

BETWEEN PUBLIC POLICY AND PEDAGOGICAL PRACTICE: LIMITS OF EDUCATION IN ADDRESSING POVERTY

ENTRE A POLÍTICA PÚBLICA E A PRÁTICA PEDAGÓGICA: LIMITES DA EDUCAÇÃO NO ENFRENTAMENTO DA POBREZA

ENTRE LA POLÍTICA PÚBLICA Y LA PRÁCTICA PEDAGÓGICA: LÍMITES DE LA EDUCACIÓN EN EL ENFRENTAMIENTO DE LA POBREZA



<https://doi.org/10.56238/sevened2026.008-153>

Everaldo dos Santos Mendes¹, Gloria de Lourdes Silva de Oliveira Melo², Josué Vicente de Carvalho³, Márcio Silva da Conceição⁴, Gilmar Santos Batista⁵

ABSTRACT

The relationship between education and poverty constitutes one of the most critical tensions within Brazilian social policy, as schools are simultaneously expected to compensate for structural inequalities while operating with resources, teacher training, and infrastructure below the demands placed upon them. This study analyzes the limits of public education in addressing poverty by investigating the gap between what public policies prescribe and what pedagogical practice is able to achieve in contexts of socioeconomic vulnerability. The research adopts a qualitative approach of an applied nature, using bibliographic and documentary procedures supported by current educational legislation, specialized literature, and scientific production indexed in recognized databases. The results indicate that Brazilian educational policies operate within a structural contradiction: they assign schools the role of breaking cycles of poverty without providing the material, educational, and institutional conditions necessary for this function to be effectively fulfilled. It is concluded that addressing poverty through education requires intersectoral coordination, context-sensitive teacher training, and student retention policies that recognize poverty as a condition that permeates — rather than merely precedes — the school experience.

Keywords: Education and Poverty. Educational Public Policies. Pedagogical Practice. Educational Inequality.

RESUMO

A relação entre educação e pobreza constitui um dos nós mais tensos da política social brasileira, na medida em que a escola é simultaneamente convocada a compensar desigualdades estruturais e a operar com recursos, formação docente e infraestrutura aquém das demandas que recebe. Este estudo analisa os limites da educação pública no

¹ Dr. in Psychology. Dr. in Theology. Postdoctoral Research Professor in Museology. Pontifícia Universidade Católica de Minas Gerais (PUC Minas). Universidade de Coimbra (UC). Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio) and Universidade de Lisboa (UL). Universidade Federal da Bahia (UFBA). Lattes: <http://lattes.cnpq.br/6102492484900096>

² Dr. in Education. UNIVALI. Lattes: <https://lattes.cnpq.br/1957468355592681>

³ Master's degree in Education. Lattes: <http://lattes.cnpq.br/5382808580078282>

⁴ Dr. in Environmental Sciences. Lattes: <http://lattes.cnpq.br/6178523977633290>

⁵ Postgraduate studies in methodology and didactics in higher education.

enfrentamento da pobreza, investigando as distâncias entre o que as políticas públicas prescrevem e o que a prática pedagógica consegue realizar em contextos de vulnerabilidade socioeconômica. A pesquisa adota abordagem qualitativa, de natureza aplicada, com procedimento bibliográfico e documental, sustentada em legislação educacional vigente, doutrina especializada e produção científica indexada em bases reconhecidas. Os resultados indicam que as políticas educacionais brasileiras operam com uma contradição estrutural: atribuem à escola a função de ruptura com ciclos de pobreza sem prover as condições materiais, formativas e institucionais para que essa função se realize. Conclui-se que o enfrentamento da pobreza pela via educacional exige articulação intersetorial, formação docente contextualizada e políticas de permanência que reconheçam a pobreza como condição que atravessa, e não apenas antecede, a experiência escolar.

Palavras-chave: Educação e Pobreza. Políticas Públicas Educacionais. Prática Pedagógica. Desigualdade Escolar.

