

Final Report of the National Consultation - Brazil

1. NATIONAL CONSULTATION PROCESS FOR THE EDUCATION TRANSFORMATION SUMMIT - TES

National Youth Listening Report

Dates	July 28, 29 and 30, 2022
Title	Listening - Building the Map of Hope. Transforming Education Summit/2022
Types	Regional
Geographic Focus	North and Northeast
Number of Participants for each consultation	10 teenagers per session
Language used	Portuguese

Total number of participants by age group in youth listening

22	0-17
10	18-29
0	30-59
0	60+

Number of Participants by Gender in Youth Listening

15	Female
16	Male

01	Trans
0	Non-binary

Number of participants per sector in youth listening

32	Education		Nutrition
	Child Protection		Communication
	Health		Information Technology
	Work		Social Protection
	Environment		Water, Health Surveillance
	Finance		Other

Number of Participants by Interest Group in the General Consultation

09	Teachers, Educators, Facilitators
20	Young Students (including children and teenagers)
03	School Leadership
01	Parliamentarians
13	Government and National Institutions
03	Public Servers
02	International and National Funding Institutions
03	Scientific, academic, university and research center community

2. PRINCIPLES OF ENGAGEMENT

The collection of information was organized to ensure the following principles of national consultations:

➤ The principle of national consultation regarding the approach that covers all governmental levels was guaranteed by access to official information from bodies such as the Ministry of Education – MEC, the National Fund for the Development of Education - FNDE, the National Institute of Applied Studies and Research – IPEA, the National, State, and Municipal Education Forums, the Brazilian Institute of Geography and Statistics – IBGE, and other instances of educational policy management at the national level.

➤ The principle of national consultation regarding inclusion and equity was ensured by monitoring and verifying the results of inclusion and equity policies executed by official bodies, private sector organizations, and non-profit and philanthropic institutions. The inclusion and equity aspects taken into consideration comprise the insertion of people with disabilities, by checking the results and noting the ongoing actions related to Special Education and training for work.

Likewise, the principle of inclusion and equity focuses on the insertion of people who have not attained the right levels of schooling and those who needed to undergo retraining and digital inclusion during the Covid-19 Pandemic, through the Youth and Adult Education Program with actions such as EJA integrated to Professional and Technological Education, and the National Program of Youth Inclusion – Projovem; Inclusion of Indigenous and Quilombolas, through the National Program of Indigenous School Education – PNEEI, as well as actions aimed at Quilombola and Afro-descendant populations; Inclusion of the low-income population with the various official social assistance programs, school lunch and meal programs and funding from philanthropic institutions as well as student funding in higher education.

The legal studies has made it possible to identify the perception of the female population with respect to the differences in relation to the male population, as well as several State actions aimed at guaranteeing the inclusion of women in all spheres of society, particularly in education, employment and justice under equal conditions, were identified.

The principle of the national consultation regarding the focus on young people as "agents of change" was guaranteed through consultation done by UNICEF in the North and Northeast regions of Brazil. For the purpose of listening, representatives of the Adolescent Citizenship Centers – NUCAS were selected, which are part of the UNICEF Seal

methodology and spaces in which adolescents organize themselves into a network, discuss important issues for their realities and take their demands to municipal public management. The methodology used named the active groups of adolescents who work with citizenship and engagement with local managers as "reservoir of hope" and counted on a sample of young people from the Northeast Region and from the North Region of Brazil. This listening was carried out under the name of "Making up the Map of Hope". In this phase of the consultation, besides the young people, educators and civil servants were heard.

3. FOCUS AND RESULTS OF THE CONSULTATION

Based on the Summit's five thematic action paths and the issues raised in the debate papers, and in the Briefing Notes on the Future of Education, the main areas of interest for the national consultations were:

1. Inclusive, equitable, safe, and healthy schools

Among the main areas of interest in consultations referring to action track 1: Inclusive, equitable, safe, and healthy schools were addressed and the inclusion of people with disabilities; inclusion of indigenous peoples, quilombolas and afro-descendants; inclusion of people who did not have access to education at the right age; women's inclusion; inclusion of low-income people; among others.

A look at the current state of Brazil has allowed us to identify that the Brazilian State, since the 19th century, has been gradually engaging in actions that lead to the improvement of an egalitarian and more inclusive society, even when the term "inclusion" was not used in the sense given by today's society. The current Constitution of the country, Federal Constitution of 1988, considers Education as a right of all and a duty of the State and the family, under the principles of equal conditions of access and permanence in school, as well as the guarantee of the right to education and to lifelong learning.

School is one of the main instruments that contribute to the development of society, and the most significant transformations of a people are usually evidenced in intergenerational spaces. The commitment to inclusive, equitable, and quality education made by governments around the world through Sustainable Development Goals 4 (SDG 4) reflects the intention to promote changes within individuals and communities through Education, however, as each country has its own history and specific circumstances that condition its existence, it is understandable that there are asymmetries in the pace and depth of changes in each society.

Brazil, as an active member of the world community, knows how to welcome and put into practice the proposals coming from Non-Governmental Organizations, International Organizations, and the world scientific community, but does not restrict itself to receiving, but rather engages in joint work and shares its advances with other nations that require its cooperation. The normative and institutional framework that Brazil has been perfecting for over 160 years, allows us to say that the leadership of the State must always be attentive to the changes and demands of society, as happened in Empire-Brazil, when Dom Pedro II supported the creation of the current Benjamin Constant Institute – IBC in 1854, and the current National Institute of Deaf Education – INES in 1857, national reference bodies that work uninterruptedly until today and are linked to the Ministry of Education.

A sample of the constant effort of the Brazilian State and the organized society in the improvement of the regulatory framework, in the area of the inclusion of people with disabilities, we find it in Law 13.146/2015, which established the Brazilian Law of Inclusion of the Person with Disability – LBI, or also called the Statute of the Person with Disability.

Among many concrete actions towards the improvement of an inclusive education, one can highlight the Training Program for Basic Education Professionals in Special Education, which aims to promote the continued qualification in Special Education of teachers of specialized educational services and professionals from the Basic Education. It is also worth mentioning the continuity of the Accessible Textbook Program (2018PNLD), through which the Ministry of Education made available in 2019, in addition to the EPUB3 digital format, the universalization of books in Braille-ink, intended for elementary school students, 1st to 5th grade, resulting in 362 titles transcribed into Braille, in addition to the production of 28,317 works in Braille-ink for the entire national territory. In 2020, 10,776 Braille-ink books were evaluated and produced, of which 286 were different works, for distribution to blind students from the 6th to 9th grades of elementary school, and in accessible digital format intended for students with low vision.

It can be mentioned, the Multifunctional and Bilingual Resource Room Program for the Deaf, which aims to allocate financial resources, in the operational and regulatory molds of the Dinheiro Direto na Escola Program - PDDE, to public schools in the municipal, state and Federal District of Basic Education for the purpose of promoting accessibility of specific multifunctional or bilingual resource rooms for the deaf, as provided in Resolution N. 15, of October 7, 2020. In the last 3 years, the Ministry of Education has made available about R\$ 500 million (almost 100 million dollars) distributed to 20,000 schools for this purpose.

From the Brazilian perspective, in addition to the inclusion of people with disabilities, other citizens also need to be covered by the actions of the State and who are also covered by the Federal Constitution of 1988 and other infra-constitutional norms, as in the case of native communities, quilombolas and Afro-descendants, adults who did not have access to education at the right age, low-income people, and, in a very unique way, women who, for cultural reasons, have not yet reached full equality of rights in all societies.

As a mechanism for the inclusion of indigenous peoples, the Secretariat of Specialized Modalities – SEMESP, of the Ministry of Education, implemented the National Plan for Indigenous School Education – PNEEI, which consists of the intergovernmental planning of Indigenous School Education (EEI) and aims to implement the proposals deliberated at the II National Conference on Indigenous School Education (CONEEI), in addition to strengthening the regime of collaboration between federated entities, social participation, transparency of actions and management by results, constituting an instrument for monitoring, evaluation and social control of the ISS.

