

Public Policies in Education and the Quality of Teaching: Challenges and perspectives for Equity

Wanderley dos Santos Primo

Abstract:

Public educational policies play a fundamental role in guaranteeing the right to education and promoting the quality and equity of education in Brazil. This article discusses the main educational policies implemented in the country, analyzing their impacts on improving teaching and reducing educational inequalities. For this, a literature review and a critical analysis of the National Education Plan (PNE), the Fund for the Maintenance and Development of Basic Education and the Valorization of Education Professionals (Fundeb), the National Common Curricular Base (BNCC) and the Teacher Training Programs are carried out. The investigation shows advances in the universalization of education and teacher qualification, but also highlights persistent challenges, such as regional inequalities, precariousness of teaching work and difficulties in the implementation of curricular policies. It is concluded that the effectiveness of these policies depends on adequate funding, effective implementation strategies and continuous monitoring to ensure inclusive and quality education for all.

Keywords: Public policies in education, teaching quality, educational equity, PNE, Fundeb, BNCC, teacher training



Recebido em: dez. 2024; Aceito em: maio. 2025
Produções Científicas em Pauta: Novas linhas de investigação
Julho, 2025, v. 3, n. 28
Periódico Multidisciplinar da FESA Educacional
ISSN: 2676-0428



Introduction

Education is a fundamental right and one of the pillars for the social and economic development of a country. In Brazil, public educational policies have sought to ensure the universalization of education, the improvement of educational quality and the reduction of inequalities in access to education. However, despite the advances achieved over the last decades, challenges persist, such as regional disparities, precariousness of the teaching career and difficulties in implementing effective educational policies.

In this context, this article aims to discuss the main educational policies implemented in Brazil and analyze their impacts on improving quality and promoting educational equity. To this end, a literature review and a critical analysis of the main government initiatives are carried out, with emphasis on the National Education Plan (PNE), the Fund for the Maintenance and Development of Basic Education and the Valorization of Education Professionals (Fundeb), the National Common Curricular Base (BNCC) and the Teacher Training Programs, such as the Institutional Scholarship Program for Initiation to Teaching (Pibid) and the Pedagogical Residency.

The relevance of this study lies in the need to understand in depth the advances and challenges of educational policies, contributing to reflections on how to make them more effective in promoting quality education for all. The critical analysis of these policies allows us to identify their impacts and gaps, providing subsidies for future improvements in Brazilian education.

2. DEVELOPMENT

2.1 The National Education Plan (PNE)

The National Education Plan (PNE) is the main guideline for educational development in Brazil, establishing strategic goals for a period of ten years. Regulated by Law 13.005/2014, the current plan establishes 20 goals that range from early childhood education to higher education, covering aspects such as the universalization of education, the quality of learning, the appreciation of education professionals and adequate financing of the sector.

The PNE is fundamental for the promotion of equity in education, as it seeks to reduce historical inequalities in access and permanence in school,

considering socioeconomic, regional and cultural factors. Among its most relevant goals, the universalization of early childhood education for children aged 4 and 5 years and the expansion of the offer of daycare centers for children up to 3 years old stand out (Goal 1); the universalization of nine-year elementary education for the entire population aged 6 to 14 years (Goal 2); the increase in the net enrollment rate in secondary education and the improvement of the quality of this stage of education (Goal 3); the eradication of absolute illiteracy and the reduction of functional illiteracy (Goal 9); the valorization of education professionals, including the salary equalization of teachers with other categories of the same training (Goal 17).

The achievement of these goals, however, faces significant challenges. The financing of education, guaranteed by the new Fund for the Maintenance and Development of Basic Education (Fundeb), continues to be a central issue, since many states and municipalities still depend heavily on this transfer to ensure the functioning of schools. In addition, there are difficulties in implementing policies that ensure the quality of education, especially in the most vulnerable regions of the country.

Another relevant aspect is the monitoring and evaluation of the PNE, which must be carried out periodically by the Ministry of Education (MEC) and by the responsible bodies in the states and municipalities. However, recent reports indicate that several goals have made progress below expectations, especially with regard to teacher appreciation and the universalization of full-time education.

Santos (2024) reflects that the PNE directives address challenges historically present in education, which have been dealing with the challenges of achieving these goals for a long time. However, its reach would result in a welcoming, inclusive, citizen, fair and accessible school to all citizens of Brazil.

The author points out that this process does not only require the creation of goals and objectives, but a continuous commitment to evaluations and adaptations to each reality.

The PNE, in the conception of Santos (2024, p. 298), reveals...

Persistent challenges in its execution. Goals such as the universalization of education and literacy at the expected age reflect the urgency of addressing the educational and regional inequalities that still permeate the Brazilian educational system. With its desired goals, the

PNE seeks to expand access to education and improve its quality. However, the analysis of the results so far reveals that, despite the advances, there is still a long way to go to fully achieve the proposed objectives.

