

**PUBLIC POLICIES IN BRAZILIAN EDUCATION: REALITIES, CHALLENGES,
AND PERSPECTIVES**

**POLÍTICAS PÚBLICAS NA EDUCAÇÃO BRASILEIRA: REALIDADES, DESAFIOS
E PERSPECTIVAS**

Received on: 22/09/2025

Accepted on: 30/09/2025

Published on: 19/12/2025

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Abstract: This paper addresses the complexity and challenges of public education policies in Brazil, focusing on policies aimed at basic education. The study discusses the role of the State in the formulation and implementation of these policies, analyzing key historical milestones, such as the creation of the Fund for the Maintenance and Development of Basic Education (Fundeb) and the National Education Plan (PNE), as well as specific programs such as the National School Feeding Program (Pnae). The qualitative documentary research highlights the importance of policies that promote educational equity and quality, but also identifies obstacles, such as lack of resources, administrative discontinuity, and regional disparities that compromise the effectiveness of the actions implemented. The analysis demonstrates that, despite advances, the sustainability and effectiveness of policies depend on a long-term commitment and integrated management between the federal, state, and municipal levels. Finally, recommendations are presented for the improvement of educational policies, emphasizing the need for strategic planning that considers regional specificities and ensures the inclusion of all students in the Brazilian educational system.

Keywords: Educational Policies. Basic Education. Inclusion. Regional Inequality. Educational Management.

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Resumo: Este trabalho aborda a complexidade e os desafios das políticas públicas educacionais no Brasil, com foco nas políticas voltadas para a educação básica. O estudo discute o papel do Estado na formulação e implementação dessas políticas, analisando os principais marcos históricos, como a criação do Fundo de Manutenção e Desenvolvimento da Educação Básica (Fundeb) e o Plano Nacional de Educação (PNE), bem como programas específicos como o Programa Nacional de Alimentação Escolar (Pnae). A pesquisa documental, de abordagem qualitativa, evidencia a importância de políticas que promovam equidade e qualidade educacional, mas também identifica obstáculos, como a falta de recursos, a descontinuidade administrativa e as disparidades regionais que comprometem a efetividade das ações implementadas. A análise demonstra que, apesar dos avanços, a sustentabilidade e eficácia das políticas dependem de um compromisso de longo prazo e de uma gestão integrada entre as esferas federal, estadual e municipal. Ao final, são apresentadas recomendações para o aprimoramento das políticas educacionais, enfatizando a necessidade de um planejamento estratégico que considere as especificidades regionais e assegure a inclusão de todos os estudantes no sistema educacional brasileiro.

Palavras-chave: Políticas Educacionais; Educação Básica; Inclusão; Desigualdade Regional; Gestão Educacional.

INTRODUCTION

Public policies in education represent an essential pillar for building a more inclusive and equitable society, reflecting governmental and social efforts to promote a quality educational environment that respects diversity and guarantees access to development opportunities for all citizens (Goergen, 2019; Carreira, 2020). Since the enactment of the Constitution of the Federative Republic of Brazil (Brazil, 1988) and the implementation of the Law of Guidelines and Bases for National Education (Brazil, 1996), the country has made progress in areas such as educational inclusion and universal access to education, especially in the early stages, although it still faces structural challenges that limit the effectiveness of these policies (Pertuzatti; Dickmann, 2019; Do Carmo *et al.*, 2019).

The recent context reveals that the Covid-19 pandemic has brought to light pre-existing weaknesses in the Brazilian educational system, exposing inequalities in access to and quality of education (Arruda, 2020; Dias; Pinto, 2020). According to data from the Anísio Teixeira National Institute for Educational Studies and Research (Inep), in 2024, Brazil had approximately 47.1 million students enrolled in basic education, but there was a reduction in the number of teachers hired through competitive examinations, indicating a possible crisis in teacher training and the retention of qualified professionals, especially in the North and Northeast regions, which historically have the greatest educational disparities (Brazil, 2024). These regional inequalities reinforce the need for public policies that consider the specificities of each local context, promoting social justice and human development (Diehl; Molina Neto; Silva, 2022).

