources for school transportation.</p> |

**Source:** The authors.

Running programs that give federal funding to elementary schools has many obstacles that can affect how they work. A big problem is the too much paperwork that is tied to asking for and receiving the funds. Research, such as that of Pereira and Oliveira (2020), show that the difficulty of administrative methods can hold back the delivery of resources to schools, delaying the plans and execution of programmed actions.

The people who divide resources from government to elementary schools face several problems that can hinder how they work. A big problem is the excess of papers that are involved in losing and winning the funds. Research, such as that of Pereira and Oliveira (2020), shows that the complexity of administrative methods can delay the arrival of resources to schools and jeopardize plans and execution of programmed actions.

Another important challenge is corruption, which can divert money intended for the school for other purposes. The study by Santos and Almeida (2018) showed that the absence of clarity and the right care helps in the diversion of funds, harming the quality of the education given. But there are also chances to make the execution of these plans better. The use of technologies for management and the teaching of school heads are tactics that can help in the effectiveness and efficiency of the use of resources.

On the other hand, there are important chances for the growth of these plans. Cooperation with non-governmental groups (NGOs) and active community engagement in monitoring and measuring the actions that are paid for are good ways to ensure clarity and effectiveness in the use of resources. Case research, such as Ferreira's

(2022), shows that the union between school, community, and NGO can help the results of resource-giving programs, creating a more open and quality educational place.

## 2.3 PUBLIC POLICIES AND EDUCATION IN THE BRAZILIAN CONTEXT

The intersection between public policies and education in Brazil constitutes a vast and challenging field of study, permeated by nuances that reflect the complexity of the educational reality in the country. Thus, in this subsection there are three fundamental facets of this relationship, evaluating challenges, advances and potential impacts on the construction of a more just and egalitarian society through education.

The search for inclusion and universal access to education is one of the central pillars of educational policies in Brazil. In recent decades, significant efforts have been made to ensure that all citizens, regardless of their socio-economic background, have the opportunity to enjoy quality education. However, the reality is far from these ideals. If there are studies that portray how the goals are developed among different locations in the Brazilian regions, it can be observed that the role and goals fulfilled by public policies present discrepancies.

Students from areas located in urban areas can be more assured in relation to those students who live in regions far from urban areas, with problems in means of transportation, for example river, especially in times of winter or drought, as attested by the author Grotberg e Castro when he considers that the process of resilience in the human being can be understood as the acquisition of a person's capacity, group or community to prevent, minimize or master the negative effects of moments of difficulty (GROTBERG, 2005) or in general terms, resilience represents the return to the normal state after an adversity or disturbance, however, its meaning depends on its theoretical bases, and is also used in the areas of psychology, administration, ecology and physics (CASTRO, 2001)

Referring to this term of resilience, circumventing the field of pedagogy, it is seen as a strategy that makes it possible for teachers to adapt to adverse situations that arise in their teaching environment in a practical and qualitative way (TAVARES, 2014), especially when the educational reality is beyond conventional requirements, such as rural schools, for example, that have a differentiated social environment and need to be more assisted, such as in rural areas, the educational process covers forest spaces, rivers, fields, small agro-industries, areas of collective coexistence, swiddens, among others and in this case the pedagogical resilience also takes place in riverside schools in the face of the variations of drought and flood of the differentiated Amazon River and therefore because it does not present many challenges, Pedagogical resilience is much milder.



On the issue of applying public policy to schools, especially rural and riverside schools, it should be noted that the Law of Guidelines and Bases of National Education (LDB) says, in article 28, that in the provision of Basic Education to the rural population, the education systems must promote adaptations to adapt them to the peculiarities of each region, that is, they must be autonomous in terms of their school organization, methodologies and calendar, adapting the school structure to their needs and reality (BRASIL, 1996). It is also understood in this educational aspect that rural schools reproduce the educational model of urban schools, limiting the development of critical thinking and access to citizenship, implementing in rural areas elitist and instrumental education aimed only at the labor market (BRITO, 2015).

Considering the previous context, it is considered that the universalization of access with objectives and goals fulfilled by a public policy favorable to all is not constant, and this is not limited to the presence in the classrooms and other factors. In this case, the government must act in a more assisted manner in ensuring quality education for all. In view of this context, Caldart considers that different rural collectives and educators, since 1998, through the Movement for a Rural Education, have been defended and analyzed for the possibility of creating another paradigm, called rural education, which means the creation of a school education born of voices, history, struggle, memory and life of the oppressed of the countryside. An education that is configured as a strategy for rural peoples to fight for land, work, culture, political participation, defense of the environment and, above all, to build another project of life and society (Caldart, 2009).