Thus, although the PNE represents an advance in the organization of the country's educational policies, its effectiveness depends on a continuous commitment to the implementation of effective strategies, adequate investments, and rigorous monitoring of results.

Thus, Brazilian educational policy needs to be improved so that the established goals are not only theoretical, but translate into real impacts for improving the quality of teaching and reducing educational inequalities.

2.2 Fundeb and its impact on the quality and equity of education

The Fund for the Maintenance and Development of Basic Education and the Valorization of Education Professionals (Fundeb) is one of the main educational financing policies in Brazil. Created in 2006 by Constitutional Amendment No. 53, and later renewed and improved by Constitutional Amendment No. 108/2020, Fundeb replaced the Fund for the Maintenance and Development of Elementary Education and the Valorization of Teaching (Fundef), expanding its scope to all basic education, from kindergarten to high school. Its importance lies in the fundamental role of guaranteeing financial resources for the operation of public schools and in promoting greater equity in the distribution of these resources between states and municipalities.

With the 2020 reformulation, Fundeb became permanent and began to count on a progressive increase in the Union's participation in the financing of basic education, expanding from 10% to 23% by 2026. This improvement was essential to strengthen the capacity of federative entities to offer quality education, especially in the most vulnerable regions, where their own resources are limited.

Fundeb has played a crucial role in improving the quality of education, as its resources are directed towards the cost of essential expenses, such as paying teachers' salaries, maintaining school infrastructure, and acquiring teaching materials. Studies indicate that municipalities that received greater transfers from the fund recorded significant advances in educational indicators, such as the

Basic Education Development Index (IDEB), evidencing the direct relationship between financing and learning improvement (Cortez, 2024).

In addition, Fundeb encourages teacher appreciation, since, by law, at least 70% of the resources must be allocated to the payment of education professionals. This aspect is fundamental, as research shows that teacher qualification and remuneration are directly related to student performance (Gatti, 2019). However, despite the advances, there are still challenges to be overcome, such as the persistence of salary disparities between states and municipalities, which impacts the attractiveness of the teaching career and the permanence of qualified professionals in teaching.

One of the main objectives of Fundeb is to promote equity in the financing of education. The resource redistribution model seeks to reduce regional inequalities, ensuring that municipalities with lower revenues have access to sufficient funds to offer quality education. The new Fundeb introduced a more equitable distribution mechanism, prioritizing the federative entities that have the greatest need, through the *Total Student Year Value (VAAT)*, which considers not only local revenue, but also the real cost of education per student.

Despite these advances, challenges persist in the realization of educational equity. There are still great disparities in school infrastructure, internet access and the provision of comprehensive education, factors that directly impact the quality of learning. Studies indicate that, although FUNDEB has reduced historical inequalities, the simple redistribution of resources is not enough to eliminate the differences in performance between students from different regions (Arretche, 2004).

Another point of attention is the need for greater control and transparency in the application of resources. In some cases, there are difficulties in the financial management of the municipalities, which can compromise the effectiveness of the fund. To ensure that resources are used efficiently, it is essential to strengthen inspection mechanisms and training of educational managers.

The Role of Fundeb in the Promotion of Educational Equity refers to ensuring that all students, regardless of their socioeconomic background, have access to quality education. Fundeb contributes to this equity by redistributing resources in proportion to the needs of each education network, reducing

disparities between states and municipalities. As Nascimento and Rezende (2024) point out, the fund has a redistributive character that enables a greater balance in the allocation of funds, ensuring that historically disadvantaged regions can invest in improving public education.

Another relevant aspect is the prioritization of care for the most vulnerable populations, including rural, indigenous and quilombola communities. The expansion of Fundeb, approved in 2020, included new criteria for the redistribution of resources, ensuring greater investment in regions with the lowest Basic Education Development Index (IDEB) and lower own revenue (Brasil, 2020). In this way, the fund acts as a compensation mechanism to correct structural inequalities in the Brazilian educational system.

Fundeb represents an essential milestone in Brazilian educational policy, being an indispensable instrument to guarantee the financing of basic education and the appreciation of teaching professionals. Its reformulation brought significant advances, especially in expanding the participation of the Union and improving the criteria for the distribution of resources, which contributes to improving the quality of education and reducing educational inequalities.

However, Oliveira and Teixeira (2009, p; 13) criticize.

FUNDEB, even though its approval is prior to the publication of the Plan by the MEC, is one of the actions to be implemented for quality education in Brazil. Quality of education determined by an index that considers performance and flow of students, understanding that these results can translate the effects of investment in education, actions and programs developed by the various entities of the Federation in an articulated manner, and also account to the population for the effectiveness and efficiency of educational policies. However, FUNDEB, a mechanism that distributes and allocates resources at the various levels of basic education, has not established an effective quality standard as a guide for its implementation. What now? What will be the effects of this financing policy, which appears anachronistic in relation to the needs of basic education, for the next decade in Brazilian education? Education managers, especially, have this great challenge ahead of them.