The central issue that motivated this study lies in the analysis of the impacts of public education policies in post-pandemic Brazil and the challenges faced in ensuring educational equity in a scenario of growing polarization and political uncertainty (Abreu; Cruz; Soares,

2023; Ribeiro, 2020). Although initiatives such as the Full-Time School Program and the National Commitment to Child Literacy have been implemented to mitigate the effects of the pandemic and promote inclusion, administrative fragmentation and discontinuity of investments still compromise the effective implementation of these policies (Goergen, 2019; Arruda, 2020). The research question that guided the investigation was: "What are the main challenges faced by Brazilian public education policies in promoting an inclusive and equitable education system in the post-pandemic period?"

The overall objective of this study was to investigate how public education policies in Brazil have dealt with regional disparities and the impacts of the global health crisis, seeking to identify the main challenges and propose recommendations for building a more resilient and inclusive education system. Specifically, the study aimed to: (a) analyze continuing teacher training policies; (b) assess the impact of programs aimed at the inclusion of students in vulnerable situations; and (c) discuss the learning recovery strategies implemented in the post-pandemic context (Do Carmo *et al.*, 2019; Diehl; Molina Neto; Silva, 2022).

The rationale for this research is anchored in the need for a deeper understanding of educational policies as a mechanism for promoting equity and inclusion, especially in light of the increase in educational inequality during and after the pandemic (Dias; Pinto, 2020; Diehl; Molina Neto; Silva, 2022). Evidence indicates that, although there are well-structured public policies, such as the National Common Core Curriculum (BNCC) and the National Education Plan (PNE), implementation still faces challenges such as lack of financial resources and resistance to change on the part of some social segments (Pertuzatti; Dickmann, 2019; Ribeiro, 2020). In this sense, this study seeks to contribute to the academic literature by providing a critical and up-to-date analysis of the effectiveness of educational policies in Brazil and their potential to transform the educational landscape.

The methodology adopted was based on a qualitative y literature review, as proposed by Gil (2017), focusing on academic publications from 2019 to 2024, available on Google Scholar. The inclusion criteria involved studies that discussed the implementation of educational policies in different contexts and specific programs aimed at promoting equity. Research that did not directly address the field of educational public policies or that was limited to quantitative analyses without contextualizing the sociopolitical scenario was excluded. By adopting an approach focused on recent studies, this research aimed to understand current dynamics and propose solutions that dialogue with the contemporary educational context, especially in the post-pandemic period (Arruda, 2020; Do Carmo *et al.*, 2019). This work,

therefore, aims to offer a significant contribution to the field of public education policy, providing a critical and informed view of the challenges and possibilities for building a more inclusive and equitable education system in contemporary Brazil.

CONCEPT OF PUBLIC POLICIES IN EDUCATION

The concept of public policies in education involves a set of deliberate and coordinated actions developed by the state and other social agents with the aim of regulating, promoting, and ensuring the effectiveness of the educational rights of all citizens. According to Goergen (2019), public education policies are fundamental to ensuring the democratization of education, as they establish guidelines and regulations that guide everything from school management to curriculum design and educational financing mechanisms. These policies are characterized by their intentionality and are formulated based on a long-term vision that seeks to respond to social demands and overcome educational inequalities present in society.

The theoretical construction of public education policies is multidisciplinary and encompasses various schools of thought. Saviani (2019) argues that the conception of public education policies is linked to the idea of education as a social right and a public good, which implies the State's responsibility to ensure access and retention of all citizens in school. For Saviani, this conception must overcome the neoliberal model, which often tends to treat education as a service to be consumed, minimizing the role of the State and leaving educational provision to market logic. This approach highlights the need for robust and interventionist policies that not only guarantee access but also promote educational quality and equity.

In the literature, the view of Diehl, Molina Neto, and Silva (2022) also stands out, emphasizing that the formulation of public education policies must consider the social, political, and economic context in which they are inserted. These authors argue that the success or failure of an educational policy depends on the coordination between different actors—such as managers, educators, parents, and students—and the ability to adapt these policies to local realities. In this sense, a successful public policy is one that is capable of responding to the specific needs of each community, respecting cultural and regional diversity, and promoting constant dialogue between the federal, state, and municipal spheres.

Another relevant aspect of the concept of public policies in education is the distinction between supply policies and demand policies, as discussed by Pertuzatti and Dickmann (2019). Supply policies refer to actions aimed at ensuring the availability of places, infrastructure, and teaching resources, while demand policies focus on stimulating demand for education,

promoting awareness of the importance of education, and encouraging the active participation of the school community. This distinction is essential for understanding the different strategies adopted by the state to promote inclusion and reduce school dropout rates, especially in regions with high social vulnerability.