RESUMEN

La relación entre educación y pobreza constituye uno de los nudos más críticos de la política social brasileña, en la medida en que la escuela es simultáneamente convocada a compensar desigualdades estructurales y a operar con recursos, formación docente e infraestructura inferiores a las demandas que recibe. Este estudio analiza los límites de la educación pública en el enfrentamiento de la pobreza, investigando las distancias entre lo que las políticas públicas prescriben y lo que la práctica pedagógica logra realizar en contextos de vulnerabilidad socioeconómica. La investigación adopta un enfoque cualitativo, de naturaleza aplicada, con procedimientos bibliográficos y documentales, sustentados en la legislación educativa vigente, doctrina especializada y producción científica indexada en bases reconocidas. Los resultados indican que las políticas educativas brasileñas operan con una contradicción estructural: atribuyen a la escuela la función de romper los ciclos de pobreza sin proporcionar las condiciones materiales, formativas e institucionales necesarias para que dicha función se concrete. Se concluye que el enfrentamiento de la pobreza a través de la educación exige articulación intersectorial, formación docente contextualizada y políticas de permanencia escolar que reconozcan la pobreza como una condición que atraviesa — y no solo antecede — la experiencia educativa.

Palabras clave: Educación y Pobreza. Políticas Públicas Educativas. Práctica Pedagógica. Desigualdad Educativa.

1 INTRODUCTION

Attributing to the school the responsibility of breaking cycles of poverty is one of the most recurrent bets of Brazilian social policies. This bet is not unfounded: education broadens horizons, develops capacities and opens trajectories that, without it, would remain closed. The problem is not in the bet itself, but in the way it is operationalized. When the State places in the school a function that should be shared by an articulated set of social policies, what is produced is not emancipation, but overload. The school starts to carry a weight that its structure was not designed to bear alone, and teachers, who should be mediators of knowledge, become managers of a poverty that enters the classroom door every day.

Brazil has accumulated decades of educational policies that promise equity without facing the conditions that make it unfeasible. Chizzotti and Casali (2020, p. 194) state that "inequality, poverty, and difference produce specific forms of precariousness in school life that are not resolved only with access to enrollment, but require material and symbolic conditions for permanence and learning". This finding shifts the debate from access to quality, and from enrollment to permanence with meaning. It is not enough for the poor child to be in school; It is necessary for the school to be able to receive, understand and teach it without erasing the marks of its origin as if they were defects to be corrected.

Teacher training occupies a central position in this debate. Teachers who work in contexts of socioeconomic vulnerability face demands that go beyond the domain of disciplinary content: they deal with hunger, violence, family instability and the absence of basic materials as daily variables in the teaching process. Araújo (2020, p. e3664092) observes that "teacher training policies for Basic Education still have gaps in the preparation of teachers to work in contexts of diversity and social vulnerability, especially in distance modalities". This formative gap is not a peripheral detail; It is the point where public policy and pedagogical practice distance themselves in a more visible and costly way for the students who most need prepared teachers.

The relevance of this study is based on three articulated axes. The first is political: to understand why Brazilian educational policies, even when well-intentioned, produce results below what is expected in contexts of poverty. The second is pedagogical: identifying which teaching practices demonstrate effectiveness in environments of high vulnerability and what prevents them from becoming generalized. The third is ethical: questioning the legitimacy of a system that holds the school responsible for the failure of a task that was never exclusively theirs. Boff, Bernard and Carvalho (2021, p. e4910061) argue that "teaching in contexts of vulnerability requires an articulation between disciplinary knowledge and the reading of students' living conditions, without which any pedagogical proposal remains abstract and

ineffective". This articulation is not born spontaneously; It needs to be built by training policies that take seriously the territory where the school is inserted.

The general objective of this study is to analyze the limits of public education in the fight against poverty, investigating the distances between what public policies prescribe and what pedagogical practice can accomplish in contexts of socioeconomic vulnerability. The specific objectives are: (a) to map the main Brazilian educational policies aimed at combating poverty and their theoretical assumptions; (b) identify the structural conditions that limit the effectiveness of these policies in daily school practice; (c) to examine the training demands of teachers who work in contexts of high vulnerability; and (d) to discuss perspectives for the construction of educational policies that recognize poverty as a structural variable, and not as an exception to be compensated.