Although FUNDEB has promoted significant advances in Brazilian education, challenges still persist. One of the main points of attention is the need for stricter control in the application of resources, avoiding waste and deviations. According to Carvalho; Miranda and Veloso (2024), the supervision of the management of FUNDEB resources must be improved to ensure that investments really impact the quality of education.

Another challenge is the Federal Government's complementation of the fund's resources. Although the expansion of federal participation represents an advance, there are still debates about the need to increase this contribution to ensure more robust and sustainable financing for basic education (Dourado; Marques; Silva, 2022). In addition, the continuing education of teachers must be strengthened, ensuring that investments in teacher appreciation result in concrete improvements in pedagogical practice.

However, for FUNDEB to fully achieve its objectives, it is necessary to make a continuous effort to monitor the application of resources, to strengthen educational management and to implement complementary policies that guarantee not only financing, but also the improvement of teaching and learning conditions. Quality and equitable education depends on a solid financing system, but also on a political and social commitment that ensures its effective implementation in all regions of the country.

In the face of these challenges, it is essential that FUNDEB continues to be improved and accompanied by complementary policies that ensure its effectiveness. The commitment to transparency in the management of resources and the expansion of public funding are essential measures to ensure that basic education in Brazil continues to advance towards a fairer, more equitable and quality education for all.

2.3 The National Common Curriculum Base (BNCC) and its impact on the quality and equity of education

The National Common Curriculum Base (BNCC) is one of the main milestones of Brazilian educational policy, establishing guidelines for learning in all stages of basic education. Established by the Ministry of Education (MEC), the BNCC aims to ensure a common education for all students in the country, promoting greater equity in access to knowledge and enabling education networks to organize their curricula in line with a minimum set of competencies and skills.

The defense of a National Common Curriculum Base has been around since the Federal Constitution of 1988, which determines in its article 210 that "minimum contents will be set for elementary education, in order to ensure

common basic education and respect for national and regional cultural and artistic values". Soon after, we have the Law of Guidelines and Bases of National Education (LDB) which regulates, in its article 9, item IV, the responsibility of the Union regarding the establishment "(...) in collaboration with the States, the Federal District and the Municipalities, [of] competencies and guidelines for early childhood education, elementary education, and secondary education, which will guide the curricula and their minimum contents, in order to ensure common basic education"; as well as in articles 26 and 26-A, which are specific about the composition of topics to be mandatorily considered in the national school curriculum.

More recently and with greater emphasis, the debate has resurfaced with the new National Education Plan enacted through Law No. 13,005/2014, which establishes goals and strategies on the various issues that involve the need to join federative efforts for the effective institutionalization of the National Education System.

The implementation of the BNCC has as its main objective to standardize the essential content to be worked on in schools, reducing historical educational inequalities. By defining general and specific competencies, the BNCC seeks to ensure that all Brazilian students have access to quality education, regardless of the region in which they study. Among its guidelines, the focus on the integral formation of the student, the development of socio-emotional skills and the encouragement of interdisciplinarity stand out.

However, the BNCC has also been the target of criticism. One of the challenges pointed out by experts is the difficulty of implementation in education networks with precarious structural conditions. Schools with fewer resources may face obstacles in adapting their curricula to the BNCC guidelines, especially in relation to the use of new methodologies and the continuing education of teachers. In addition, there are concerns about the autonomy of teachers and education systems in the elaboration of regional content and the adequacy of the BNCC to the reality of each school.

Another point of debate is the impact of the BNCC on teacher training. For the established guidelines to be effective in practice, it is essential to invest in teacher training, ensuring that teachers are prepared to apply the competencies

and skills provided for in the base. Without adequate training, the BNCC can become just a normative document, with no real effect on improving teaching and learning.

Rock; Pereira (2016, p. 224), carrying out an analysis of the scientific productions around the discussion on the National Common Curricular Base, found that the authors unfavorable to the document interpret it as: control practices and attempts at homogeneity; neoliberal policy; linked to evaluation policies; regulatory instrument; reproduction of international experience and unnecessary document due to the existence of other competent documents.

Oak; Lourenço (2018) state that a large portion of education professionals did not act in such a movement due to several factors, such as lack of time for study and discussion in the school environment, and the lack of appreciation of their opinion, even within the school.

"The right to problematize Basic Education was reserved to the economic-political partners, so that decisions are made within institutions, whose profile is one of abandonment of the public sphere and political confrontation" (Carvalho, Lourenço, 2018, p. 243).