Among the inclusive policies of the Brazilian educational system, in addition to Special Education and Indigenous School Education, Youth and Adult Education – EJA is of fundamental importance, which in Brazil already has more than half a century of concrete actions aimed at the schooling of people who, for various reasons, did not have access to school at the proper age. In line with the *Concept Note on Summit Workflows – TES*, when it states that “the future of education requires urgent and concerted action by governments, local authorities and the global community to transform the principle of leaving no one behind in the practice of full inclusion, empowerment and social justice”, the Federal Constitution of 1988, in its article 208, establishes that the State's duty to education will be carried out by guaranteeing: "I - Compulsory and free basic education from four (4) to seventeen (17) years of age, guaranteed including its free offer for all those who did not have access to it at the proper age (emphasis added).

Talking about healthy schools, it is important to mention the School Health Program (PSE), an intersectoral policy of the Ministries of Health and Education. The Program aims at the permanent integration and articulation of education and health, improving the quality of life and health of students and the school community. The PSE contributes to the integral formation of students through actions of promotion, prevention and health care, with a view to facing the vulnerabilities that compromise the full development of children and young people in the public school system. The beneficiary public of the PSE are the students of

Basic Education, managers and professionals of education and health, and school community.

Several other mechanisms for the transformation of education have been implemented by the Brazilian State in order to observe Sustainable Development Goal 4 – SDG 4, in the sense of having inclusive, equitable, safe, and healthy schools. In the direction of the discussion document referring to the action track 1 (Action Track 1), of the Education Transformation Summit – TES, in which the concern for children and young people who are often targets of violence, discrimination and exclusion based on their socioeconomic status, disabilities, migratory status, ethnicity, nationality or other characteristics, the Brazilian Constitution establishes that "the practice of racism constitutes an imprescriptible, non-bailable crime, subject to imprisonment, under the terms of the law".

Also, a set of laws was implemented to protect students, children and adults against discrimination, such as the Statute of Persons with Disabilities – LBI; the Child and Adolescent Statute – ECA, from which the creation of Guardianship Councils derives and which prohibits night, dangerous or unhealthy work to persons under eighteen years of age and any work to persons under sixteen years of age, except as apprentices, from fourteen years of age.

Comprising the protective set of children and adolescents at school, there is the National School Feeding Program - PNAE, which was maintained during the period when students were not attending schools due to the Covid-19 pandemic; the National Immunization Program – PNI, which in the National Vaccination Calendar (19 immunizations of the annual routine) includes not only children, but also teenagers, adults, the elderly, pregnant women and indigenous peoples.

Transformative and inclusive education creates the essential conditions to promote the potential of learners; contributes to the transformation of institutions to achieve an equitable, welcoming, inclusive and peaceful society, by ensuring that all students have free access to education in an environment in which they are active agents and are supported by services and care within school boundaries.

2. Learning and skills for life, work and sustainable development

Among the main areas of interest in the consultations regarding “action track 2: Learning and competencies for life, work and sustainable development”, the main guidelines in the National Common Curricular Base of Brazil were addressed as a mechanism for

transforming the traditional educational standard to a model that is better adapted to the demands of the modern world.

Transforming education implies reconfiguring the mechanisms, strategies and practices used in the educational processes of students, which means empowering students with knowledge, skills, competences, values and attitudes so that they are able to adapt to changes, face challenges and overcome conflicts that may arise during life, contributing to human and planetary well-being and the sustainable development.

Every process of assimilation and maturation of knowledge requires certain amounts of time that vary from person to person, and many teaching practices have fallen into disuse, precisely because they dealt with students as homogeneous subjects and simple receivers of information. Learning of fundamental skills includes alphabetization from a literacy and numeracy perspective and is indispensable for the incorporation of new knowledge throughout life. This field of knowledge must be worked on along with the skills and competencies that enable the student to constitute a healthy and productive life in changing environments.

The increasing complexity of globalized and interconnected societies presents existential challenges that must be faced by the world's society, such as climate change, changes in employment patterns and in the economic model. There is a need for the Transformation of Education so that it adapts to the new social demands, in which its work is based on the empowerment of individuals with knowledge, skills, competences, values and actions that allow them to establish the boundaries between the private sphere and the common/open domain that characterizes development of our societies in the current phase of transformation consistent with virtuality.

To this end, curricula should emphasize intercultural, interdisciplinary and ecological learning aspects so that all students, from early childhood to adulthood, not only acquire relevant knowledge, but are also empowered to act and contribute to the global development, peace, sustainable development, and social transformation. To increase employability and enable a sustainable transition, youth and adults also need continuous re-skilling and upskilling for rapidly changing job markets affected by increased digitalization and the calls for building a sustainable economy.

The National Curricular Common Base (BNCC), implemented in 2017-2018, represents a transformation of Brazilian Basic Education. It brings new and more flexible curriculum designs in which the minimum knowledge necessary for all students is guaranteed, in addition to the possibility of offering differentiated knowledge that directly

leads them to training for work, according to regional and local needs and specificities. Given the marked cultural diversity and social inequalities found in the country, the BNCC enables education systems and networks to build their own curricula, and schools to develop pedagogical proposals that consider the needs, possibilities and interests of students, as well as their linguistic, ethnic and cultural identities.

The BNCC, by adopting a focus on the development of competencies, is a part of the pedagogical and social discussion of the last decades, a focus that has also guided different countries in the construction of their curricula. This is also the approach adopted in international assessments from the Organization for Economic Co-operation and Development (OECD), which coordinates the International Student Assessment Program (PISA), and the United Nations Educational, Scientific and Cultural Organization (Unesco), which established the Latin American Laboratory for the Assessment of the Quality of Education for Latin America (LLECE).

It also brings a commitment to integral education through the proposal of overcoming the disciplinary fragmentation of knowledge, encouraging its application in real life, the importance of the context to give meaning to what is learned, as well as the student's protagonism in their learning and in the construction of their life project. Contemporary society imposes an innovative and inclusive look at central issues of the educational process: what to learn, why to learn it, how to teach, how to promote collaborative learning networks and how to evaluate learning. These are key issues because, in the new world scenario, much more than the accumulation of information is required for the student to recognize himself/herself in its historical and cultural context, to communicate, be creative, analytical, critical, participatory, open to new ideas, collaborative, resilient, productive and responsible.

Looking at these central issues requires the development of skills to “learn how to learn”, knowing how to deal with increasingly available information, acting with discernment and responsibility in the contexts of digital cultures, applying knowledge to solve problems, having autonomy to make decisions, being proactive to identify the relevant information in different scenarios, live and learn from differences and diversities.

The design of the Brazilian basic education proposal, recently implemented, defines that the education systems and networks, and also the schools, shall incorporate into the curricula and pedagogical proposals the approach of contemporary themes that affect human life on a local, regional, and global scale, preferably in a transversal and integrating way. Among these themes, the following stand out: the rights of children and teenagers, education for traffic, environmental education, food and nutrition education, the aging process, respect

and appreciation of the elderly, education in human rights, education in ethnic-racial and teaching afro-brazilian, african and indigenous history and culture, as well as health, family and social life, consumer education, financial and tax education, work, science and technology, and culture, among others.

The Transversal Contemporary Themes - TCTs seek to contextualize what is taught, bringing in themes that are of interest to the students and relevant to their development as citizens. The main objective is that the student does not finish his formal basic education having seen only abstract and decontextualized contents, but that he also recognizes and learns about the themes that are relevant for his performance in society. Thus, it is expected that TCTs will allow students to better understand how to use their money, how to take care of their health, how to use new digital technologies, how to care for the planet they live on, how to understand and respect those who are different and what are their rights and duties, matters that give the TCT the attribute of contemporaneity.