It is verified that, according to the author's consideration, it is necessary to take initiatives on the part of the rural citizen, social movements in the struggle for rights and pressuring the government in the fulfillment of the fundamental duties that should cover everyone. And these struggles happen because of the disparities that persist, especially in economically disadvantaged regions. The lack of adequate infrastructure, the shortage of qualified professionals, and the absence of pedagogical resources impact the quality of learning, perpetuating educational inequalities.

In this context, it is imperative to reflect on the effectiveness of public policies. Such as the guidelines established in official documents that translate into the reality experienced by students and educators. Thus, it asks: How can the implementation of these policies be improved to ensure that universal access is accompanied by authentic and equitable educational opportunities?

## TEACHER TRAINING



Public policies in Education consist of programs mentioned above and actions elaborated at the governmental level that help in the realization of the rights provided for in the Federal Constitution, which emanate as main objectives the practice that guarantees access to Education for all citizens. However, it becomes the government's duty to achieve quality education, always making it possible to be accessible by means of water or road transport, allowing the right to school access and thus the evaluation and help in improving the quality of public education in the country and depending on the location or places of difficult access, public policy must act in the implementation of measures regarding the right to Education.

It is necessary that the inspection Be assiduous, principals, families and other entities are organized so that the government is in resonance with everyday problems where the agendas focus on improving the guarantee of access to quality education and to guarantee this fundamental right, Brazilian educational policies, teacher training and the valorization of the teaching career must happen. Well-prepared and motivated professionals play a central role in building a sound and efficient education system. However, the working conditions and social valuation of educators often do not reflect the importance of their mission and this problem needs to be solved, guaranteeing the right to an egalitarian education for all citizens.

One of the possible solutions to this problem is that there should be policies that promote continuing education, access to innovative pedagogical resources and the creation of stimulating environments for the professional development of teachers are crucial.

The quality of teaching is determined as much or more by the continuous training of teachers, than by their initial training... Continuous training should not necessarily take place only within the framework of the educational system: a period of work or study in the economic sector can also be useful for bringing knowledge and know-how closer together (Delors, 2003, p. 160).

In addition, the valorization of the teaching career should not be measured only by financial criteria. It is essential to recognize and highlight the social importance of the work of teachers to attract and retain qualified professionals, because professional valorization by the government must be a constant goal for education to advance, not causing obstacles due to the lack of career appreciation and not allowing schools to face dropout and failure that they may have, among other factors, pedagogical resources, lack of a methodology that can be acquired in continuing education and also the valorization linked to the economic part of education professionals.





Freire, (1996, p. 43), under this educational aspect, states that "in the permanent training of teachers, the fundamental moment is critical reflection on practice. It is by thinking critically about today's or yesterday's practice that one can improve the next practice." Therefore, continuing education opens paths for contact with new professionals with exchanges of experience and practices developed to innovate methodologies that aim to improve the teaching and learning process. Thus, it is necessary for teachers to get out of the so-called comfort of a constant and immutable practice and plan their actions so that they can better reach students with methodologies that improve the quality of education.

Based on this context, the question arises how to create an environment conducive to the teaching career being perceived as a valuable and enriching choice? How can public policies be structured to promote not only entry, but also permanence and fulfillment in the teaching career? In practice, these questions must be considered with the creation of goals that will solve the problems, with the guarantee of an effective education for all, with continuing education that enables the creation of new methodologies that will facilitate the teaching and learning process, among other crucial factors that can be applied from the public educational policy.

In the case of educational work, there is a need for initiatives that demand solutions to problems that avoid causing obstacles and to omit these obstacles, it is necessary to reflect on what to do in the face of so many problems inserted in school spaces, since the responsibilities are taken and concentrated to the teachers and the problems that arise must be reversed into new possibilities so that they are capable of being solved, for Pereira:

Teaching, therefore, is a complex activity because the reality in which the teacher works is dynamic, conflicting, unpredictable and presents unique problems that, therefore, require particular solutions. It requires mobilization of knowledge for the fulfillment of the objective of educating, which is: the development of the different capacities – cognitive, affective, physical, ethical, aesthetic, social insertion and interpersonal relationship – of the students, which is effected by the construction of knowledge (Pereira, 2011, p. 69):

Still following this philosophical line, Delors, (2003) highlights that,

Teachers are also affected by this need to update knowledge and skills. Their professional life must be organized in such a way that they have the opportunity, or rather feel obliged, to perfect their art, and to benefit from experiences lived at different levels of economic, social and cultural life. (Delors, 2003, p. 166).



Considering the quotes of the two authors who relate teaching as complex and the activity of teachers who are somehow affected by an improvement in the teaching process, it is possible to highlight the importance of these professionals to remain in continuous training so that they can improve their pedagogical practices, not becoming inert, considering that learning must be dynamic and interactive and tiring for both parties involved in the teaching-learning process.