The National Association for Research in Education (ANPED, 2015) also took a stand against the National Common Curriculum Base. ANPED argues that the Base carries with it a mischaracterization of the student in his condition of difference, as well as the dehumanization of the teaching work in its creative condition and disregard for the complexity of school life. The act of placing the right to learn of students in a list of objectives, contitudinal to be learned, removes from this right its democratic, social and human character. They also reiterate that, over the last few years, the MEC has been silenced about the debates involving advances and policies towards democratization and appreciation of diversity, giving voice to the market project in the direction of international trends of centralization/curricular standardization+ large-scale testing+ accountability of teachers and managers, translating into the Base and its hierarchical external evaluations.

In one of the notes on the BNCC made by ANPED, there is discontent with the disqualification of the teaching work. It is pointed out that with the Base, the teacher becomes the central responsible for the success in the education of

students. Such an equation does not take into account, however, diversity as a component of the human being and of the processes of creation of knowledge and values. The quality, questioned, is the result of large-scale external evaluations, which qualify and measure the teacher only in his technical dimension. Such evaluations are of interest to business and international multilateral organizations.

The ANPED document (2015, p. 7), which states that:

We argue, therefore, that education for diversity values autonomy and locality and, in this sense, the problems of each network and each school must be understood and understood in their specificities, investing in the consolidation of the role of councils, entities, local associations, partnerships with universities in the collective, socially referenced construction of public, free and quality schools for all, and not based on unified paths proposed based on hierarchies between cultural knowledge and social media.

The National Association of Education Policy and Administration (ANPAE, 2015) also spoke out against the Base. In a note released, the Association questions how the BNCC will articulate with issues such as evaluation, monitoring, production of didactic material, teacher training, the formulation of State and Municipal Education Plans, the relationship between public and private education, among other topics equally important for the curricular discussion of the Brazilian basic education school.

ANPAE (2015) also criticizes the way in which the Document can be interpreted in a restricted sense, seen as a single national curriculum, and above all, in relation to the minimum contents prescribed by competencies and skills, to be developed at each stage and level of education, especially taking into account the close link between curriculum and large-scale assessment, that privilege two areas of knowledge (Portuguese and Mathematics), rather than with processes of training/education of students to act in complex societies. For ANPAE, the BNCC should reflect the DCN of basic education, and have as its direction the construction of an education that forms the human being, citizen, capable of influencing the political and economic directions of the country, capable of creating knowledge, of creating new directions for our common future.

The defense of the need for a national curriculum comes with the argument of a supposed guarantee in the quality of teaching, where the curriculum is understood as an instrument of homogenization and standardization of student

performance that is sustained by a relationship between society and curriculum conceived as a structured whole. Thus, it seeks to characterize educational problems as a merely curricular issue, and from such characterizations they formulate proposals for totalizing solutions that always exclude the differences that escape these idealized models. The game of political interests of society, the class struggle, the peculiarities of the students, their environment and the teachers and the school are not taken into account (Pereira; Oliveira, 2014)

Pereira and Oliveira (2014) also point out that the discourses in defense of the Base express attempts to set standards about the meanings of quality, teaching and curriculum. To this end, they seek to establish contents as the most appropriate/reasonable to compose the repertoire of knowledge that promotes the human formation of the students who attend the thousands of schools spread across the country.

Such a perspective, however, presents as the only possibility the production and maintenance of binary/polarized ways of being and being in the world. And such binarisms are always shaped from hierarchization, in which one of the poles is always lowered. Unfortunately, this demotion always occurs with the side that profits the least, that is, with the side of the students, who are seen as "equal", "normal" standards, without autonomy, needs, desires or opinions.

2.4 Teacher Training Programs and the Quality of Education

Teacher training is one of the fundamental pillars for improving the quality of education. Educational policies aimed at teacher training play an essential role in building a more efficient, reflective and innovative teaching. Among the initiatives implemented in Brazil, the Institutional Scholarship Program for Initiation to Teaching (Pibid) and the Pedagogical Residency Program stand out, which are part of the National Policy for Teacher Training and seek to articulate theory and practice in the preparation of future teachers.

Created by the Ministry of Education (MEC), Pibid's main objective is to encourage the training of teachers for basic education, promoting the immersion of undergraduate students in the school environment from the early stages of graduation. The program allows undergraduates to develop practical experiences in public schools, under the guidance of experienced teachers, bringing them

closer to the educational reality and providing direct contact with the challenges of teaching.

Research indicates that Pibid contributes to the development of a more critical and reflective education, allowing future teachers to understand the dynamics of the classroom, experiment with innovative methodologies and acquire experience in planning and executing pedagogical practices. In addition, the program helps to reduce dropout rates in undergraduate courses, as it provides greater engagement and motivation for students who wish to pursue a teaching career (Tardif, 2014).