3. Teachers, teaching and the teaching profession

Among the main areas of interest in the consultations referring to “action track 3: Teachers, teaching and the teaching profession”, the legislation that governs the exercise of teaching in Brazil was addressed; there was a verification of the Statutes of Teaching Institutions and Career Plans for Teaching, both in basic and higher education; and *on-site* visits to Basic Education Institutions, Education, Science and Technology Institutions, and Universities.

Education only exists when there is an agent responsible for guiding the person who acquires not only knowledge, but also values, skills, and competencies. Following the reasoning expressed in the “*Concept Note on Summit Workflows – TES*”, the ability to accelerate towards SDG 4 and transform education is only possible when teachers are trained, motivated and supported at all levels of education, from early childhood, through adult education, to higher education.

From this perspective, the legal and operational consultations related to the teaching practice in Brazil made it possible to verify that the training of education professionals aims to meet the objectives of the different levels and modalities of teaching and the characteristics of each stage of the student's development and is based on the association between theories and practices, including through in-service training and the use of training and previous experiences in educational institutions and other activities.

The Brazilian educational system requires that the training of education professionals for administration, planning, inspection, supervision and educational guidance for basic education, be carried out in undergraduate courses in pedagogy or at the postgraduate level, and teacher training includes teaching practice (supervised internship) of at least four hundred curricular hours. The training of teachers that work on higher education is done at the postgraduate level, primarily in master's and PhD programs.

In the consultations it was also found that the public education system promotes the valorization of education professionals, both in legislation and in practice, assuring them career plans in the public teaching profession, with admission exclusively through public examination of tests and titles; continued professional development, including periodic paid licensing for this purpose; professional salary floor; functional progression based on titles or qualification, and on performance appraisal; and adequate working conditions.

During the covid-19 pandemic, self-instructional continuing training courses were held for Early Childhood Education professionals for teachers who work in daycare centers and preschools. The objective of this training is to produce innovation in pedagogical practice, based on theories and up-to-date research for the integral formation of the child, and they are offered completely free of charge in the MEC's virtual learning environment (AVAMEC), with a potential to reach approximately 600,000 teachers working in Brazilian Early Childhood Education, both in the public and private systems. Nearly 200,000 teachers have already concluded this training. In addition, some specific courses are eligible to postgraduate certification provided by a Brazilian Federal University.

With around 260,000 trained teachers, the Alfabetização Baseada na Ciência (Science-Based Literacy), also available in AVAMEC, is an online course result of an international partnership between MEC and Portuguese institutions. The course was developed for self-instruction and has a workload of 180 hours. Videos, reading materials and study tasks are provided, designed according to the principles of gamification and open resources. The contents integrate up-to-date and empirically validated theoretical knowledge, with solid effectiveness in teaching reading and writing. The theoretical component, prepared by the Faculty of Psychology and Educational Sciences of the University of Porto (FPCEUP), and the practical component of the course was developed by the team of the Center for Research and Intervention in Reading (CIIL), of the Polytechnic Institute of Porto.

The online course *Práticas de Alfabetização (Literacy Practices)* is a 30-hour course, mainly aimed at teachers, pedagogical coordinators, school directors and literacy assistants, and is also useful for managers of educational networks. Teaching strategies and activities for the 1st and 2nd year of elementary school are presented, based on scientific evidence and with a practical nature, directed to use in classroom.

Training for high school teachers was also carried out with a set of five 180-hour courses in each of the knowledge areas foreseen by the New Brazilian High School defined as: Languages and its Technologies; Mathematics and its Technologies; Natural Sciences and its Technologies; Applied Humanities and Social Sciences. Together with the course entitled *World of Work*, the amount of 900 hours is available to teachers who work in Brazilian public and private schools. It is expected that half a million teachers will benefit, receiving theoretical and practical grounding, through the free and self-instructional offer of the training, which is available in AVAMEC.

The "*Concept Note on Summit Work Streams - TES*" states that educational disruptions and school closures in times of crisis have confirmed the crucial importance of the role of teachers in maintaining continuity of learning and also in sustaining the dynamics of homes, families, and communities. The document also alerts the importance of consulting and including teacher in the decision-making and policy-making processes, to reflect the high regard for their work. In this context, changes have been taking place in Brazil, leading to a greater democratization of public education systems.

The development of the Brazilian educational system in terms of democratic participation in all instances related to school organization can be seen in the existence of the National Council of Secretaries of Education - CONSED, which brings together the Education Departments of the States and the Federal District, whose purpose is to promote the integration of state education networks and intensify the participation of states in the decision-making processes of national policies, in addition to promote collaboration for the development of public schools; and the National Union of Municipal Education Directors – UNDIME, which is a non-profit civil association that brings together managers from the 5,568 Brazilian municipalities whose objective is to seek and pass on information and training to all municipal education departments, directors and technical teams.

There are also the State Education Councils –(CEEs), and the Municipal Education Councils (CMEs) as bodies of collective resolution of the state and municipal education systems, respectively, which exercise functions of a normative, consultative, deliberative

and of advice to the Secretaries of State for Education. These councils include members of the municipal and state education secretariats; teachers; principals and employees of the municipal and state education networks; and representatives of the school community and of civil society in general, with the possibility of participation by religious entities, non-governmental organizations, foundations, and private capital institutions.

Closer to the schools there are School Councils, that are made up of parents, student representatives, teachers, employees, community members, and school principals. The councils are responsible for the maintenance of the school and for monitoring the actions of school leaders to ensure the quality of education. They have deliberative, consultative, and mobilizing functions, which are fundamental for the participatory management of public schools. Families can become actively involved in the decisions made by their children's schools and apply for a seat on the school council, which is a good way to monitor and assist the work of school managers. Among the counselors' activities are, for example, to supervise the application of the resources allocated to the school and to discuss the pedagogical project with the directors and the teachers.

Finally, within the school, directly linked to the pedagogical function, there are Class Councils, which are collegiate bodies, advisory and deliberative in didactic and pedagogical matters, based on the school's Political-Pedagogical Projects and on the School Regulations. The class council is a meeting that brings together teachers, the guidance counselor, the pedagogical coordinator, and the principal. Some schools also include a parent representative and a student representative in their class council.

Constitutionally, the private sector can act freely in teaching, as long as the conditions set by law are met. However, compliance with the general rules does not guarantee that teachers from private institutions have the same benefits as teachers from the public school system such as time devoted to research, hours devoted to school coordination and class preparation, paid leave for training, functional progression, among other advantages.

The teaching profession presents very accentuated asymmetries between public and private networks. In the private sphere itself, the differences between different institutions are significant in terms of salary and working conditions, including the number of students per class, number of classes, excess of additional charges to the classroom, unavailability of resources and adequate spaces for work, instability in employment, among other situations.

4. Learning and digital transformation

As part of the actions aimed at mitigating the effects of the Covid-19 pandemic, the states, municipalities, and the Federal District, developed pedagogic instruments so that families could offer stimuli for the cognitive development of children in this fundamental stage of education. On-line practical training courses were also implemented.

Faced with the challenges generated by the pandemic and in the context of the implementation of the New High School, through the Internet, Brazil sought to promote actions to expand the capacity of offering different Training Itineraries by the education networks, in addition to encouraging the use of strategies for the recomposition of learning and combating the inequalities of opportunities that exist among students.

Within the scope of the Tempo de Aprender (Time to Learn) Program, the GraphoGame Brasil application was made available, free of charge, to help preschool and early elementary school students to learn the relationships between phonemes and graphemes and to read their first syllables, words and phrases, through sound stimuli and instructions in the Brazilian modality of the Portuguese language. The game is especially effective for children who are learning the associations between letters and sounds and has already had more than 1,280,000 downloads, with nearly 118,000 in May 2022 alone.