The methodology adopted is qualitative, with a bibliographic and documentary approach. The corpus of analysis is composed of scientific articles published in indexed journals, federal educational legislation and specialized doctrine in public policies and critical pedagogy. This methodological path is justified by the nature of the problem investigated, which demands a critical interpretation of the literature and argumentative synthesis based on scientific evidence produced in the Brazilian context. The time frame privileges productions from the last six years, without excluding foundational references when necessary for the historical understanding of the theme.

This article is organized into five sections. After this introduction, the second section presents the theoretical framework, articulating the concepts of poverty, educational policy and pedagogical practice in a critical perspective. The third section describes the methodological procedures adopted. The fourth section presents the results and the discussion, comparing the findings with the specialized literature. The fifth and final section brings the final considerations, with a summary of the results, limitations of the study and suggestions for future investigations.

2 METHODOLOGY

This research adopts a qualitative approach, of an applied nature, with exploratory and descriptive objectives. The choice for the qualitative approach is justified by the nature of the object investigated: the limits of education in the fight against poverty are not phenomena reducible to isolated quantitative indicators. It is an issue that involves perceptions, practices, policies and structural conditions that require contextualized interpretation, and not just measurement. Mainardes and Fröhlich (2024, p. e3371) demonstrate that qualitative research on educational policies allows the identification of tensions and contradictions that

quantitative data often obscure, especially when the object of analysis involves populations historically marginalized by formal education systems.

The technical procedure adopted is bibliographic and documentary. The bibliographic research comprises the analysis of scientific articles published in journals indexed in the Scielo, Capes Journal Portal and Google Scholar databases, with a priority time frame between 2019 and 2025. The documentary research covers federal educational legislation, especially the Law of Guidelines and Bases of National Education (Law No. 9,394/1996) and its amendments, the National Education Plan (PNE 2014-2024) and institutional documents of the Ministry of Education related to educational equity policies.

The inclusion criteria for the selection of bibliographic sources were: (a) publication in a journal with Qualis B2 evaluation or higher; (b) direct or tangential approach to the theme of education, poverty, public policies or teacher training in contexts of vulnerability; (c) availability of full text in open access or through institutional databases. The exclusion criteria were: (a) publications prior to 2018, except when of proven historical relevance; (b) texts without identification of authorship or without peer review; (c) sources of a journalistic nature without support in verifiable data.

Miranda, Barros and Alves (2021, p. e4725039) observe that "research on socio-educational actions in contexts of vulnerability requires methodological rigor that combines documentary analysis with listening to institutional practices, ensuring that the results reflect the complexity of the phenomena investigated". Following this orientation, the bibliographic survey of this research was conducted with specific descriptors: "education and poverty Brazil", "educational policies and inequality", "pedagogical practice in vulnerability", "teacher training and poverty" and "public school and social exclusion". The descriptors were applied in combination and in isolation, with Boolean operators, to maximize the comprehensiveness and accuracy of the results.

Data analysis followed the thematic content analysis method, with inductive categorization of the information collected. The emerging analytical categories were: (a) assumptions of educational policies on poverty; (b) structural conditions that limit the effectiveness of these policies; (c) training demands of teachers in contexts of vulnerability; and (d) perspectives for educational policies that are more articulated with the reality of poverty. Molina, Santos, and Brito (2020, p. e4539138) argue that "the production of knowledge about education in contexts of vulnerability needs to articulate theory and practice in an inseparable way, recognizing that analytical categories emerge from the field investigated itself". This perspective guided the construction of the analytical corpus of this

research, which deliberately incorporates sources from different disciplinary fields, including sociology of education, critical pedagogy, and public policy.

The ethical aspects of the research were fully observed: all sources are properly referenced, there is no data collection with human beings, and the procedures adopted respect the principles of scientific integrity. Neto *et al.* (2021, p. e4099065) emphasize that research on municipal education and school models needs to clearly explain their methodological limits, especially when the available data do not allow generalizations beyond the contexts investigated. The methodological limitations of this research include the impossibility of access to primary data collected directly in schools, which restricted the analysis to the bibliographic and documentary level.