Carreira (2020) makes an important contribution by discussing the role of public policies in promoting environmental education, emphasizing that educational training should include aspects related to sustainability and environmental preservation. For the author, educational policies that ignore the integration of environmental education into school curricula miss the opportunity to train conscious and critical citizens capable of acting as agents of change in society. Thus, the author argues that educational policies should go beyond traditional content and encompass cross-cutting themes that connect academic training to socio-environmental reality.

Arruda (2020), in turn, analyzes the impact of public education policies during the Covid-19 pandemic, highlighting the importance of emergency policies to ensure the continuity of the educational process in crisis contexts. He argues that the adoption of remote teaching strategies was a necessary measure, but one that revealed profound inequalities in access to technology and infrastructure in public schools. Thus, public policies must be flexible and capable of adapting to unexpected situations, ensuring that the right to education is not interrupted in times of adversity.

The analysis of public education policies also requires a critical look at teacher training and appreciation policies. According to Do Carmo *et al.* (2019), continuing teacher training is a central element for the effective implementation of educational policies, since teachers are the main agents of change within schools. Public policies that invest in the training and value of educators tend to be more successful in promoting innovative pedagogical practices and raising the quality of teaching. However, the lack of resources and the devaluation of the teaching career are constant challenges that hinder the full implementation of these policies.

Finally, the discussion on public policies in education also involves an analysis of their application in specific contexts, such as special and inclusive education. Grandisoli, Curvelo, and Neiman (2021) emphasize that policies aimed at the inclusion of students with special needs must be comprehensive and consider aspects such as teacher training, the adaptation of teaching materials, and the restructuring of school spaces. In this sense, inclusive policies should ensure not only the enrollment of these students, but also the creation of a welcoming environment conducive to the development of their potential.

The concept of public policy in education encompasses a series of actions and strategies that aim to guarantee access, retention, and quality of education, respecting the particularities of each context and promoting educational equity. The formulation and implementation of these policies depend on an integrated and collaborative approach that involves the participation of all educational actors and considers the multiple dimensions that make up the educational process.

THE ROLE OF THE STATE IN EDUCATIONAL POLICIES

The role of the State in the formulation and implementation of educational policies is fundamental to ensuring that education is universal, inclusive, and of high quality, as established by the Federal Constitution (Brazil, 1988). The state's responsibility for providing education is outlined in constitutional principles that recognize education as a social right, with the government responsible for ensuring access, retention, and academic success for all citizens (Saviani, 2019). In this sense, the state acts as the main manager and regulator, formulating guidelines, ensuring adequate funding, and monitoring the quality of education offered in public and private schools.

Historically, state intervention in the field of education has gone through several phases that reflect the social, political, and economic changes in the country. According to Ribeiro (2020), during the imperial period, education in Brazil was marked by an elitist system, restricted to privileged social groups. With the advent of the Republic and the introduction of the first Law of Guidelines and Bases (LDB) in 1961 (Brazil, 1961), the role of the state was redefined to align with an ideal of democratization of education. However, the implementation of effective educational policies was slow and often interrupted by changes in government and a lack of administrative continuity (Saviani, 2019).

Nowadays, state responsibility encompasses not only the regulation and standardization of the educational system, but also the development of specific programs that promote inclusion and equity. Programs such as the Basic Education Maintenance and Development Fund (Fundeb) and the National Education Plan (PNE) represent government efforts to ensure equitable distribution of resources and set goals that guide the education system at all levels (Pertuzatti; Dickmann, 2019). Fundeb, for example, aims to ensure that all municipalities, regardless of their economic capacity, can offer quality basic education. This is essential to combat regional inequalities and ensure that education is not a privilege but a universal right.

However, the implementation of educational policies faces significant challenges, such

as discontinuity of investments, lack of resources, and political resistance (Do Carmo et al., 2019). According to Diehl, Molina Neto, and Silva (2022), the effectiveness of policies depends on integrated management between the different levels of government—federal, state, and municipal—and a real commitment to transparency and social participation. This coordination is particularly important in a country with the size and disparities of Brazil, where each region has specific needs and contexts that require differentiated public policies.