The Online Literacy Resource System (Sora) was also made available. A platform that offers support to teachers and educational managers in the planning and execution of teaching activities for students who are learning to read and write. The system provides technological support for developing lesson plans from a repository of strategies, activities, assessments, and teaching resources.

In the scope of promoting the use of educational technologies for basic education, the Connected Education Innovation Policy (PIEC) stands out. The policy follows 4 dimensions, which are: vision, training, digital educational resources, and infrastructure. These dimensions need to happen in balance. Specifically to implement the infrastructure dimension, 320 million reais (almost 60 million dollars) was authorized in 2021 to financially support 102,000 schools. In addition, 3.5 billion reais (almost 700 million dollars) were made available in 2022 to state education networks to purchase internet chips and devices for students and teachers of basic education.

Besides the direct transfer to the schools, the PIEC has also invested 60 million reais (almost 12 million dollars) to maintain the placing of 7,500 satellite antennas to serve rural and urban schools. Another major infrastructure support action is the Northeast Connected Program. In 2022, a pilot project in this program brought connectivity and internal

infrastructure to 473 schools, guaranteeing maintenance for 3 years. The program also supports other systems, allowing connectivity to the regions with the most difficult access.

Equally important, the Innovation Network for Hybrid Education was implemented. It aims to promote and strengthen the infrastructure and technical capacity of the Education Departments to enhance hybrid education and the offer of Training Itineraries in the context of the New High School.

The Network is composed of 4 axes, the first being the Infrastructure axis - Acquisition, Creation and availability of media centers, with the specific objective of implementing fifty-one media centers throughout the national territory for the generation of contents that contribute in an innovative way to the training of teachers and students through digital technologies.

The second axis - Technical training for use of the media centers, has the specific objective of holding courses at various levels to train employees in the following areas: (1) training for using the equipment that makes up the media centers; (2) training for developing and maintaining technology solutions in education. The training includes short courses and post-graduate level training for technicians from the secretariats, linked to the media centers.

The third axis – Selection, adaptation and use of educational resources that contribute to pedagogical activities, has the specific objective of developing and supporting a set of digital educational resources that promote the implementation of hybrid education in the country.

Finally, the fourth axis – Creation and monitoring of activities through an observatory to monitor actions related to hybrid education in Brazil, with the specific objective of creating the first Observatory of Hybrid Education to carry out monitoring, provide technical support to the content generation processes and sharing best practices.

The self-instructional 180 hours training course in Education and Technology was also made available in the Ministry's virtual learning environment (AVAMEC), with over 79 thousand teachers participating during the last two years. In turn, the Clique Escola (Click School) application brings financial and educational information from about 180,000 public and private schools, which aims to promote transparency and encourage social participation in improving the quality of Brazilian education. Until December 2021, it had already 220 thousand downloads. Besides, the Wi-fi Education Program brings internet signal to teacher training to about 500 public schools with none or low connectivity and high rates of age/grade distortion among students.

In the scope of Higher Education, MEC has consolidated the proposal to provide access to mobile data services to low-income students enrolled in the Federal Network institutions, through the Connected Students Project. By the end of 2020, more than 100,000 chips were distributed to students in the Federal Network of Professional and Technological Education and the Federal Network of Higher Education. Reuni Digital was also implemented, aiming to expand access and permanence of students in public higher education, through distance learning, and to ensure the quality of the offer.

The Coronavirus Panel was developed with the objective of informing society, in a transparent and practical way, about the actions taken by the MEC in response to the pandemic. On the Panel, it is possible to find information about the actions of higher and technological education, as well as the official report with all the measures taken by the Ministry during the pandemic period.

Eduplay is a service that allows access to live broadcasts of TV programs, exclusive channels, video classes, access to radio and podcasts. It aims to become one of the largest portals of audiovisual content for education and research in Brazil. The platform is also useful for professors, who can produce their own content and make it available for consumption at any time, as well as the possibility for institutions to adopt this material and include it in the University TV grids and use the service for webcasting.

The development of the Websupervisão Nacional (National Websupervision) Platform, developed in partnership with the National Education and Research Network (RNP), aims to offer a technological solution for the virtual supervision of doctors of the Mais Médicos Program, which used to be done in person. It was adopted by the Supervising Institutions, guiding the execution of the supervisions in the distance modality, within the available conditions in each place/region. As a robust platform with capillarity in Basic Health Units and Federal Institutions of Higher Education, it can be used as an instrument for other aspects of digital inclusion and education mediated by digital resources.

In the scope of Professional and Technological Education, were implemented, the Workshops 4.0. It is a program to foster the development of competencies for entrepreneurship, innovation, and the use of digital technologies of Economy 4.0. Technological Initiation consists of an initial training program in applied programming and digital technologies for students in the last two years of elementary school. New Business in ICT, is a training program for the information and communication technology sector based on Challenge Based Learning, with a focus on developing skills for entrepreneurship and innovation. The Aprenda Mais platform is used to offer MOOC (massive, open, online

courses) courses for the Federal Network of Professional, Scientific and Technological Education, with the possibility of 10 thousand simultaneous accesses.

5. Financing education

Among the main areas of interest in the consultations regarding Action Track 5: Education Financing, the constitutional guarantee of public education financing and the commitments with international spheres to increase public investments in education in relation to the Gross Domestic Product - GDP were addressed.

Education in Brazil, according to the country's Constitution, is free of charge at official public establishments, and, according to Art. 208, the State's duty to education will be carried out by guaranteeing: I - free and compulsory basic education from 4 (four) to 17 (seventeen) years of age, including its free offer for all those who have not had it access at proper age; II – progressive universalization of free secondary education; III – specialized educational assistance to people with disabilities, preferably in the regular education network; IV – early childhood education, in day care and preschool, for children up to 5 (five) years of age; V – access to the highest levels of teaching, research and artistic creation, according to one's ability; VI – offer of regular evening education, adequate to the conditions of the student; VII – assistance to the student, at all stages of basic education, through supplementary programs of didactic-school material, transport, food and health care (Constitution of the Federative Republic of Brazil of 1988).

According to its article 209, the private sector can act freely. Despite of that, 83% of the students were enrolled in the public network, and 17% in the private network in 2021. Enrollments in basic education are found mostly in urban areas (88.5%). In the private network, 99.0% of enrollments are in urban schools. In relation to the public sector, the municipal network has the highest proportion of enrollments in rural areas, with 19.0%, followed by the federal schools, with 12.2% (Source: Inep/MEC).

The consultations made it possible to identify that the Brazilian State guarantees public funding for Education in a sustainable way, by complying with the country's Constitution, which provides in its Art 212 that "The Union will apply, annually, never less than eighteen, and the States, the District Federal and the Municipalities, at least twenty-five percent of the revenue resulting from taxes, including that from transfers, in the maintenance and development of education" and also Art. 213, which states that "public resources will be allocated to public schools, and may be directed to community, confessional or philanthropic schools, as defined by law.

Additionally, Article 212-A of the Constitution establishes that "the States, the Federal District, and the Municipalities shall allocate part of the resources referred to in the main section of art. 212 of this Constitution to the maintenance and development of teaching in basic education and the decent remuneration of its professionals, through, among other conditions, the institution, within each State and Federal District, of an Fund for the Maintenance and Development of Basic Education and for the Valorization of Education Professionals (Fundeb).

Fundeb is an accounting body with statewide scope (there are 27 funds). It was established as a permanent instrument for financing public education through Constitutional Amendment N. 108, of August 27, 2020, and is regulated by Law No. 14,113, of December 25, 2020. In the period from 01/2021 to 04/2022 received transfers from the FNDE of R\$ 310,243.268.035.

Regardless of the source of the funds that composes the Fundeb, all the resources are redistributed for exclusive use in the maintenance and development of public basic education, as well as in the valorization of education professionals, including a decent remuneration.