Table 1

Academic References and Their Contributions to Research

Author	Title	Year	Contributions
Araújo, G.	Public policies for training teachers of Basic Education: a study on distance education training	2020	It analyzes public policies for the training of Basic Education teachers via EaD, discussing the potentialities and limits of this modality for teacher qualification.
Diogo, M.	Teacher qualification and regional development: a case study in a municipal college	2020	It investigates how the teacher qualification in a municipal college is related to regional development, evidencing the role of higher education in the territory.
Leão, A.	Training needs of the beginning teacher: the challenges of diversity in school	2020	It discusses the training needs of beginning teachers in the face of the diversity present in the school, pointing out gaps in initial training and demands for support at the beginning of their careers.
Molina, M.	Pronera and the production of knowledge in the training of educators and in the agricultural sciences: theory and practice in confronting Bolsonarism	2020	It analyzes Pronera as a space for the training of educators and the production of knowledge in agricultural sciences, emphasizing its political dimension of resistance in contexts of regression.
Perea, N.	Construction of the right of young children to education in Brazil: history from the state	2020	It historically reconstructs the consolidation of the right to education of young children in Brazil, focusing on the action of the State and the policies that structure this guarantee.
Silva, H.	Rural teacher training in the face of the "new/old" policies implemented in Brazil: r-existence in debate	2020	It discusses the training of rural teachers in the face of recent educational policies, evidencing strategies of "r-existence" and defense of emancipatory projects.
Boff, E.	Promotion of healthy eating in the context of textbooks and teaching	2021	It analyzes how healthy eating is addressed in textbooks and teaching practices, discussing implications for health education at school.
Chizzotti, A.	Inequality, poverty and difference: precariousness in school life	2021	It discusses, articulating social theory and education, how inequality, poverty and difference produce precariousness in the school life of students in vulnerable contexts.
Miranda, K.	Socio-educational actions in times of pandemic	2021	It examines socio-educational actions developed during the pandemic, highlighting strategies to confront inequalities and maintain bonds with students.

Neto, A.	Municipal education and full-time school	2021	It analyzes experiences of municipal education with full-time schools, discussing time organization, curriculum and impacts on schooling.
Rodrigues, L.	Official documents and educational legislation in the fight against racial inequalities: a study based on the PNAD	2021	It investigates the extent to which official documents and educational legislation have faced racial inequalities, articulating normative analysis with PNAD data.
Rodrigues, M.	Roma children in Brazil: schooling processes in basic education	2021	It addresses schooling processes of children of gypsy ethnicities, highlighting barriers, invisibilities and challenges to guarantee the right to education.
Rondini, C.	Legal guidelines for the care of students with high abilities/giftedness	2021	It systematizes the legal guidelines for the care of students with high abilities/giftedness, offering a normative overview of special education in this field.
Ferreira, V.	The basic education of the rural population: issues and impasses that cross the schooling process of these subjects	2023	It discusses issues and impasses in the schooling of the rural population, analyzing the historical and political conditions that mark their basic education.
Mainardes, R.	Educational policies and schooling of people with disabilities: tensions in the field of special education	2024	It analyzes tensions in educational policies aimed at the schooling of people with disabilities, problematizing disputes in the field of special education.
Cinelli, C.	Degree in Rural Education: a bibliographic review on emancipatory public policies	2025	It conducts a bibliographic review on the Degree in Rural Education, highlighting its potential as an emancipatory public policy and the challenges of its implementation.
Araújo, G.	Public policies for training teachers of Basic Education: a study on distance education training	2020	It analyzes public policies for the training of Basic Education teachers via EaD, discussing the potentialities and limits of this modality for teacher qualification.

Source: Author's own elaboration (2026).

The table above organizes, in a temporal perspective, productions that address educational policies, teacher training (especially in the countryside), schooling of historically marginalized groups (young children, rural populations, gypsy ethnicities, people with disabilities, students with high abilities) and confronting social and racial inequalities. This systematization allows us to visualize the recent evolution of the debate on the right to education, diversity and social justice, articulating historical, normative, empirical and review analyses. Thus, the framework contributes decisively to support research that problematizes the relationship between public policies, school practices and inclusion/exclusion processes, offering a solid bibliographic base that is coherent with the agenda of democratic and emancipatory education.