Research indicates that Pibid contributes to the development of a more critical and reflective education, allowing future teachers to understand the dynamics of the classroom, experiment with innovative methodologies and acquire experience in planning and executing pedagogical practices. In addition, the program helps to reduce dropout rates in undergraduate courses, as it provides greater engagement and motivation for students who wish to pursue a teaching career (Tardif, 2014).

The Pedagogical Residency has proven to be an effective strategy for the improvement of teaching practice, since it enables the experimentation of different active teaching methodologies, reflection on the challenges of basic education and adaptation to the needs of students. According to Freire (1996), teaching practice needs to be based on dialogue and interaction with students, and programs like this contribute to the construction of a more participatory and humanized pedagogical practice.

Although both initiatives have generated positive impacts on teacher training, there are challenges that need to be faced to increase their effectiveness. The lack of financial resources, the discontinuity of public policies and the low valuation of the teaching career are factors that compromise the expansion of these programs. In addition, the need for continuous monitoring and continuing education for supervising teachers is essential to ensure that Pibid residents and scholarship holders have a meaningful and transformative experience.

In this sense, it is essential that there is a commitment on the part of higher education institutions and public policies to ensure the continuity of these

initiatives, improving them according to the demands of basic education. Valuing teacher training is not only about the technical improvement of future teachers, but also about the development of a critical awareness of their role in society, making them agents of change in the educational context.

The Pibid and Pedagogical Residency programs are examples of public policies that aim to improve teacher training and, consequently, the quality of teaching in Brazil. By promoting a practical and reflective immersion in schools, these initiatives allow undergraduates to gain experience, develop innovative methodologies and understand the challenges of teaching even before they definitively enter the career. In order for such programs to continue fulfilling their social and educational function, it is essential that they be strengthened and expanded, ensuring the appreciation of teachers and the improvement of teaching for future generations.

Libâneo (2002) points out the issue of teacher training. The globalization of society, the change in production processes and their consequences in education, makes the demands regarding teacher training greater. However, he points out that: "At the same time that it brings benefits to humanity through the growing scientific and technological advancement, it is also a factor of social exclusion" (Libâneo, 2002, p. 36).

Brzezinski (2008) points out that teacher training has a specific nature that distinguishes it from any other training, because, in addition to covering the academic, it also addresses the scientific and pedagogical.

The initial training of teachers should promote diverse experiences that provide an understanding of the reality of the public school, our future space of action. However, we found several problems in our training for teaching. Unfortunately, in most of the teaching degree courses there is a lack of approximation of the school reality between theory and practice. As a solution, Libâneo (2002, p. 44) points out that "it is necessary to interact the content of the disciplines in practical situations that pose problems to future teachers and enable them to experiment with solutions with the help of theory". It is necessary to reevaluate objectives, contents, methods, forms of teaching organization, according to the changes that have occurred in society.

Evangelist; Triches (2012) point out that there are conceptual inaccuracies regarding documents that deal with teacher training, resulting in confusing operations for the pedagogue's activity. Thus, these inaccuracies, together with the expansions, lead us to reflect on the teaching process and the transformation of the teacher into a superteacher.

Lima (1997) points out that it is necessary to ensure adequate training for teachers. It is necessary to verify the problems, but mainly to seek solutions through projects that articulate the relations between the university and the public school.

Regarding continuing education, Libâneo (2002) points out that most of the time it is non-existent, or when it occurs it is far from the reality experienced in the classroom. Thus, this process becomes a vicious cycle, where the faculty trains teachers poorly and they train students poorly.

However, Reali; Reyes (2009) argue that learning to teach is a process that occurs throughout their professional career. In this sense, the experience with other teachers, the practice in the classroom, the daily contact with difficulties and challenges, will help the teacher to build his professionalism and teaching personality.

We advocate that this training stimulates research and reflection. To this end, it must: value self-training activities, encourage the participation of all teachers together, capitalize on innovative experiences, and be based on a reflection in practice and on practice (Brzezinski, 2008).

2.5 Challenges Persistent in Educational Equity and Quality

The critical analysis of the educational policies implemented in Brazil reveals considerable advances, but also points to persistent challenges that compromise the effectiveness of educational equity. Although there is a growth in access to education and in the valorization of teaching, the persistence of structural inequalities requires a deeper reflection on the real impact of the policies implemented. These policies can be observed in different dimensions, such as the improvement of schooling rates, teacher qualification, and the reduction of regional inequalities in access to education, but true educational equity is still a goal to be achieved.

In recent years, several educational policies and programs, such as the National Education Plan (PNE), the Fund for the Maintenance and Development of Basic Education (Fundeb), the National Common Curriculum Base (BNCC) and the Teacher Training Programs (Pibid and Pedagogical Residency), have contributed to the improvement of the educational indicators in Brazil. However, it is necessary to understand these initiatives in the context of the historical and structural inequalities that mark the Brazilian educational system.

