



Public policies and history of education

Public policies and history of education

Anderson Augusto do N. Oliveira

Email: cadedeu@hotmail.com

Submitted on: 12/23/2022

Approved on: 12/25/2022

Published on: 01/02/2023 DOI:

10.51473/ed.al.v3i1.465

SUMMARY

This article aims to understand and analyze Brazilian basic education and public policies aimed at guaranteeing quality education for all, taking as a framework the Federal Constitution of 1988, and the LDB - Law 9.394/1996. The LDB, in its article 2 guarantees that education, a duty of the family and the state, has as its purpose the full development of the student, his preparation for the exercise of citizenship and qualification for work and article 32, item I, makes mention of Elementary Education, having as an objective, the development of capacity, with full mastery of reading, writing and calculation that public educational policies are everything that a government does or fails to do in education. However, education is too broad a concept to deal with educational policies. Therefore, this article aims to provide the historical context of education in Brazil, as well as understanding how public policies contribute to quality education and why they are necessary. From what was exposed in this research, I can conclude that we have not yet reached the expected level of education, and there is a lot to be done, however, the State has helped through the implementation of educational Policies in helping to actually achieve this "education for all" set out in the Federal Constitution.

Key words: Public Policies, LDB, School, Educational Policies.

ABSTRACT

This article aims to understand and analyze Brazilian basic education and public policies aimed at ensuring an education for all and quality, having as a milestone the Federal Constitution of 1988, and the LDB - Law 9.394/1996. The LDB, in its Article 2, ensures that education, the duty of the family and the state, aims at the full development of the student, its preparation for the exercise of citizenship and qualification for work and Article 32, item I, mentions elementary school, aiming at the development of capacity, with full mastery of reading, writing and calculation that public educational policies are everything that a government does or stops doing in education. However, education is a very broad concept to deal with educational policies. Thus, this article aims to bring the historical context of education in Brazil, as well as to understand how public policies collaborate for quality education and why they are necessary. From the above in this research, I can conclude that we have not yet reached the level of education expected, and there is much to be done, however, the State has helped through the implementation of educational policies in an aid to realize this 'education to all' exposed in the Federal Constitution.

Keywords: Public Policies, LDB, School, Educational Policies.

1. INTRODUCTION

Public policies aim to regulate and develop the sectors of a State, and are premised on meeting the basic needs of the population.

According to Höfling (2001) Social policies refer to actions that determine the standard of social protection implemented by the State. Nievola (2011, p.9) understands that school is the place where

1

realize educational policies within a context of public social policies.
Therefore, it is necessary to know and understand public education policies and how they interfere in the educational process.

Regarding Education, the right of citizens to have access to education is guaranteed by the Constitution. Federal tutition in article art. 205. "Education, a right for everyone and a duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the exercise of citizenship and their qualification for work." (CF, BRAZIL, 1988)



Bastos (2017, p. 12) clarifies that public policies are characterized by actions developed by the State, which involve actions and commitments aimed at the social and cultural development of a people.

Novo and Mota (2019, p. 2) understand that education qualifies citizens for work and facilitates their participation in society. All citizens have the right to education. With it, Brazilians can envision a life free from poverty and have more participation in society, through qualifications for work. Those who do not have any access to education are not able to demand and exercise civil, political, economic and social rights, which harms their inclusion in modern society.

In this sense, this article aims to provide the historical context of education in Brazil, as well as understanding how public policies contribute to quality education and why they are necessary.

To this end, a bibliographical survey was carried out, based on recently published materials consistent with the theme. Published articles, scientific journals and others were used, through the Capes and Scielo platforms.

2. BRIEF HISTORY OF EDUCATION IN BRAZIL

Novo and Mota (2019, p.1) clarify that the Right to education is part of social rights, which aims at the value of equality between people. In Brazil, this right was recognized only after the Federal Constitution of 1988, previously, the State had no formal obligation to guarantee quality education to society, public education was treated in an assistential way, that is, support given to those that they could not pay.

According to Souza (2019, p.1) Brazil presents, in each period of its history, different concepts and realities, but it is no different from the education model that is aimed at the popular classes, in the words of the authors "an education domesticating, elitist, reactionary, often in precarious conditions" which ends up depriving an education of a liberating, democratic, transformative and indeed quality nature. Even though the law brought changes, the reality was little changed and education only benefited the dominant class "to the detriment" of the popular classes.