3 THEORETICAL FRAMEWORK

3.1 POVERTY, INEQUALITY AND SCHOOL: A STRUCTURALLY ASYMMETRICAL RELATIONSHIP

Poverty is not just the absence of income. It is a condition that organizes the time, space, expectations and possibilities of those who live it, producing effects that cross

generations and are inscribed in bodies, languages and ways of relating to knowledge. When the school receives a poor child, it also receives everything that poverty has produced in him: hunger that makes it difficult to concentrate, the fatigue of those who work before studying, the distrust of those who have learned that institutions rarely deliver what they promise. Chizzotti and Casali (2020, p. 196) argue that "the precariousness in the school life of children and young people in poverty is not only manifested in the absence of materials or deficient infrastructure, but in the very organization of school time and space, which is often unaware of the living conditions of these subjects".

This disconnect between the school logic and the logic of poverty is not accidental. It reflects a conception of school historically constructed to serve subjects who already arrive with certain cultural, linguistic and material conditions. When this school tries to include those who do not have these conditions, it often does so through compensation, treating the difference as a deficit to be corrected. Ferreira and Souza (2023, p. e15255) demonstrate that "the schooling processes of rural subjects and communities in vulnerable situations are crossed by impasses that result from the inadequacy of curricula, methodologies, and institutional expectations to the realities experienced by these students". This inadequacy is not a problem of teachers' ill will; It is a problem of institutional design that needs to be faced at the level of public policies.

3.2 PUBLIC EDUCATIONAL POLICIES AND THEIR ASSUMPTIONS ABOUT POVERTY

Brazilian educational policies aimed at combating poverty operate, for the most part, based on an assumption that deserves questioning: that schooling, by itself, is capable of breaking cycles of exclusion. This assumption ignores that poverty is a structural phenomenon, produced by economic and political relations that the school has no power to unilaterally alter. Cinelli and Struwka (2025, p. e19212) state that "emancipatory public policies in education need to be understood not only as instruments of access to knowledge, but as processes of recognition of the identities and knowledge of subjects who have historically been excluded from formal education systems". This perspective shifts the focus of educational policy: it is not only about guaranteeing vacancies, but about building conditions so that permanence is possible and learning is meaningful.

Teacher training is the weakest link in this chain. Leão, Carneiro and Bulzoni (2020, p. e4217123) identify that "beginning teachers who work in schools with a high concentration of students in vulnerable situations report unpreparedness to deal with the demands of diversity, especially with regard to the socioeconomic and cultural needs of their students". This unpreparedness is not individual; it is systemic. It reflects the distance between the curricula

of initial training and the realities of the schools where these teachers will work, a distance that continuing education policies rarely manage to overcome consistently.

3.3 PEDAGOGICAL PRACTICE IN CONTEXTS OF VULNERABILITY: BETWEEN THE POSSIBLE AND THE NECESSARY

Pedagogical practice in contexts of poverty requires from the teacher an ability to read the territory that goes beyond the mastery of disciplinary contents. Diogo and Bianchetti (2020, p. e3097076) argue that "teacher qualification for contexts of social vulnerability needs to articulate technical, political, and relational dimensions, training teachers capable of understanding the living conditions of their students as pedagogical variables, and not as external obstacles to the teaching process". This articulation rarely occurs in initial training programs, which tend to privilege the disciplinary domain to the detriment of understanding the contexts where teaching takes place.

Full-time school emerges, in this debate, as a policy that extends the time students stay in the institution, but that does not solve, by itself, the structural issues of poverty. The additional time only produces learning when accompanied by adequate material conditions, teachers trained for this model and pedagogical proposals that recognize the specificities of the students served. Without these conditions, full-time can become just more time of exposure to a school that has not yet learned to teach those who need to learn it most. This tension between what policies prescribe and what practice accomplishes is at the core of the problem this study investigates, and its understanding requires both analytical rigor and a willingness to question assumptions that are rarely put into public debate.