In terms of promoting inclusion and equity, the state has an obligation to develop programs that serve historically marginalized groups, such as people with disabilities, indigenous communities, riverine communities, and quilombola communities (maroon communities). According to Carreira (2020), education for diversity should be a structuring axis of public policies, ensuring that educational provision respects the cultural and linguistic specificities of each group. The formulation of educational policies aimed at inclusion thus involves adapting curricula, training teachers, and building accessible and welcoming educational environments.

Therefore, the role of the state in educational policies goes beyond simply guaranteeing access. It involves promoting education that is inclusive, equitable, and focused on the integral development of the individual. This role requires an ongoing commitment to social justice, the promotion of active citizenship, and the training of individuals capable of contributing critically and constructively to society (Goergen, 2019).

HISTORY OF EDUCATIONAL POLICIES IN BRAZIL

The development of educational policies in Brazil reflects the country's complex historical trajectory, marked by tensions between exclusionary educational models and efforts to democratize education. From the colonial period to the present day, public policies in the area of education have undergone profound transformations that have shaped the educational offer and the organization of the education system. During the colonial period and the early imperial period, for example, education was restricted to a small elite group and was mainly provided by religious institutions with the aim of training political and religious leaders for society (Saviani, 2019).

With the Proclamation of the Republic in 1889, a new scenario emerged that brought discussions about the need for broader and more secular education. The creation of the first state education system in the early 20th century represented a significant advance, but public education still remained inaccessible to a large part of the population. From the 1930s onwards,

with the New School movement, a more significant change began, proposing free public education for all, although practical achievements were limited (Saviani, 2019).

An important milestone in Brazilian educational history was the enactment of the first Law of Guidelines and Bases for National Education (LDB) in 1961 (Brazil, 1961), which consolidated the educational structure and defined the role of the state in regulating and supervising education. However, the military dictatorship (1964-1985) imposed a setback by curtailing academic freedom and promoting an education focused on technical skills and workforce training, to the detriment of a critical and democratic education (Ribeiro, 2020).

The (re)democratization of Brazil brought new perspectives to educational policies. The Federal Constitution (Brazil, 1988) established education as a social right and duty of the State, and the new LDB (Brazil, 1996) expanded this right, incorporating principles such as democratic management and the valorization of education professionals (Pertuzatti; Dickmann, 2019). The National Education Plan (PNE), established in 2001 and reformulated in 2014, defined goals and strategies for universalizing education and improving educational quality. These policies sought to address the legacy of exclusion and inequality that characterized the country's educational history, but implementation remains a challenge, with limited progress in some regions and areas.

In the 21st century, Brazil also adopted educational policies aimed at specific groups, such as the National School Transportation Assistance Program (Pnate) and the Support Program for Municipal Education Leaders (Pradime), which aim to ensure inclusion and equity in access to education, especially in rural areas and traditional communities (Carreira, 2020). However, administrative discontinuity and changes in government management have impacted on the effectiveness of these policies, revealing the need for a more solid and lasting commitment to public and quality education (Do Carmo *et al.*, 2019).

The historical trajectory of educational policies in Brazil reflects the complexity and contradictions of a country that, while recognizing education as a universal right, faces difficulties in guaranteeing this right effectively and equitably.

PUBLIC POLICIES FOR BASIC EDUCATION

The main objective of public policies aimed at basic education in Brazil is to ensure universal access and improve the quality of education for children and adolescents, promoting comprehensive and inclusive education. In this context, two fundamental initiatives stand out: the Fund for the Maintenance and Development of Basic Education and the Valorization of Education Professionals (Fundeb) and the National School Feeding Program (Pnae). Both play

crucial roles in structuring the educational system and supporting schools throughout the country, providing financial support and essential resources for maintaining quality public education.

Fundeb, established by Constitutional Amendment No. 53 of 2006 (Brazil, 2006) and recently reformulated by Constitutional Amendment No. 108 of 2020 (Brazil, 2020), is a financing mechanism that ensures the equitable distribution of resources for basic education in all Brazilian states and municipalities. The main innovation of the new version of Fundeb was to make it permanent and increase the federal government's share of financing, which rose from 10% to 23% of the Fund's total resources, with progressive increases until 2026 (Diehl; Molina Neto; Silva, 2022). This increase in federal participation aims to reduce regional inequalities and ensure a minimum standard of quality, especially in areas that have historically suffered from a lack of investment, such as the North and Northeast regions.