Kujawa *et al* (2020) apud Barroso (2000) In Europe, until the middle of the 19th century, the school consisted of an institution intended for a few, considering that only the minority was able to face it, as well as obtain certifications. This means that the school was an environment attended exclusively by privileged social classes

Freitas and Martins (2019, p.12) clarify that the first significant records indicating Brazilian education, in the academic-school sense, ran in parallel with the country's history, counting from its official discovery in the year 1500 (Freitas and Martins, 2019) The initial responsibility for Education in Brazil belonged to the Jesuits, and this remained for approximately 200 years, as they catechized the Indians and later founded schools and missions.

two The educational work of the Jesuits was integrated into a colony policy, being an uncritical teaching, as well as alien to the will of the colony's life, it was transformed into an education aimed only at the elite and, therefore, an instrument of ascension Social. (FREITAS, MARTINS, 2019. P.13)

Already in the imperial period (1822-1889) the responsibilities of Education were the responsibility of the State, however, public education did not have the meaning of popular education. This occurred because education did not have the character of disseminating knowledge essential to the formation of nationality and citizenship. (Kujawa *et al*, 2020)

Freitas and Martins (2019, p. 14) emphasize that at that time it was considered that teaching did not present it was of practical use to those who needed to work to survive, that is, the great poor. Piaia and Scalabrin (2011, p. 15) highlight that Jesuit teachings were a tool for exploration and subtle imposition of European customs, values and knowledge.

According to Souza (2019, p.2) Brazil began to present a more considerable cultural development after the arrival of the Royal Family in Brazil in 1808, however, the rightthe educationit was restrictive. With the arrival of the Royal Family and later Independence (1822), higher education was the biggest concern when compared to other levels of education, which highlighted the classicist character of education, where the dominant class continued to expand its privileges and the class poor in the background.The educationit had this direction in the imperial period, because the objective was the formation of ruling classes.

Therefore, Piletti, (1991, p.41) explains that the authorities were more concerned with creating some higher schools and regulating the access routes to their courses, especially through the secondary course and entrance exams for higher education studies. Instead of seeking to set up a national education system, integrated into all its degrees and modalities,

Souza (2019, p.5) clarifies that with the country's independence, achieved in 1822, some changes in the socio-political and economic panorama seemed to be emerging, including in terms of educational policy.

The first Brazilian Constitution, granted in 1824, only guaranteed, in its Article 179, “free primary education to all citizens”. In 1827, a law determined the creation of primary schools in all places and villages, in addition to schools for girls, which had never been implemented before.

According to Souza (2019, p.17) after the 1930 Revolution, in 1934,the Constitutionpromulgated had significant advances in the educational area. However, in 1937, the Estado Novo was established, which gave the country an authoritarian Constitution,registeringresulting in a major setback.

According to Alves (2017, p.5) the Ministry of Education emerged in 1930 and was called the Ministry of Education and Public Health. This ministry developed activities related to several other ministries, such as: sport, education, health, and the environment.

In this sense, as Souza (2019, p.20) explains, the 1930s represented a major advance in the regulation of educational policies in Brazil.

In 1945, after the fall of the Estado Novo, there was a resumption of many ideals, and especially in the educational sphere, these ideals were embodied in the Bill of Guidelines and Bases of National Education, sent to the National Congress in 1948 which, after many years, was only approved in 1961, through Law No. 4,024 (Souza, 2019.P.18).

The integration of educational and social policies contributed to the increase in the Brazilian human development index (HDI). (MEC.)

According to Ferreira (2011, p.153) in the 1970s and 1980s, Brazil found itself in a process of impeding intellectual and educational growth.

3

In this sense, through the Federal Constitution of 1988, instruments were inserted for the reconstruction of a country, now, with a democratic character, these instruments were the Statute of Children and Adolescents- cent in 1990 and LDB 9,394/1996, in which education came as not only a right for children and adolescents, but a duty of the Public Power (FERREIRA, 2011, p.153).

According to Ranieri (2000, p. 78), the great innovation of the 1988 constitutional model in relation to the right to education arises from its democratic character, especially due to the concern with providing instruments aimed at its effectiveness.