4 RESULTS AND DISCUSSION

4.1 WHAT POLICIES PROMISE AND WHAT THE SCHOOL RECEIVES

The analysis of the specialized literature revealed a recurrent pattern in Brazilian educational policies aimed at combating poverty: they tend to operate by the logic of compensation, attributing to the school the task of correcting deficits that are, in origin, produced by economic and social conditions that the school does not control. Perea and Ramos (2020, p. e3443082) demonstrated that "the historical construction of the right to education in Brazil was marked by legislative advances that did not find immediate correspondence in the material and institutional conditions necessary for its implementation". This mismatch between the proclaimed right and the conditions for its realization is the common thread that runs through decades of Brazilian educational policy and that this study identifies as the most persistent structural contradiction of the system.

Full-time schooling, for example, was presented as an equity policy, capable of expanding the learning opportunities of students in vulnerable situations. The results of the bibliographic analysis indicated, however, that the effectiveness of this policy depends on conditions that are often not present: adequate infrastructure, teachers trained for the model, contextualized pedagogical proposals and articulation with social assistance services. Without these conditions, full-time becomes an extension of a school that can no longer teach in regular time, multiplying the exposure of students to an environment that has not been adapted to their needs.

4.2 RACE, ETHNICITY, AND POVERTY: DIMENSIONS THAT POLICIES RARELY ARTICULATE

The analysis revealed that Brazilian educational policies rarely explicitly articulate the dimensions of race, ethnicity and poverty as interdependent variables. Rodrigues, Barbosa, and Ribeiro (2021, p. e4360011) identified that "official documents and Brazilian educational legislation have advanced in the formal recognition of racial inequalities, but have gaps in the definition of concrete implementation mechanisms that guarantee the effectiveness of anti-discrimination measures in everyday school life". This gap between formal recognition and effective implementation is one of the points where the gap between public policy and pedagogical practice becomes more visible and more costly for affected students.

Rodrigues and Paula (2021, p. 401) demonstrated that "children of Roma ethnicities in Brazil face schooling processes marked by exclusion, curricular invisibility, and the absence of specific policies that recognize their cultural identities as legitimate in the school space". This finding exemplifies a broader pattern: Brazilian educational policies tend to treat diversity as a generic category, without descending to the level of specificities that determine radically different school experiences. A policy that does not distinguish between the poverty of a gypsy child, a quilombola child and a child from the urban periphery is not, in fact, responding to poverty; is responding to an abstraction of hers.

4.3 TEACHER TRAINING AND THE LIMITS OF WHAT THE SCHOOL CAN DO

Silva *et al.* (2020, p. e4562146) argued that "the training of rural teachers in Brazil faces tensions between policies that recognize the specificity of these contexts and institutional practices that reproduce urban teaching models, disregarding the living conditions and knowledge of rural subjects". This tension is not exclusive to rural education; It manifests itself in any context where the school tries to teach subjects whose reality was

not contemplated in the design of teacher training policies and curricula. The result is a teacher who arrives in the classroom with tools designed for a student who is not there.

Rondini, Martins, and Medeiros (2021, p. e3293014) identified that "the legal guidelines for the care of students with high abilities and giftedness reveal a tendency of Brazilian educational policies to legislate on diversity without providing the human and material resources necessary for the guidelines to be translated into effective pedagogical practices". This pattern, identified in the field of high skills, is structurally analogous to what occurs with policies aimed at poverty: legislation is legislated with generosity, implemented with scarcity. The distance between the text of the law and the reality of the classroom is not a failure of execution; It is a systemic characteristic that needs to be named and faced as such.

4.4 PERSPECTIVES FOR MORE ARTICULATED EDUCATIONAL POLICIES

The results of this research point to the need for a reorientation of educational policies that abandons the compensatory logic and adopts a structural perspective on the relationship between education and poverty. This reorientation requires, in the first place, recognizing that the school cannot do alone what should be done by an articulated set of social policies: housing, health, social assistance, food security and income generation. Secondly, it requires investing in teacher training in a contextualized way, preparing teachers not only to teach content, but to understand and respond to the living conditions of their students. Thirdly, it requires building mechanisms for evaluating educational policies that go beyond enrollment and approval rates, incorporating indicators of permanence with learning, well-being, and integral development of students in situations of vulnerability.