The impact of Fundeb on improving basic education can be seen in several aspects, such as the expansion of the number of places available, the valorization of education professionals, and the reduction of school dropout rates (Carreira, 2020). However, the effective implementation of the Fund faces significant challenges, such as the need to improve oversight mechanisms and ensure the proper application of resources by federal entities. In addition, studies indicate that simply injecting resources is not enough to guarantee improvements in learning, requiring more efficient management and greater training of professionals working in the administration of educational resources (Do Carmo *et al.*, 2019).

At the same time, the PNAE is a public policy that complements efforts to promote equity and quality in basic education by ensuring food security for students, an essential factor for cognitive development and school retention. Established in 1954 and regulated by Law No. 11,947 of 2009 (Brazil, 2009), the PNAE aims to ensure healthy and adequate nutrition for all students in basic education, from early childhood education to high school, with a special focus on low-income students (Carreira, 2020). Currently, the program serves more than 40 million students and is considered one of the largest and oldest school feeding programs in the world (Goergen, 2019).

The PNAE not only contributes to improving school performance by ensuring that students have access to nutritious meals during school hours, but also strengthens family farming by allocating at least 30% of the funds transferred to states and municipalities for the purchase of locally produced food (Grandisoli; Curvelo; Neiman, 2021). This initiative promotes the sustainable development of rural communities and fosters food and nutrition

education in schools, connecting students to the production process and the benefits of healthy eating. However, the implementation of PNAE faces difficulties in regions with low organizational capacity among family farmers, which can limit access to quality food and affect the program's impact on students' food security (Carreira, 2020).

In addition to Fundeb and Pnae, other educational policies, such as the Mais Educação Program and the School Transportation Support Program (Pnate), also contribute to improving basic education by addressing issues such as student retention in school and access to education in rural and remote areas (Goergen, 2019). The Mais Educação Program, for example, promotes comprehensive education by extending the school day and including extracurricular activities that stimulate students' overall development. Pnate, in turn, offers financial support for the maintenance and expansion of school transportation, ensuring that children and adolescents living in remote areas can attend school regularly.

However, despite the advances brought about by these policies, there are still significant challenges to ensuring quality education for all students in basic education. The management of financial resources and the continuing education of teachers remain important bottlenecks that need to be addressed in order for educational policies to achieve their objectives. According to Arruda (2020), the effectiveness of these policies depends on integrated coordination between levels of government and a strategic vision that takes into account the specificities of each region. In this sense, improving basic education in Brazil requires not only financial resources, but also public policies that promote democratic, participatory management focused on human development.

CHALLENGES IN THE IMPLEMENTATION OF PUBLIC POLICIES IN EDUCATION

The implementation of public policies in Brazilian education faces historical and structural challenges that hinder the implementation of actions aimed at improving the educational system. Among the main obstacles are the lack of adequate financial resources, administrative discontinuity, and regional disparities that compromise educational equity and the effectiveness of the adopted policies. Insufficient allocation of funds, especially in states and municipalities with low financial capacity, is a recurring problem. According to the Anísio Teixeira National Institute for Educational Studies and Research (Inep), many Brazilian municipalities depend on federal transfers, such as Fundeb, to maintain their education networks (Do Carmo *et al.*, 2019). The lack of sufficient resources for infrastructure, teacher

training, and teaching materials directly affects the quality of education and limits the ability of schools to implement policies of inclusion and pedagogical innovation.

In addition to the scarcity of resources, administrative discontinuity is a critical factor that has hindered the success of many educational initiatives in Brazil throughout its history. Frequent changes in government and institutional management result in interruptions or reformulations of programs and projects, creating a lack of stability that compromises policy continuity and the consolidation of results (Arruda, 2020). With each new administration, established policies are revised or replaced, making it difficult to build a robust and consistent educational system over time. For example, continuing education programs for teachers, such as the National Pact for Literacy at the Right Age (Pnaic), often suffer cuts or reformulations that directly impact educators and teaching practices in the classroom (Diehl; Molina Neto; Silva, 2022).