One of the main advances achieved in recent decades is the expansion of access to basic education. The universalization of elementary education, together with the expansion of the offer of vacancies in early childhood education and secondary education, was made possible by financing policies, such as Fundeb, and inclusion programs. However, as Gatti (2017) points out, improved access does not necessarily translate into quality, and it is essential to ensure adequate teaching conditions for all students.

The improvement of school infrastructure is also a relevant point, with investments aimed at modernizing schools, expanding the workload and implementing digital technologies in teaching. While these advances are important, there are still disparities between different regions, with many schools, particularly in rural and peripheral areas, lacking adequate infrastructure to ensure quality education. As Saviani (2007) argues, education in Brazil is marked by a centralization of policies, but a decentralization of responsibilities, which intensifies regional inequalities.

The training and appreciation of teachers have been prioritized through qualification programs, such as PIBID and the Pedagogical Residency. Such initiatives promote innovative methodologies and greater articulation between theory and practice, as defended by Freire (1996), who emphasizes the importance of continuous and contextualized training of educators so that they can respond to the demands of a more inclusive and transformative teaching. However, teacher appreciation is still a challenge, since teachers' salaries and working conditions are often inadequate, which directly impacts the motivation and quality of teaching.

The National Common Curriculum Base (BNCC) is also an important milestone, as it establishes a set of essential competencies and skills that all

students must develop, ensuring that everyone has access to quality education, regardless of their geographic location. However, as paro (2015) observes, curricular standardization can sometimes not take into account local specificities and student realities, which can result in a decontextualized teaching-learning process.

Despite the advances, structural challenges still compromise the quality and equity of education in Brazil. Among the main obstacles, regional inequalities also stand out: The unequal distribution of financial resources and infrastructure results in significant differences in the quality of education between the regions of the country. As Lück (2007) points out, the centralization of educational management and the lack of effective planning result in regional disparities, with rural areas and urban peripheries suffering from the precariousness of education.

Another challenging element is the low teacher appreciation, with insufficient salaries, inadequate working conditions and the scarcity of continuous training programs directly impact the motivation and performance of educators. According to Gatti (2017), the devaluation of teachers compromises the quality of teaching and perpetuates educational inequalities, since teacher training is crucial for improving educational results.

School dropout still remains a critical problem, especially in high school. Socioeconomic factors, such as the need for early work and the lack of school retention policies, contribute to dropping out of school. As Kramer (2009) states, public policies to combat dropout should be complemented with strategies to support students at risk, considering the social and cultural causes that impact the educational path.

It is also noteworthy that, although the BNCC was created with the objective of ensuring equitable education, its implementation faces significant difficulties. The resistance of some education systems and the lack of effective adaptation to local realities compromise the effectiveness of implementation. Ribeiro (2016) argues that the application of a standardized curriculum in a country with so many regional inequalities needs to be more flexible and adapted to the realities of each school community.

It is analyzed that the quality and equity of education in Brazil depend on a continuous commitment to effective public policies, sustainable investments

and constant monitoring of the initiatives implemented. Progress in the universalization of education is an important step, but to ensure a truly inclusive and quality educational system, it is necessary to face structural challenges and promote a fairer distribution of educational resources. The strengthening of teacher training policies, the improvement of curricular guidelines, and the expansion of student support programs are essential measures to build a more equitable and transformative education, capable of reducing inequalities and meeting the diversity of realities in the country. Freire (1996) reminds us that education should be a process of liberation, which enables individuals to critically understand reality and its transformation, and it is on this path that we must follow to achieve quality education for all.

METHODOLOGY

This study was based exclusively on the analysis of secondary data, collected through a systematic search in the SciELO and Google Scholar databases. The selection criteria prioritized scientific publications, official documents, and research reports linked to the themes of public educational policies, teaching quality, and equity. The temporal delimitation was concentrated on productions of the last twenty years, although seminal works such as Freire (1996) and Saviani (2007) have been incorporated for their historical relevance. The breadth of the search aimed to encompass different dimensions of the problem, including financing, management, curriculum and teacher training.

The analytical approach adopted was qualitative, guided by the methodological assumptions of content analysis. The selected texts, including critical documents on the BNCC (ANPAE, 2015; ANPED/ABdC, 2015) and studies on financing (Dourado et al., 2022; Carvalho et al., 2025), have undergone exhaustive and fluctuating readings. This was followed by the exploration of the material, through coding and identification of recurrent units of meaning. From which emerged previous analytical categories, such as "federalism and coordination" (Arretche, 2004, 2012) and "teacher training" (Gatti, 2017; Brzezinski, 2008), later refined by contact with the data.