5 FINAL CONSIDERATIONS

This study analyzed the limits of public education in the fight against poverty, investigating the distances between what public policies prescribe and what pedagogical practice can accomplish in contexts of socioeconomic vulnerability. The investigative path demonstrated that this distance is neither accidental nor correctable by punctual adjustments; It is structural and reflects conceptions about the role of the school that need to be questioned rigorously.

The results indicate that Brazilian educational policies operate with a persistent contradiction: they attribute to the school the function of breaking with cycles of poverty without providing the material, formative and institutional conditions for this function to be

carried out. This contradiction is not new, but it deepens as the demands on the school grow without the resources and working conditions of teachers keeping up with this growth.

The compensatory logic that guides a large part of the educational policies aimed at poverty treats inequality as an individual deficit to be corrected by the school, and not as a product of structural relations that need to be faced on multiple fronts simultaneously. This logic blames the school for a failure that is, in origin, political and economic.

Teacher training emerges as the weakest link in the chain that connects public policy and pedagogical practice. Teachers who work in contexts of high vulnerability face demands for which their initial training rarely prepared them, and continuing education policies rarely manage to fill this gap in a consistent and sustained way.

The hypothesis that guided this study, that the distance between public policy and pedagogical practice is structural and not merely operational, finds consistent support in the literature analyzed. Brazilian educational policies tend to legislate generously and implement with scarcity, producing a system that formally recognizes rights without guaranteeing the conditions for their actual exercise.

The contribution of this study to the field of education lies in the critical systematization of the debate on the limits of the school in confronting poverty, articulating perspectives from the sociology of education, critical pedagogy and public policies that are often treated in isolation in the specialized literature.

The research has limitations that need to be acknowledged. The absence of primary data collected directly in schools restricted the analysis to the bibliographic and documentary level, without the possibility of direct empirical verification of the theoretical propositions constructed. Future studies that incorporate ethnographic research in high-vulnerability schools may offer more detailed evidence on the concrete ways in which poverty permeates everyday school life.

The concentration of Brazilian scientific production on education and poverty in certain regions and types of schools represents a gap that future studies should address. Research that investigates rural, quilombola, indigenous and urban periphery contexts in different regions of the country will contribute to a more comprehensive understanding of the phenomenon.

The intersectoral articulation between education, health, social assistance and housing is an agenda that Brazilian public policies formally recognize, but rarely implement in a coordinated manner. Future studies that evaluate concrete experiences of intersectorality in the fight against school poverty may offer subsidies for more effective policies.

The racial dimension of school poverty deserves specific and in-depth research. The results of this research indicate that educational policies rarely articulate race and poverty as interdependent variables, which compromises their ability to respond to the specific forms of exclusion that affect black, indigenous, and traditional community students.

This study reinforces that the school cannot be the only instrument to cope with poverty in a structurally unequal society. This statement does not diminish the role of education; on the contrary, it frees the school to do what it can do well, when it is not burdened with responsibilities that belong to the State and society as a whole.

The management of educational policies needs to incorporate evaluation mechanisms that go beyond enrollment and approval rates, including indicators of permanence with learning, student well-being, and teachers' working conditions. Without these indicators, policies will continue to be evaluated by metrics that don't capture what really matters.

The final reflection that this study proposes is the following: as long as poverty is treated as a variable external to the educational system, the school will continue to be called upon to solve what it did not produce and to answer for a failure that is not its own. Recognizing the limits of education in the fight against poverty is not an act of pessimism; It is the first step to build policies that are, at the same time, honest about what the school can do and committed to the conditions for it to do it well.