In addition to the sources of revenue from taxes and constitutional transfers from the States, the Federal District and Municipalities, Fundeb's composition includes resources from the Union as a complement to federal entities that have not reached the minimum value per student/year defined nationally. It is also applied to those that succeed in implementing the conditionalities for improving management and reached the evolution of the indicators to be defined on service and upgrade of learning with the reduction of inequalities.

The Union's contribution to this new Fundeb will undergo a gradual increase, until it reaches the percentage of 23% (twenty-three percent) of the resources that will form the Fund in 2026. It started from 10% (ten percent), according to the model of the extinct Fundeb, whose term ended on December 31, 2020, to 12% (twelve percent) in 2021; then to 15% (fifteen percent) in 2022; 17% (seventeen percent) in 2023; 19% (nineteen percent) in 2024; 21% (twenty-one percent) in 2025; until reaching 23% (twenty-three percent) in 2026.

The Minimum Annual Value per Year per student (VAAF-MIN) for 2022, of the Fund for Maintenance and Development of Basic Education and Valorization of Education Professionals - Fundeb, is R\$ 4,677.07, however, the total annual value per student (VAAT) for 2022, defined nationally, had an increase of 16% in relation to the value of Fundeb and was fixed at R\$ 5,643.92.

The consultation on the fulfillment of education funding observed the provisions of § 5 of art. 212, of the Federal Constitution, in which "Public basic education will have as an additional source of funding the social contribution of the education salary, collected by companies in accordance with the law", and the Education Salary, between 01/2021 and 04/2022, received the amount of R\$ 19,872,564,634, according to FNDE data.

In addition, its § 4 states that "the supplementary feeding and health assistance programs foreseen in Art. 208 - item VII, will be financed with resources from social contributions and other budgetary resources", and for this purpose, the National School Feeding Program - PNAE, between 01/2021 and 04/2022 received an amount of R\$ 5,192.375.784.

Second, Brazil has been complying with the agreement established between UNESCO Member States, which since 2015 have agreed to a level of educational funding of 4 to 6% of GDP or 15 to 20% of public expenditure. Between 2000 and 2018, Brazil increased its investments in education from 4.6 to 6.2 of the Gross Domestic Product, and the expectation of the National Education Plan - PNE from 2014 to 2024, in its Target 20, is to expand public investment in public education to reach the equivalent of 10% of GDP by the end of the decade (2024).

Results of the four key components of the national consultations

1. Recovery from Covid-19 change in the short term

Many processes that were already undertaken before the Covid-19 Pandemic were accelerated in the pandemic scenario, such as the transformations in work relationships, in communication contexts, in the structure of the family and composition of social groups, in the experience of leisure, in the mechanisms of learning, in the perception of oneself and one's own life, among other processes.

The COVID-19 crisis reminded us that schools are more than just learning spaces, but that they are also places where children and young people depend on socialization and interaction to learn the dynamics of social coexistence. The governments and the population have in their hands the difficult task of designing the model of society that will be implemented, because technology is an instrument that is here to stay, but the way we use it from now on will be fundamental for it to be at the service of the human being and not to leave people at the margin of the machines.

In the listening conducted with young people in the "*reservoir of hope*" perspective

of UNICEF's Adolescent Citizenship Nuclei - NUCAS, not all schools were able to recover from the impacts of Covid-19 by the first half of 2022. Some schools have managed to transition to the virtual universe with the pandemic, but others have not, and not all schools are functioning 100% face-to-face. The relationship between students and school was broken in many places, and several students lost access to teachers and could not even report their absences during the pandemic. This link needs to be recovered.

Faced with the impacts caused by Covid-19, it was necessary to continue working to improve what was already being done and to intervene with new actions that would guarantee that the entire population would be assisted by the Educational System through short-term mechanisms that would allow society to get back on track, minimizing, as much as possible, the consequences of the pandemic.

To mitigate the effects of the pandemic, MEC's efforts were focused into forming educational standards and guiding materials, to support education systems and networks, and to launch programs, actions and strategies that help networks to overcome the challenges.

Regarding the set of measures adopted by the MEC with respect to the edition of normative and guiding documents, the following stand out:

- **CNE/CP Advice No. 5**, of April 28, 2020, which dealt with the “Reorganization of the School Calendar and the possibility of calculating non-face-to-face activities for the purpose of complying with the minimum annual workload, due to the Covid-19 pandemic”.
- **CNE/CP Advice No. 9**, of June 8, 2020, which resumed Reexamination of CNE/CP Advice No. 5/2020.
- **CNE/CP Advice No. 11**, of July 7, 2020, which defined the “Educational Guidelines for Conducting In-person and Non-Present Pedagogical Classes and Activities in the context of the Pandemic”.
- **Law No. 14,040**, of August 18, 2020, which established “exceptional educational standards to be adopted during the state of public calamity recognized by Legislative Decree No. 6, of March 20, 2020”, and amended Law No. 11,947, of 16 of June 2009.
- **Interministerial Ordinance No. 5**, of August 4, 2021 (MEC and Ministry of Health), which recognized the national importance of returning to face-to-face teaching and learning activities.

- **CNE/CP Resolution No. 2**, of August 5, 2021, which establishes National Guiding Guidelines for the implementation of measures to return teaching and learning activities to face-to-face teaching and learning activities and to regularize the school calendar.
- **Ordinance No. 855**, of October 29, 2021, which institutes Technical Chambers of Basic Education to deal with the impacts of the Covid-19 pandemic.
- **Guidelines for the Implementation of Protocols for the Return of On-site Activities in Basic Education Schools**, whose main objective was to guide basic education teaching systems and networks on the functioning and development of administrative and educational activities in schools, with a view to the return of on-site activities.
- **Basic Education Monitoring Panel in the Context of the Pandemic**, which presents information about the situation of Brazilian public basic education in the face of this new reality. It is a technological solution which intends to assist municipal leaders and state secretaries of education, as well as school directors in decision-making, in the context of the Covid-19 pandemic. The information presented in this Panel comes from official educational and health databases, in addition to that collected from the country's public education networks.

It is important to highlight that, in general, the actions and initiatives present a clear narrative and focus on supporting the return of students to schools, the recovery and acceleration of learning and the promotion of resilience by strengthening the local educational administration.

At this juncture, among the actions to combat school abandon and dropout, the following stand out:

- **Hotline for community notification of out-of-school children**

It is a national campaign to tackle situations of school dropout and abandon, giving the whole society the opportunity to make notifications of situations related to school dropout and abandon, which will receive referrals from the Government and partnerships.

- **Development and expansion of activities aimed at strengthening the monitoring of data that is relevant to preventing students from leaving school prematurely**

Within the scope of the *Brasil na Escola* Program, the Preventive Alert System (SAP) is being developed and implemented with the objective of supporting networks in the early identification of students with greater risk of dropping out of school, and their proper follow-up and monitoring, seeking to promote preventive interventions to ensure students stay in school. It is an action that is based on studies, data collection and qualitative analysis to identify students in the risk group, providing tools to support networks for mapping and monitoring these students who are at risk of dropping out of school.

- **School Dropout Observatories**

The structuring for the implementation of observatories to combat school dropout is in progress. These observatories will work in collaboration with states and municipalities in the implementation and monitoring of strategies to combat school dropout, with the aim of generating and systematizing information to support decision-making and public policies for access and permanence in basic education schools.

The observatories will coordinate three policies to combat school dropout: (i) the Presence System (Sistema Presença), which uses a centralized platform and mobile phone application to guide community agents in the active search for students who have not (re)enrolled in public schools; (ii) *Disque 100 Brasil na Escola*, a hotline for community members to notify authorities about out-of-school children; (iii) implementation of a preventive alert system in schools.