The interpretation of the results required constant dialogue between the empirical categories and the theoretical framework, allowing the establishment of

complex relationships. It was examined, for example, how the meritocratic conditionalities of funds (Carvalho et al., 2025; Nascimento & Rezende Pinto, 2024) interact with teacher silencing (Carvalho & Lourenço, 2018) and training models (Evangelista & Triches, 2012; Libâneo, 2002). At the same time, the tension between curricular standardization (Ribeiro, 2016; Pereira & Oliveira, 2014) and pedagogical autonomy, from the perspective of equity. This iterative process allowed for the synthesis of diverse perspectives on the challenges of equitable quality.

Finally, it is recognized that the methodology adopted, although it allowed a deep understanding of the academic debate, has limitations inherent to the exclusive use of secondary sources. The absence of primary empirical data restricts the generalization of the findings, and future investigations that incorporate them are pertinent. However, the diversity of sources analyzed – from studies on permanent FUNDEB (Cortez, 2024; Oliveira & Teixeira, 2009) to reflections on teaching knowledge (Tardif, 2014; Reali & Reyes, 2009) – offers a multifaceted view of policies and their obstacles. The rigorous qualitative analysis, therefore, made it possible to build a critical and integrated panorama of the field.

FINAL CONSIDERATIONS

It is understood that public educational policies play a central role in structuring education in Brazil, seeking to ensure not only universal access to education, but also the improvement of the quality of education and the promotion of equity. The analysis of the main policies, such as the National Education Plan (PNE), the Fund for the Maintenance and Development of Basic Education and the Valorization of Education Professionals (Fundeb), the National Common Curriculum Base (BNCC) and the Teacher Training Programs, shows significant advances in the strengthening of the Brazilian educational system.

The PNE establishes fundamental goals for education, but its implementation has been impacted by challenges such as insufficient funding and difficulties in the execution of some guidelines. Fundeb, in turn, plays a crucial role in the redistribution of resources, contributing to the reduction of regional inequalities and to the appreciation of education professionals. The

BNCC, on the other hand, proposes a unified curriculum that aims at equity in learning, but its applicability comes up against structural challenges, such as teacher training and the adaptation of education networks.

Teacher Training Programs, such as Pibid and Pedagogical Residency, are essential for the qualification of teachers, providing practical experiences that positively impact pedagogical practices. However, the valorization of the teaching career and the continuous offer of training are still points that need to be improved.

Despite the advances, structural and operational challenges persist that limit the full implementation of these policies. The precariousness of teachers' working conditions, the inequality in the distribution of resources between regions and schools, in addition to the need for greater investment in public education, are factors that require continuous attention.

Thus, the effectiveness of educational policies depends not only on their formulation, but also on their efficient implementation, adequate funding, and continuous monitoring of results. The commitment of the public authorities, combined with the participation of civil society and educational institutions, is essential for Brazilian education to advance in the construction of a fairer, more inclusive and quality system for all.

REFERÊNCIAS BIBLIOGRÁFICAS

ANPAE. Associação Nacional de Política e Administração da Educação. **Comentários iniciais para a discussão do Documento preliminar da Base Nacional Comum Curricular** (BNCC). 2015, p. 02-11.

ANPED/Associação Nacional de Pós-graduação e pesquisa em educação e ABdC/Associação Brasileira de Currículo. **Exposição de Motivos sobre a Base Nacional Comum Curricular**. Ofício n.º 01/2015/GR Rio de Janeiro, 9 de novembro de 2015.

ARRETCHE, M. **Democracia, federalismo e centralização no Brasil**. Rio de Janeiro, RJ: Fundação Getulio Vargas/Fiocruz. 2012

ARRETCHE, M. Federalismo e políticas sociais no Brasil: Problemas de coordenação e autonomia. **São Paulo em Perspectiva**, São Paulo, v. 18, n. 2, p. 17-26, 2004. <https://doi.org/10.1590/S0102-88392004000200003>

BRZEZINSKI, I. Políticas contemporâneas de formação de professores para os anos iniciais do ensino fundamental. **Educação e Sociedade**, v. 29, n. 105, p. 1139-1166, 2008. Disponível em: < http://www.scielo.br/scielo.php?pid=S0101-73302008000400010&script=sci_abstract&tlng=pt>. Acesso em: 14 mar. 2025.

CARVALHO, Fabrício Aarão Freire; De Miranda, Claudia Gatinho; Veloso, Suzane Andrade. As Condicionais Meritocráticas Impostas pelo Novo Fundeb e os Programas de Bonificação da Seduc/PA Focados em Resultados. **FINEDUCA-Revista de Financiamento da Educação**, v. 14, 2025.

CARVALHO, Janete Magalhães; Lourenço, Suzany Goulart. O silenciamento de professores da Educação Básica pela estratégia de fazê-los falar. **Pro-posições**, v. 29, N. 2 (87), maio/ago. 2018, p. 235-258.