REFERENCES

- Araújo, G. dos S. (2020). Políticas públicas de formação para professores da Educação Básica: Estudo sobre a formação por EaD. *Revista Eletrônica de Educação*, 14, Article e3664092. <https://doi.org/10.14244/198271993664>
- Boff, E. T. de O., Bernard, A., & Carvalho, G. S. de. (2021). Promoção da alimentação saudável no contexto do livro didático e do fazer docente. *Revista Eletrônica de Educação*, 15, Article e4910061. <https://doi.org/10.14244/198271994910>
- Chizzotti, A., & Casali, A. M. D. (2020). Desigualdade, pobreza e diferença: Precariedade na vida escolar. *Educação e Filosofia*, 34(70), 193–222. <https://doi.org/10.14393/REVEDFIL.v34n70a2020-49541>
- Cinelli, C., & Struwka, S. (2025). Licenciatura em Educação do Campo: Uma revisão bibliográfica sobre políticas públicas emancipatórias. *Revista Brasileira de Educação do Campo*, 10, Article e19212. <https://doi.org/10.70860/ufnt.rbec.e19212>
- Diogo, M. F., & Bianchetti, L. (2020). Qualificação docente e desenvolvimento regional: Um estudo de caso em uma faculdade municipal. *Revista Eletrônica de Educação*, 14, Article e3097076. <https://doi.org/10.14244/198271993097>
- Ferreira, V. L., & Souza, R. S. de. (2023). A formação básica da população do campo: Questões e impasses que atravessam o processo de escolarização desses sujeitos. *Revista Brasileira de Educação do Campo*, 8, Article e15255. <https://doi.org/10.20873/uft.rbec.e15255>

- Leão, A. M. de C., Carneiro, R. G., & Bulzoni, A. L. F. (2020). Necessidades formativas do professor iniciante: Os desafios da diversidade na escola. *Revista Eletrônica de Educação*, 14, Article e4217123. <https://doi.org/10.14244/198271994217>
- Mainardes, R., & Fröhlich, R. (2024). Políticas educacionais e escolarização das pessoas com deficiência: Tensões no campo da educação especial. *Professare*, 13, Article e3371. <https://doi.org/10.33362/professare.v13i00.3371>
- Miranda, K. S., Barros, S. C. V., & Alves, J. N. (2021). Ações socioeducativas em tempos de pandemia. *Revista Eletrônica de Educação*, 15, Article e4725039. <https://doi.org/10.14244/198271994725>
- Molina, M. C., Santos, C. L. dos, & Brito, M. G. M. de. (2020). Proneza e a produção do conhecimento na formação de educadores e nas ciências agrárias: Teoria e prática no enfrentamento ao bolsonarismo. *Revista Eletrônica de Educação*, 14, Article e4539138. <https://doi.org/10.14244/198271994539>
- Neto, A. C. M., Nossa, S. L. X., Teixeira, A. M., & Moreira, N. P. (2021). Educação municipal e a escola em tempo integral. *Revista Eletrônica de Educação*, 15, Article e4099065. <https://doi.org/10.14244/198271994099>
- Perea, N. R., & Ramos, G. F. (2020). Construção do direito da criança pequena à educação no Brasil: História a partir do estado. *Revista Eletrônica de Educação*, 14, Article e3443082. <https://doi.org/10.14244/198271993443>
- Rodrigues, L. M., Barbosa, M. L. L., & Ribeiro, C. A. M. (2021). Documentos oficiais e legislações educacionais no combate às desigualdades raciais: Estudo com base na PNAD. *Revista Eletrônica de Educação*, 15, Article e4360011. <https://doi.org/10.14244/198271994360>
- Rodrigues, M. M., & Paula, E. de M. de A. T. (2021). Crianças de etnias ciganas no Brasil: Processos de escolarização na educação básica. *Cadernos de Pesquisa*, 28(3), 401. <https://doi.org/10.18764/2178-2229v28n3.202152>
- Rondini, C. A., Martins, B. de S., & Medeiros, T. H. G. de A. (2021). Diretrizes legais para o atendimento do estudante com altas habilidades/superdotação. *Revista Eletrônica de Educação*, 15, Article e3293014. <https://doi.org/10.14244/198271993293>
- Silva, H. D. S. de A., Anjos, M. de A. dos, Molina, M. C., & Hage, S. A. M. (2020). Formação de professores do campo frente às “novas/velhas” políticas implementadas no Brasil: R-existência em debate. *Revista Eletrônica de Educação*, 14, Article e4562146. <https://doi.org/10.14244/198271994562>