- **Participation of families in schools as a strategy to reverse school dropout, especially in relation to vulnerable groups**

The Education and Family Program aims to encourage and qualify the participation of the family in the student's school life and in the construction of their life project, focusing on the process of reflection on what each student wants to be in the future and on the planning of actions to build this future, aiming to reduce dropout rates. To this end, the Program prepares activities involving the school community, making students and families aware of the importance of education, and having a life project. The activities supported by the Program will consider behavioral and attitude change strategies of students and their families.

Once students return to school, a second challenge is implementing appropriate strategies to recover from the learning losses imposed by the pandemic.

In this sense, MEC's actions include:

- **Personalized Learning Accompaniment**

MEC, in partnership with the Center for Public Policies and Assessment of Education (CAEd) of the Federal University of Juiz de Fora (UFJF), launched the Diagnostic and Formative Assessment Platform, which aims to enable to carry out diagnoses regarding the level of student learning for the purpose of personalizing teaching, through feedback that will enable teachers and networks to robustly understand learning gaps. The provision of diagnostic and formative assessments corresponds to the action of technical assistance by the Union, aimed at the Federal District, States and Municipalities, and is based on the importance of improving the quality of student learning, which is the responsibility of the Ministry of Education, in this process, the role of inducing public policy from the perspective of the regime of collaboration between public education systems.

The assessments enable to carry out a diagnosis regarding the level of learning of students who attend the initial years (1st to 5th grade) and final years (6th to 9th grade) of elementary school, and also the high school. In 2022, 4 assessment cycles will be made available, allowing the monitoring of student performance every two months, with the 3rd cycle now available.

Assessments of Portuguese and Mathematics are available for the entire stage of elementary and high school education. Fluency assessments from the 2nd to the 9th year of elementary school, Science and Natural Science assessments for the entire stage of elementary and high school. English assessments for the final years of elementary school (6th to 9th grade) and high school (1st to 3rd grade). An essay test in Portuguese language is also available to all students, assessed using modern artificial intelligence tools.

The objective is to act on the students' learning level, reducing inequalities in the classroom and in the school units. One of the fundamental characteristics of this pedagogical approach is the grouping of knowledge according to the level of students, regardless of age or grade in which they are enrolled. In partnership with teaching networks and university specialists, structured materials are being made available for monitoring work to help students who need support in the process of recomposing their learning, whose gaps are identified through the diagnoses provided by the Diagnostic and Formative Assessments. The Pedagogical Course

Notebooks integrate the Personalized Monitoring Strategy in the learning recovery actions.

Seeding Social Emotional Intelligences (SIS)

School closures and social distancing measures have deprived children of social and cognitive stimulation. Children also experienced stress caused by situations such as loss of relatives, food insecurity and economic hardship. Research in general confirms that the acquisition of socio-emotional skills is of fundamental importance for young people, especially while their brains are still developing. This is particularly pertinent, as it seems that parents of vulnerable families prioritize the education of their older children. Unmotivated students rarely go back to school or learn properly.

This Program focuses on promoting structured discussion groups, based on Cognitive-Behavioral Therapy (CBT), whose objective is to rebuild students' socio-emotional skills after the pandemic and to encourage them to effectively learn. This activity is built around five socio-emotional skills included in the BNCC (self-care, self-knowledge, social awareness, decision-making and sociability) and provides structured activities for each discussion, as well as training to assist local monitors in implementing the strategy.

Psychological care in schools, through multidisciplinary teams and the articulation of schools with primary health care, through a specific policy.

The School Health Program (*Programa Saúde na Escola - PSE*), instituted in 2007, through Decree nº 6.286, of December 5, 2007, still in force, stands out as a strategic Program at the national level, converting school equipment into a privileged space for practices of health promotion and prevention of health problems and diseases, through the articulation between the school team and the health team. The Program's guiding principles are: intersectoriality, territoriality and integrality. Currently, in the 2021/2022 biennium, it is present in 5,422 municipalities (97.34% of the national territory), in 97,389 schools, serving more than 23 million students.

- **Internet connectivity in schools**

The Covid-19 pandemic has raised connectivity barriers both in schools and in the homes of students that have hampered learning. According to the 2020 School Census of basic education, only 60% of public schools in Brazil have Internet

connection. In addition, studying in a school with internet connectivity does not necessarily mean a satisfactory situation for online teaching. Data from the Connected Education Meter, a software installed on school computers under the Connected Education Innovation Policy (PIEC), show that the average download speed in public schools was less than 33 Mbps. These levels may explain why only a small fraction of schools use the internet for pedagogical purposes. If internet connectivity in schools is slow and used infrequently for pedagogical activities, the condition of online learning is likely to be worse in students' homes. Expanding internet connectivity in schools is crucial to avoid future school disruptions caused by induced school closures.

The first step towards implementing blended learning models is to ensure that schools have adequate connectivity. In this context, the Federal Government, with the participation of the Ministry of Education, has been discussing strategies to improve the use of technology in municipal and state schools, aiming at improving teaching and learning conditions.

PIEC aims to support the universalization of high-speed internet access and encourage the pedagogical use of digital technologies in basic education and provides for federal transfers and technical support for public elementary schools all over the country.

Specifically to implement the infrastructure dimension, 320 million reais (almost 60 million dollars) was authorized in 2021 to financially support 102,000 schools. In addition, 3.5 billion reais (almost 700 million dollars) were made available in 2022 to state education networks to purchase internet chips and devices for students and teachers of basic education.

In 2022, nearly 415 million reais (almost 83 million dollars) are planned for the implementation and continuity of the technological infrastructure policy actions and, still, 3.5 billion reais (almost 700 million dollars) has already been available in march to state governments to purchase internet chips and devices for students and teachers of basic education.

In addition to financial assistance, MEC offers technical assistance to states and municipalities, through a partnership signed with the National Union of Municipal Education Directors (Undime) and with the National Council of Secretaries of Education (Consed), in which a network of educational evaluators was created, to

closely support municipal managers and local articulators in the implementation of the PIEC.

In addition, with the approval of Law No. 14,172, approved in 2021, R\$ 3.5 billion is allocated to the MEC for the acquisition of computer equipment (tablets, SIM cards and computers) for students and teachers.

It remains to be seen that the multiple impacts of Covid-19 on education outcomes, combined with the existing economic crisis, create enormous demand for resilient school networks. The ability of the education system to quickly recover from the impacts of Covid-19 depends on the efficiency with which city and state governments manage their school networks. Sustainable recovery from learning losses requires the ability to measure progress through learning assessments. This data can be used to optimize decision making and, therefore, create stronger educational management. In addition to recovering from learning losses, school networks must also build resilience to face future natural disasters that cause school closures. For example, local governments should closely monitor student enrollment to prevent further increases in dropout rates, manage the quantity and quality of school meals to better integrate schools into the social protection system, and provide efficient school transport for all students, regardless of how far they are from the school.

In this sense, MEC's actions include:

- **Click School Application**

The *Clique Escola* (Click School) Application aims to disseminate educational, financial and infrastructure information from elementary schools and education networks across the country, as well as information about school projects, MEC news and relevant notifications about education, having as a target audience the whole society and education professionals. Click School is an important ally in the management of public schools to promote transparency and facilitate social control.

- **Basic Education Management and Governance Room**

The Basic Education Management and Governance Room, an initiative of the Basic Education Secretariat of the Ministry of Education (SEB/MEC) and conceived by the University of Brasília (UnB), aims to offer a developed management and governance system that translates the complex public information on cost management information, easily understood by all servers.

Municipalities that adhere to the Project receive access to the *SICGESP* system, which allows the application of the general assessment measure called Comparative Service Level. This measure aims to involve all employees of the secretary of education in improving management and governance, consequently improving education.

The objective of the Project is to support the implementation of information models that are capable of monitoring and supporting education managers and secretaries in this context of the Covid-19 pandemic, having as a substrate a structured management and governance model that is able to communicate and intervene in reality, guiding the manager at the end, improving the decision process.