Regional disparities also pose a significant challenge to the implementation of equitable educational policies. Regions such as the North and Northeast face additional difficulties, such as a lack of basic infrastructure, including access to sanitation and electricity in schools, as well as territorial extension, which limits the effectiveness of policies for inclusion and expansion of full-time education (Carreira, 2020). These regional inequalities directly affect the ability to implement national programs, such as the Mais Educação (More Education) Program, which seeks to extend the school day and provide complementary activities to students, but faces difficulties in being implemented in municipalities with poor structural conditions (Pertuzatti; Dickmann, 2019).

Another important challenge is the lack of training and recognition of education professionals. Inadequate teacher training and low pay affect motivation and teaching quality, resulting in a vicious cycle that perpetuates the low effectiveness of education policies. According to Goergen (2019), without consistent policies for continuing education and professional development, teachers have little room to innovate and apply new teaching methodologies, which reduces the impact of policies aimed at improving educational quality. In addition, high teacher turnover, especially in the most vulnerable regions, compromises the continuity of pedagogical practices and the implementation of long-term projects.

Despite the existence of a national minimum wage for basic education teaching professionals, its effectiveness still faces significant obstacles. Many states and municipalities are unable to fully comply with this minimum wage, either due to budgetary constraints or a lack of political priority, which creates wage disparities between regions and compromises the

value of the teaching career. Furthermore, even when the minimum wage is respected, it is still lower than that of other professions requiring higher education, which highlights the historical devaluation of teaching and makes it difficult to attract and retain talent in the field of education.

Another crucial obstacle is the lack of effective policies for training and valuing education professionals. Initial training often does not adequately prepare teachers for the challenges of the classroom, and the absence of ongoing professional development programs limits pedagogical innovation. As Goergen (2019) points out, without consistent investment in continuing education and professional recognition, teachers have little autonomy to implement new methodologies, which weakens the effects of public policies aimed at improving educational quality. High turnover, especially in vulnerable areas, exacerbates this scenario, undermining the continuity of pedagogical projects and the building of lasting bonds with the school community.

Therefore, for educational policies to achieve their objectives, long-term planning is necessary, involving the integration of federal, state, and municipal spheres, as well as a system of continuous monitoring and evaluation that allows for adjustments and improvements over time (Saviani, 2019). Overcoming the challenges in implementing public education policies depends on a lasting political commitment and consistent investments that prioritize equity and quality in education.

RECENT PROGRAMS AND INITIATIVES IN BRAZILIAN EDUCATION

In recent years, Brazil has implemented a series of programs and initiatives aimed at promoting inclusion, improving the quality of education, and adapting the educational system to new social demands. Among the main programs is the *Novo Ensino Médio* (New Secondary Education – Highschool), established by Law No. 13,415/2017 (Brazil, 2017), which aims to make the curriculum more flexible and allow students to choose areas of knowledge more aligned with their interests and life projects. The New Secondary Education program aims to increase engagement and the relevance of education for young people, but its implementation has generated criticism and practical challenges, especially related to teacher training and the adequacy of school infrastructure (Carreira, 2020). The difficulties in ensuring that all schools can offer a diverse range of educational pathways are evident, resulting in uneven implementation of the reform and doubts about its ability to promote equity in access to different areas of knowledge (Ribeiro, 2020).

The Mais Educação (More Education) Program is another example of a recent initiative that seeks to expand the provision of comprehensive education by promoting an extended school day with complementary activities. Initially implemented in 2007 and relaunched in 2020, the program aims to reduce social vulnerability and improve learning rates, especially in high-risk areas. The integrated approach of Mais Educação, which involves cultural, sports, and educational activities, aims to provide a more complete education and promote the comprehensive development of students (Do Carmo *et al.*, 2019). However, the implementation of the program faces barriers such as a lack of resources and adequate infrastructure, which prevents many schools from offering full-time comprehensive education.

In terms of policies aimed at the inclusion of students with disabilities, the Inclusive Education - Right to Diversity Program has played a key role in promoting a more accessible and welcoming school environment for students with special educational needs. Established by Ordinance No. 1,793 of 1994 and reformulated in 2015, the program focuses on teacher training, curriculum adaptation, and ensuring physical and pedagogical accessibility in schools (Carreira, 2020). Despite important advances, such as the inclusion of students with disabilities in regular education, the program still faces challenges in training specialized professionals and in the availability of adapted teaching materials, especially in more isolated regions (Grandisoli; Curvelo; Neiman, 2021).