Considering the context of the digital age in the globalized society, it has brought with it new challenges and opportunities for education in Brazil, demanding the formulation of public policies that effectively incorporate technology and innovation in the educational environment. The global pandemic has accelerated the adoption of digital tools, highlighting the need for policies that promote digital inclusion and explore the transformative potential of technology in education. Equity in access to information technologies has become a central concern.

Policies that seek to bridge the digital divide and ensure that all students have access to quality devices and connections are essential. In addition, it is crucial to rethink pedagogical practices to effectively incorporate digital tools, promoting educational innovation and preparing students for the challenges of the twenty-first century. From this perspective, it is necessary to analyze not only the investment in technological infrastructure, but also the teacher training policies for the use of these tools. How can public policies encourage innovative practices and ensure that technology is an ally in promoting educational equity? For this last question, Gondim attests that,

If we want to be a society of free and equal people, authors of the norms that regulate our lives, to have an egalitarian, humane, fair, ethical, critical and creative education, we must be aware that without voice, without language, without communication there is no thought, and with that there is no society and emancipated citizen (Gondim, n.d. p.1).

However, it is not enough just for there to be engagement of society as a whole, without due concern and goals to be met in practice, on the part of government entities that come to build a society with rights and duties as the apex of responsibility in the necessary compliance with security, for quality education.

## CONTINUING EDUCATION, PEDAGOGICAL INNOVATION AND EDUCATIONAL TECHNOLOGIES

The practice of constant learning for teachers is a way that seeks the continuous updating of the knowledge and skills of education employees. Several studies have shown that continuing education plays an important role in raising the quality of education. According to Silva and others (2020), teachers who participate more frequently in continuing education programs have a better job in the classroom, because they have more points to deal with pedagogical demands, and new ways of teaching.

A great benefit of the training that does not stop is the chance for teachers to learn about the latest in teaching and technology. For example, study programs that talk about using new technologies, such as online teaching websites and digital tools that interact, help teachers bring these technologies into their ways of teaching, making classes more lively and interesting for students. Also, the training that does not end helps in the growth of teachers, giving them chances to move up in their careers and increase their spirits and happiness at work.

Another important point is the focus on a culture of exchange and work together among teachers. The training programs that continue always include group work activities and real case talks, which helps to create an environment where people learn together. Research, such as the work of Oliveira and Souza (2021) shows that exchanging experiences among professionals helps to spread good ways of teaching and solving school problems collectively.

A crucial point is the need for today's education to connect with technology. Teachers cannot be left behind when there are new advances in science and technology. They need to know how to use technological equipment and must integrate technologies into teaching, linking them with their teaching practices. In these situations, while students are using computers and cell phones...

It is important to prepare students for the challenges of the twenty-first century. The training of keychains plays a key role in helping to change teaching, because it helps teachers to make good use of the technological tools that exist and plan teaching that help critical thinking, imagination and work together among students.

Teaching technologies, such as digital resources, distant teaching platforms and didactic applications, have proven useful in changing the way of learning and helping a more united education. According to the study by Lima et al. (2022), the use of teaching technologies allows teachers to adjust their lessons to students' unique needs, giving special help to those with learning problems and challenges of their own. This helps to diminish the different ways of learning and to include all students in the process of teaching and learning.



In addition, teacher training that focuses on pedagogical innovation pushes the use of more active methods for teaching, such as learning from projects, switched classrooms, and educational games. These ways engage children in a more participatory way in learning, helping to create skills that are important for the world today, such as problem-solving, talking to others, and working together. The work of Ferreira and Mendes (2023) shows that teachers who use live methods in their practices say a great growth in the interest and excitement of students.

The teaching of teachers and the recognition of the profession are important for a good education in Brazil. Constant learning helps teachers to stay informed about didactic and technological news, which helps to improve teaching and the growth of the teachers themselves. Also, the use of new technologies and innovative methods allows teachers to give a more joint and individual education, preparing students for the challenges of the 21st century. By spending money on teacher training, Brazil is spending on the future of its education and on the development of a more just and successful society.

## **PUBLIC POLICIES AND EDUCATION CHALLENGES AND OPPORTUNITIES IN THE CONSTRUCTION OF THE BRAZILIAN EDUCATIONAL FUTURE**

The interconnection between public policies and education in the Brazilian context is an intricate field of study, where government guidelines directly shape the country's educational landscape. On further analysis, complex challenges and crucial opportunities emerge that outline the future of education in Brazil.

### **PUBLIC POLICIES AND EDUCATION: CHALLENGES AND OPPORTUNITIES**

For a society to be developed, it is necessary that the people have education as a pillar, because without education there is no progress in all senses, scientific, educational, technological, etc. It is understood that education represents the essential and important part of the development of a just, equitable and prosperous society. However, it is necessary to have public educational policies to play the crucial role in promoting access to quality education for all citizens. Based on this fundamental requirement, the implementation of policies must enter the scene, facing several challenges in favor of educational progress and especially in the transfer of financial resources to achieve objectives and security to all Brazilian schools, rural, urban and riverside.