- **Interactive PDDE**

The Interactive PDDE is an online tool to support school planning and management maintained by the Basic Education Secretariat of the Ministry of Education (SEB/MEC), which provides all state, district and municipal public schools with a strategic planning methodology, composed of a diagnosis of the current situation of the school and an action plan aimed at tackling the main problems identified. The platform also manages programs and actions that transfer resources directly to schools, where schools confirm their interest in participating in the indicated programs, prepare their action plans and financial investment plans.

The Management Platform is available to all public and private schools of basic education and contributed to the process of decentralization of resources in the order of R\$ 733.7 million through programs that effect their transfers directly to schools through Integrated Actions to the Direct Money at School Program (PDDE).

- **Regional Meeting for the Coordination of Basic Education Actions**

Considering Union role in the coordination of basic education actions, the Ministry of Education has been promoting regional meetings in order to know and, with the collaboration of subnational entities, develop policies according to the realities of each region of the country. These actions aim to improve the quality of teaching and learning, with the objective of guaranteeing equal conditions for access and permanence in basic education in line with the full development of the person, the exercise of citizenship and qualification for work.

- a) 1st meeting of the North Region took place on September 2 and 3, 2021, in Boa Vista/RR.

- b) 2nd meeting of the Northeast Region took place on October 29 and 30, 2021, in Recife/PE.
- c) 3rd meeting of the South and Southeast regions took place on March 10 and 11, 2022, in Curitiba/PR.
- d) 4th meeting of the Midwest Region will take place on April 28 and 29, 2022, in Campo Grande/MS.

Finally, it should be noted that, through the National School Feeding Program (PNAE), operated by the National Education Development Fund (FNDE), the commitment to include school health surveillance in the category of policies is demonstrated, promoting the right and access to adequate food in the school environment.

Education spending was also increased when the Ministry of Education (MEC) passed legislation to address the Covid-19 crisis by transferring more than R\$ 1 billion directly to schools to deliver free meals to students and vulnerable families. In an additional action, more than R\$ 720 million were also invested to improve the sanitary conditions of 105,000 schools and to develop and implement a centralized platform for monitoring the number of Covid-19 cases in schools.

All actions, even not indicated here, are intended to guarantee access to and permanence in school for children and teenagers; assist education professionals so that their work is effective and in healthy conditions; promote the professional qualification of workers; and contribute so that families can maintain integrity in work, health, education, among other aspects.

2. Transforming education in the medium and long term

The Brazilian government, in line with the need for Transformation in Education, and attentive to the effects caused by the health crisis of Covid-19, has been working effortlessly to fulfill SDG 4.

Therefore, aware of the negative impacts resulting from Covid-19 on education and social and regional inequalities in the country, in May 2022, the National Policy for the Learning Recovery in Basic Education was instituted, through Decree No. 11.079, of May 23, 2022.

The institution of this Policy not only strengthens already established practices, but also expands the scope of actions for the recovery of learning and the fight against school dropout. The Decree that established the Policy provides support and cohesion to several

priority programs and projects of the Ministry of Education, namely: Brazil at School Program, Connected Education Innovation Program, Education and Family Program, National Observatory for Monitoring Access and Permanence in Education Basic; as well as initiatives to train teachers and increase the resilience of education systems.

It should be noted that the Policy stems from several actions developed and improved by the Ministry of Education during the pandemic period, as highlighted above, among which the following stand out:

- the coordination of regional meetings, with state and municipal education directors, in order to discuss the main strategies for recovering learning and fighting school dropout;
- reinforcement of connectivity actions, with financial support to federated entities in the amount of R\$ 4.5 billion, between 2019 and 2022;
- Financial support, in the amount of R\$ 740 million, to public schools for the restructuring of pedagogical projects, in the development of educational activities, in small repairs, adaptations or services necessary for the maintenance of safety procedures, in the hiring of specialized services in disinfection of environments, in the purchase of items for cleaning the environment and hands, as well as of personal protective equipment, in the expenses with improving connectivity and internet access for students and teachers and in the acquisition of permanent materials, through the Emergency PDDE;
- the offer of several specific training courses at AVAMEC with more than 1.5 million users and 3.8 million course participants. On this, we can highlight the course “Welfare in the School Context”. It was specially designed for teachers and managers of Basic Education in order to bring effective ways for these professionals to improve their work. The main issue addressed on it is the mental health of the entire school community, focusing on strategies to deal in the best possible way, especially with children and teenagers;
- the availability, in 2021, of the Platform for Diagnostic and Formative Assessments, which allows a diagnosis to be made regarding the level of students' learning, including their written production.

Brazil has been striving to transform education through actions that will lead to achieve the goals of the National Education Plan - PNE that foresees reaching 10% of GDP investments in education by 2024; eradicate absolute illiteracy; guarantee that at least 95% of the population between 6 and 14 years of age complete the basic education of 9 years; raise the enrollment rate in high school (15 to 17 years of age) to 85%; universalize the attendance of special education for the population between 4 and 17 years of age; make all

children literate by the end of the third year of elementary school; offer full time education in at least 50% of public schools; expand the basic education indexes in all stages and modes of education; raise the average schooling level of the population between the ages of 18 and 29 so that they have at least 12 years of schooling; gradually increase the quality of higher education and the offer of postgraduate enrollments, and offer at least 25% of education for young people and adults in basic education, integrated with professional education.

Therefore, the National Policy, carried out in a collaborative and voluntary way, has the main focus on the federated entities that present greater difficulties in teaching and learning. Its implementation is organized in 6 axes, namely:

Axis I - Strategic alignment of education systems.

The following actions are planned for this axis:

- To establish national curricular goals, with parameters and with priority learning milestones for each school year, which guide the actions of the education systems to overcome the gaps in the teaching and learning processes;
- To strengthen the articulation between the Union, the States, the Municipalities and the Federal District to overcome gaps in the teaching and learning processes;
- To promote articulation between federative entities and their education systems in carrying out diagnostic and training, and external assessments of the teaching and learning processes.

The following benefits are expected:

- Strengthened articulation between entities;
- Decrease in the overlapping of efforts;
- Greater efficiency in the use of public resources.

Axis II - Access and permanence.

For this axis, the following actions are planned:

- articulate active student search strategies;
- implement a preventive alert system for the risk of school dropout and a management system for offering places in schools;
- promote campaigns to publicize the channels of notification of situations related to school evasion.

The following benefits are expected:

- Reduction of school dropout;

- Greater involvement of society in the effort to actively seek out children who are unduly out of school;
- Increased inter-institutional articulation to improve processes active school search.

Axis III - Individualized attention to students and their families.

For this axis, the following actions are planned:

- To articulate actions to promote curricular prioritization, educational methodologies, assessment methods and personalized strategies aimed at the teaching and learning process;
- To make evidence-based educational resources and technologies available to teachers and educational managers;
- To develop motivational strategies and socio-emotional skills of students;
- Strengthen the relationship between family and school.

The following benefits are expected:

- Acceleration of cognitive learning;
- Increase in the socio-emotional competence of teachers and students;
- Greater involvement of families and the school community with educational processes.

Axis IV - Practical training of teachers and other education professionals.

Development of training actions and initiatives that support professionals to learn new skills and abilities regarding the use of new technologies in pedagogical projects and practices, involving:

- The encouragement of training that calls for collaboration between educators;
- The problematization and constant reflection of the challenges experienced in the school routine as starting and ending points of the training processes;
- Identification of projects and practices that are already taking place in the institutions, for the sharing of good practices; and
- Experiential training, with practical proposals, combined with research and theoretical studies.

Axis V - Resilience of education systems.

For this axis, the following actions are planned:

- Strengthen programs of the Ministry of Education aimed at combating school dropout and the recovery of learning in basic education;

- To integrate actions aimed at increasing technical capacity in terms of teacher training and pedagogical and management innovation; and
- To support the improvement of the technological infrastructure of networks and education systems in terms of connectivity, safe use of technologies and data protection.