Although these initiatives represent advances in the field of public education policy, they still need adjustments to fully achieve their objectives. The lack of coordination between different levels of government and the discontinuity of investments are barriers that need to be overcome to ensure the effectiveness of these actions (Diehl; Molina Neto; Silva, 2022). In addition, the need for continuous monitoring and critical evaluation of results is essential for programs to adapt to emerging needs and promote quality education for all.

CONCLUSION

The final considerations of this study highlight the complexity and challenges inherent in the formulation and implementation of public education policies in Brazil. Despite the regulatory and structural advances made over the last few decades, there is still a long way to go before the Brazilian education system can offer equitable, quality, and universal education. The development of robust policies, such as the PNE and Fundeb, reflects the State's ongoing effort to correct historical inequalities and ensure that resources are distributed in a way that prioritizes the most vulnerable municipalities and states. However, the obstacles to ensuring

the effectiveness of these policies are multifaceted and range from financing problems to issues related to governance and educational management.

The implementation of programs such as PNAE and Mais Educação has contributed to expanding school enrollment and retention rates, while also serving as important instruments for promoting educational equity. However, it is clear that disparities between different regions of the country, especially between the North and Northeast in comparison with the South and Southeast, still represent a significant barrier to these policies fully achieving their objectives. Differences in access to quality school infrastructure, the shortage of trained professionals, and high teacher turnover indicate that efforts to build a more inclusive education system are still insufficient. Thus, policies aimed at valuing the teaching profession and continuing education for teachers are essential to ensuring quality public education.

In addition, administrative discontinuity and lack of coordination between the federal, state, and municipal levels are recurring problems that affect the stability and longevity of public education policies in Brazil. With each change of government, many programs are interrupted or reformulated, compromising the construction of a cohesive and long-term education policy. This scenario reveals the need for more robust educational planning that transcends government administration and ensures that the most impactful policies are preserved and strengthened over time. Without a lasting commitment and a strategic vision that integrates different agents and sectors, it becomes difficult to promote significant structural changes that can truly transform the educational system.

The issue of educational funding also stands out as one of the main obstacles to the effectiveness of public policies. Although the new Fundeb represented an important advance by increasing the federal government's share of basic education funding, many municipalities still face difficulties in efficiently managing the resources they receive. The lack of basic infrastructure, such as libraries, science and technology laboratories, and the shortage of teaching materials adapted for students with disabilities, are problems that limit the implementation of inclusion and quality policies. Educational equity requires not only the fair distribution of resources, but also efficient and results-oriented management to ensure that these resources are used to promote learning for all students, regardless of their social background or geographic location.

On the other hand, initiatives aimed at the inclusion of students with specific educational needs represent an important advance in the recognition of the right to diversity and equal opportunities within the school environment. However, these policies face

considerable challenges in their implementation, such as a lack of specialized teachers, inadequate curricula, and a lack of adequate pedagogical support. A continuous effort is needed to ensure that inclusion is not limited to enrolling these students in regular classes, but that it translates into pedagogical practices that value their potential and guarantee a truly inclusive and welcoming environment.

In this context, continuous evaluation and review of educational policies are essential to ensure that objectives are achieved and that necessary adjustments are made based on concrete evidence and measurable results. Building a quality and equitable educational system requires an integrated and collaborative approach that involves not only the government, but also civil society, school administrators, and the students themselves. The active participation of all these actors is fundamental to the formulation of policies that effectively respond to the country's educational needs and aspirations.

Thus, the results of this study point to the need for a deeper and more lasting political and social commitment to education. Public policies that are not only reactive but also preventive and planned are essential to ensure that the right to education is fully realized for all Brazilians. The construction of a more just and inclusive educational system depends, above all, on the country's ability to overcome the structural barriers that limit access to and quality of education, promoting a school environment that values diversity and is capable of forming critical citizens who are prepared to face the challenges of the contemporary world.

In view of the multiple challenges presented, it can be concluded that the transformation of the Brazilian educational system requires more than good intentions and legal frameworks: it requires coordinated, continuous, and committed action among the various levels of government and civil society. Overcoming regional inequalities, effectively valuing the teaching profession, ensuring adequate infrastructure, and fully including all students are fundamental pillars for building quality public education. Only with lasting, evidence-based, and equity-oriented policies will it be possible to consolidate an educational project that not only respects the right to learning but also promotes social justice and human development in all regions of the country.

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