**Source:** The authors.

Another major problem is the lack of preparation and recognition of education workers. The lack of resources for continuing education programs and the devaluation of the work of teaching affect the quality of learning. A study by Silva et al. (2021) shows that poor teacher training and the absence of incentives to advance in their careers lead to low motivation and job dissatisfaction, which impacts student performance.

## INNOVATIONS IN THE CONSTRUCTION OF THE BRAZILIAN EDUCATIONAL FUTURE

Despite the difficulties, the government's actions for education in Brazil also bring important challenges to create a fairer school future with more everyone together. The use of new technologies and teaching methods is one of these opportunities. Using digital materials, such as learning websites, educational apps, and tools that interact, can change how people learn and teach by making it more alive and easier. Research, such as one by Oliveira and Costa (2022), shows that using new technologies can help with personal learning by meeting the needs of each student helps to include groups that were left aside.

Another important opportunity is to encourage the participation of the school community and civil society in the process of creating and executing public education policies. Bringing schools, families, non-governmental organizations (NGOs) and government agencies together can strengthen democratic administration and clarity in the use of public resources. Ferreira's study (2023) shows that the active participation of the school community in decision-making helps to create a more embracing and more active educational environment, helping to build a good education for all.

The recognition of the teaching profession is an important chance for education to be better in Brazil. Spending on ongoing training programs and giving rewards for career advancement are plans that can increase the motivation and happiness of education workers. According to the study by Mendes and others (2024), teachers who receive good training and appreciation at work usually have a better job in the classroom, making a better quality education for children.

Public education policies in Brazil deal with major challenges, such as the difference between regions, the misuse of resources, and the low valuation of the teaching career. But the chances that come with the use of new technologies to learn, the participation of the school community and the recognition of education workers are hopeful for a fairer and more inclusive future. When talking about policy aid, this text



shows the value of a constant commitment to clarity, novelty and justice when putting these policies into practice, to create a good education system for all Brazilian citizens.

## INCLUSIVE EDUCATION AND DIVERSITY

The search for an inclusive education that recognizes and values diversity is a constant goal of public educational policies. However, the effective implementation of inclusive practices faces challenges, especially with regard to ensuring equal opportunities for all students, regardless of their specific needs.

Policies aimed at inclusive education must transcend rhetoric and materialize in concrete strategies. The training of teachers to deal with diversity, the adaptation of teaching materials and the adequacy of school structures are crucial aspects. In addition, it is essential to rethink educational assessments, ensuring that they are inclusive and consider the different abilities and potentialities of students.

When exploring inclusion policies, it is pertinent to ask: how can public policies be formulated and implemented to ensure that every student, regardless of their individual characteristics, has access to quality education? How can we overcome the practical and cultural obstacles that often prevent full inclusion in educational institutions?

## CONCLUSION

An analysis of the public rules of education in Brazil shows a difficult picture and something that requires effort, but full of chances to build a more open and fair future of education. The entry of public funds into plans to transfer federal money to basic schools is a key step towards equity and good quality in the learning system. However, the effectiveness of these rules depends on a clear and well-done management of resources, as well as the reduction of administrative difficulties and the fight against bad actions. The preparation of teachers and the recognition of their profession are very important jobs to provide good teaching. Continuing learning programs prepare education workers to use innovations in teaching and technology in their jobs, making teaching more active and open.

In addition, the inclusion of technologies that teach and new methods gives a unique chance to change teaching and learning in Brazil. The use of digital tools and methods that activate students helps in the personalization of learning and the inclusion of all of them, no matter their own needs. But for these changes to work well, you need to spend money on teacher training and the place where schools operate to ensure that everyone has access to a good place to learn.





The challenges that schools in Brazil face, such as regional differences and the poor use of resources, need a firm agreement with the clarity, effectiveness and involvement of the community in the creation and execution of public policies. The joint work between schools, families, non-governmental organizations and government agencies is important to help democratic management and the good use of public resources. Valuing education workers through constant learning programs and career change supports is also very necessary to ensure teacher motivation and satisfaction that affects the quality of teaching.

In summary, public policies aimed at education play an important role in creating a fairer and more open school future in Brazil. By spending on teacher training, on recognizing the role of teaching and on using technologies to learn, the country can deal with the difficulties that exist and seize the chances to provide a good education for all. It is very important that the whole community participates in this process, seeing education as a right of all and a duty of the State, and that the efforts together bring a school system that prepares people for the difficulties of the 21st century and helps in the development of a more just society.

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