The following benefits are expected:

- Networks and systems better prepared for the eventuality of new crises;
- Technological infrastructure of the most vulnerable schools improved;
- Teachers better prepared for the use of new teaching and learning methods and technologies.

Axis VI - Research and internal and external evaluations of the Union, States, Municipalities and the Federal District.

For this axis, the following actions are planned:

- Studies and evaluations to better understand the impact of the covid-19 pandemic and its effects on basic education;
- To monitor the evolution of students and education systems based on the actions implemented within the scope of the Policy;
- Pedagogically employing the results of evaluations and studies carried out within the scope of the Policy;
- To encourage the dissemination of good pedagogical practices and the implementation of the Policy;
- Strengthen and expand existing educational practices and approaches through the use of new technologies and digital resources.

The following benefits are expected:

- To increase understanding of the effects of the pandemic;
- To facilitate the identification and use of educational research results related to learning recovery processes;
- To increase the efficiency and effectiveness of the policy and its transparency with effective social control.

In addition, the Policy also provides for the institution (1) of the Observatory for Monitoring Access and Permanence in Basic Education, which has the purpose of, in a collaborative way, generating, monitoring and systematizing information to support

decision-making and policies public access and permanence in basic education; (2) the Innovation Network for Hybrid Education, with the purpose of supporting the implementation of new forms of offering for the teaching and learning processes and (3) the Innovation Ecosystem and Digital Educational Solutions, as a platform for attracting, disseminating and for the dissemination of technological solutions aimed at recovering learning, fighting school dropout and dropout in basic education, in addition to enhancing new forms and teaching experiences (MECPlace).

Considering the above scenario and the size and social diversity of the country, it is evident that Brazilian policies are aimed at guaranteeing the equalization of educational opportunities and the minimum standard of teaching quality.

3. Evaluation of national education goals and benchmarks

Brazilian society was affected in many ways by the Covid-19 crisis. Aware of it, the Brazilian Government has been carrying out assessments that make it possible to assess the level of achievement of national goals and benchmarks in terms of education, in order to invest in overcoming the harm caused by the health crisis. The evaluation in the education field is an essential tool to monitor its performance, as well as to design changes in policy, implementation, management, and in the educational process itself.

To monitor all levels of education, Brazil maintains and strives to strengthen its macro-system for evaluating the quality of education, which is constituted by the National System of Evaluation of Basic Education - Saeb, the National High School Exam – ENEM, the National Higher Education Performance Exam – ENADE, the National Youth and Adult Certification Exam – ENCCEJA, the National Higher Education Assessment System – SINAES, the Prova Brasil and the Development of Basic Education – IDEB, in addition to the Capes Graduate Assessment. Together with its evaluation system, Brazil follows and adjusts to the different indexes that set the standards for international evaluation.

Partial assessments of the education worldwide, in the post-pandemic period, alert to the occurrence of school dropout; isolation; violence; demotivation, maladjustment to the school environment; impairment of psychic states; and loss of quality and quantity of the knowledge transmitted. In order to return to reasonable pre-pandemic levels of schooling that allow the projection of growing educational standards, five of the most strategic points are indicated below.

First, UNICEF and the National Union of Municipal Education Officers (UNDIME) developed a strategy called Active School Search: which is freely available for municipalities to access and supports the identification, registration, control, and monitoring

of children and adolescents who are out of school or at risk of dropping out. For this strategy to be more efficient, representatives from different areas such as Education, Health, Social Assistance, and Planning are brought together to strengthen the school community's protection network.

A second point of emphasis is the Welcoming and school environment, because educational planning requires knowledge of the members of the school and must be based on welcoming the entire school community. It should, as well, ensure a good institutional environment, focusing on a collaborative spirit that aims at equal opportunities.

The third strategy is the Curricular Flexibility, because the need to make the curriculum more flexible was reinforced by the changes brought by the pandemic. Given that, it has significantly altered the teaching variables: time, space, materials and teaching resources, student-teacher and student-student relationships.

The fourth element is the Diagnostic Evaluation. It allows the identification of gaps in student learning that contributes to the development of pedagogical planning.

The fifth point is Reorganization of pedagogical activities. On this, educational managers can develop a plan that considers the continuities and ruptures, the new and the old knowledge of education, using for this purpose the potential of information and communication technologies.

The sixth mechanism indicated is the Monitoring of Learning, necessary to have monitoring instruments that favor the identification of how each student is in relation to the learning expected for each cycle/year of schooling.

4. Ensuring sustainable public funding

Brazil guarantees the financing of education through the country's Constitution. It provides in Art. 212 that the Union will apply, annually, never less than eighteen, and the States, the Federal District, and the Municipalities twenty-five percent, at least, of the revenue resulting from taxes, including that from transfers, in the maintenance and development of education. The Constitution in its Article 208 establishes that the State's duty to education will be made effective through: (...) VII - care for the student, in all stages of basic education, through supplementary programs of educational material, transportation, food, and health care.

Art. 212 still defines in § 4 that "the supplementary feeding and health assistance programs foreseen in art. 208 - item VII, will be financed with resources from social contributions and other budgetary resources", but, to exemplify, the National School Feeding

Program - PNAE between 01/2021 and 04/2022 received an amount of R\$ 5,192,375,784; § 5 The public basic education will have as an additional source of funding the social contribution of the educational salary, collected by the companies according to the law, and the Educational Salary between 01/2021 and 04/2022 received an amount of R\$ 19,872,564,634, according to FNDE's data.

Still, Article 212-A. establishes that "the States, the Federal District, and the Municipalities shall allocate part of the resources referred to in the main section of Article 212 of this Constitution to the maintenance and development of basic education and fair remuneration for its professionals, through, among other conditions, the institution, within the scope of each State and the Federal District, of a Fund for the Maintenance and Development of Basic Education and for the Valorization of Education Professionals (Fundeb). The Fundeb is a statewide accounting body (there are 27 funds), and in the period from 01/2021 to 04/2022 it received R\$ 310,243,268,035 in transfers from the National Fund for Education Development – FNDE.

Brazil has been complying with the established among UNESCO Member States, which since 2015 have agreed to a level of educational funding of 4% to 6% of GDP or 15 to 20% of public expenditure. Between 2000 and 2018, Brazil increased its investments in education from 4.6 to 6.2 of the Gross Domestic Product, and the expectation of the National Education Plan - PNE from 2014 to 2024, in its Target 20, is to expand public investment in public education to reach the equivalent of 10% of GDP by the end of the decade (2024).

The FIES that between 2010 and 2021 granted 2.8 million financings, with a cost that reached R\$ 5.53 billion, in 2022; and the Education Salary that between 01/2021 and 04/2022 received R\$ 19,872,564,634. Supplementary programs are still being developed, such as the Dinheiro Direto na Escola Program (PDDE), which between 03/2021 and 04/2022 received R\$ 1,323,958,023.

In addition to PDDE, FNDE develops 12 other programs: Grant Scholarship; Brasil Carinhoso Program; Caminho da Escola Program; Formação pela Escola - FPE; Articulated Action Plan - PAR; Broadband at School Program - PBLE; the National School Feeding Program - PNAE; National School Transport Support Program - PNATE; National Book and Teaching Material Program - PNLD; National Program for Restructuring and Acquisition of Equipment for the Public School Network for Early Childhood Education - Proinfância; National Program for Computer Science at School - PROINFO; and other supplementary programs aimed at early childhood education, secondary education, youth and adult education, and professional and technological education.

The amount of resources transferred by FNDE in the period from 1/21 to 4/22 is approximately 65 billion one hundred million, demonstrating that Brazil has been complying not only with constitutional determinations, but that it has been complying with international commitments made for the maintenance, strengthening and transformation of education.