CORTEZ, Sânzia Cicimária Coelho. O Fundeb Permanente: Como Uma Política Pública Importante Para Financiar A Remuneração Do Magistério Da Educação Básica. **Revista Acadêmica Online**, v. 10, n. 53, p. e251-e251, 2024.

DE REZENDE PINTO, José Marcelino. A política de fundos no Brasil para o financiamento da educação e os desafios da equidade e qualidade. **Propuesta educativa**, n. 52, p. 24-40, 2019.

DOURADO, L. F; Marques, L. R; Silva, M. V. Fundeb e os desafios para a garantia do direito à educação básica. **Retratos da Escola**, [S. l.], v. 15, n. 33, p. 645–660, 2022. DOI: 10.22420/rde. v15i33.1450. Disponível em: <https://retratosdaescola.emnuvens.com.br/rde/article/view/1450>. Acesso em: 14 mar. 2025.

EVANGELISTA, O; Triches, J. Curso de Pedagogia, organizações multilaterais e o superprofessor. **Educar em Revista**, Curitiba, n. 45, p. 185-198, 2012. Disponível em: < http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0104-40602012000300013 >. Acesso em: 26 jul. 2016.

FREIRE, Paulo. Pedagogia do oprimido. 52. ed. Rio de Janeiro: Paz e Terra, 1996.

GATTI, B. A. et al. **Professores do Brasil:** novos cenários de formação. – Brasília: UNESCO, 2019

GATTI, Bernadete A. **A formação dos professores no Brasil:** uma análise dos principais desafios e avanços. Educação & Sociedade, Campinas, v. 38, n. 139, p. 609-632, out./dez. 2017.

KRAMER, Silvia. Evasão escolar no Brasil: causas e consequências. In: ALMEIDA, Maria Tereza (Org.). **A educação no Brasil: desafios e perspectivas.** 2. ed. São Paulo: Cortez, 2009. p. 107-120.

LIBÂNEO, J. C. Sobre qualidade de ensino e sistema de formação inicial e continuada de professores. In: Libâneo, J. C. **Adeus professor, adeus professora?** novas exigências educacionais e profissão docente. 6. ed. São Paulo: Cortez, 2002. p. 36-49.

LIMA, V. M. M. A formação do professor da escola básica: um desafio para melhorar a qualidade do ensino público. **Nuances: Estudos Sobre Educação,** Presidente Prudente, v. 3, n. 3, p. 78-83, set. 1997.

LÜCK, Heloísa. Gestão escolar: contextos e desafios. Campinas: Papirus, 2007.

NASCIMENTO, Rafael Troca; De Rezende Pinto, José Marcelino. Estará o Fundeb penalizando os municípios de pequeno porte? Um olhar sobre o estado de São Paulo. **FINEDUCA-Revista de Financiamento da Educação,** v. 14, 2024.

Oliveira Rosimar de Fátima Oliveira; Teixeira, Beatriz de Basto Teixeira. **Do Fundef Ao Fundeb: A Qualidade Ainda Fora De Pauta.** 2009, p. 1 – 20. Disponível em: https://www.ufsj.edu.br/portal2-repositorio/File/vertentes/rosimar_e_beatriz.pdf. Acesso em 14 mar. 2024.

PARO, Vitor Henrique. Gestão educacional: teoria e prática. 5. ed. São Paulo: Cortez, 2015.

PEREIRA Talita Vidal, Oliveira, Veronica Borges de. Base Nacional Comum: A autonomia docente e o currículo único em debate. **Revista Teias**, v. 15, n. 39. 2014, p. 24-42.

REALI, A. M. R; Reyes, C. R. Ensinar e ser professor: processos independentes ou inter-relacionados? In: Realí, A. M. R; Reyes, C. R. (Org.). **Reflexões sobre o fazer docente**. São Carlos: EDUFSCar, 2009. p. 13-20.

RIBEIRO, Maria Aparecida. A implementação da Base Nacional Comum Curricular e as implicações para a prática pedagógica. **Revista Brasileira de Educação**, Rio de Janeiro, v. 21, n. 66, p. 45-63, jan./mar. 2016.

ROCHA, Nathália Fernandes Egito; Pereira, Maria Zuleide da Costa. o que dizem sobre a BNCC? Produções sobre a Base Nacional Comum Curricular (BNCC) no período de 2010 a 2015. **Espaço do Currículo**, v.9, n.2, p. 215-236, maio a agosto de 2016.

SANTOS, Ailla Costa. análise da lei 13.005/2014 e os desafios de sua efetivação na educação básica. **Semana de Pedagogia**, p. 293-299, 2024.

SAVIANI, Dermeval. História das ideias pedagógicas no Brasil. 4. ed. Campinas: Autores Associados, 2007.

TARDIF, M. **Saberes docentes e formação profissional**. 17.ed. Petrópolis, RJ: Vozes, 2014.