Piaia and Scalabrin (2011, p.8) understand that as a result of this historical process, education

takes place in the face of a constant dispute between the popular classes and the dominant sectors of society, the authors clarify that due to the terrible socioeconomic reality, there is great social exclusion, which prevents society from reading and writing, this is because, the process of cultural, political and economic domination and Brazilian social formation implemented an educational policy that contributed to consolidating the school as an institution “conserved, alienating, imitative of the organization of work in the productive system” (PIAIA, SCALABRIN, 2011, P.8)

3. PUBLIC POLICIES

Public policies aim to regulate and develop the sectors of a State, and are premised on meeting the basic needs of the population.

According to Höfling (2001), social policies refer to actions that determine the standard of social protection implemented by the State, aimed, in principle, at the redistribution of social benefits with a view to reducing structural inequalities produced by socioeconomic development.

According to Souza (2003, p.14) public policies consist of “fields of knowledge that put the government into action”, and which aim to develop and regulate the sectors of a State, with priority being on meeting the needs basic needs of the population.

Bastos (2017, p. 12) clarifies that public policies are characterized by actions developed by the State, which involve actions and commitments aimed at the social and cultural development of a people. It consists of a set of social actions that depend not only on the government, but on educational institutions and society as a whole, with intentions that seek to guarantee the citizenship rights of everyone, especially those who are on the decline of poverty. (BASTOS, 2017.P.12)

For Alves (2017, p.10) public policies are formulated and designed and become plans and/or programs, which, when put into action, are implemented and subjected to monitoring and evaluation systems.

According to Oliveira *et.al.*(2010, p.5) public policy is an expression that seeks to define a specific policy action. From an etymological point of view, public policy refers to the participation of the people in the decisions of the city, territory. But historically, this participation took on different features, and could have happened directly or indirectly, as an agent has always been fundamental in the event of public policy: The State (OLIVEIRA, ET AL, 2010).

4. EDUCATIONAL PUBLIC POLICIES

Regarding the Education, the law of the citizens of have Access to education is guaranteed by the Constitution. Federal tutition in article art. 205. “Education, a right for everyone and a duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the exercise of citizenship and their qualification for work.” (CF, BRAZIL, 1988)

Nievola (2011, p.9) he understands that the school is the locus where educational policies are materialized within a context of public social policies. Therefore, it is necessary to know and understand public education policies and how they interfere in the educational process.

According to Bastos (2017, p. 15) public policies in Brazil emerged from the first years of the republic, when free primary education was defended for all individuals and its secularism was permitted by the Constitution, and the National Education Association – ANE was subsequently created, which favored compulsory public elementary education.

Oliveira (2014, p. 15) clarifies that public educational policies are everything that a government

do or fail to do in education. However, education is too broad a concept to deal with educational policies.

Lenzi (2018) clarifies that public education policies are proposed, studied and created based on come from laws that are voted on by members of the Legislative Branch (federal and state deputies, senators and councilors) in each of the spheres of government: federal, state and municipal.

According to Bastos (2017, p.11) the Law of Guidelines and Bases of National Education (law no. 9,394/96). The Law of Guidelines and Bases establishes the main rules that must be followed by the country's educational system. It is applied to both the public education network and the private network.

Ferreira (2011) highlights that LDB 9,394/1996 was a milestone in the direction of Brazilian education. Bastos (2017) mentions that educational policies define that everyone has the right to attend school, which must offer quality education. Bastos

The LDB, in its article 2, guarantees that education, a duty of the family and the state, aims at the full development of the student, their preparation for the exercise of citizenship and qualification for work and article 32, item I, mentions to Elementary Education, with the objective of developing capacity, with full mastery of reading, writing and calculation. (OLIVEIRA, 2014, P.20)

As established in Law 9394/96 - National Education Guidelines and Bases Law (LDB): "Art. 2nd - Education, a duty of the family and the State, inspired by the principles of freedom and the ideals of human solidarity, has as its purpose the full development of the student, his preparation for the exercise of citizenship and his qualification for work" (FERREIRA, 2011).

Ferreira and Santos (2014) consider that both the ECA, Child and Adolescent Statute, and the LDB - Education Guidelines and Bases Law were preceded by a social mobilization that contained social anxieties, especially in the field of education and democracy. Thus, both laws greatly influence the new positioning of public education that sought to restore the protection of the rights of children and adolescents.

According to Júnior (2016, p.14), public educational policies consist of conditions so that the State can take measures and regulate the functioning of the educational sector. It is important to highlight that these policies are aimed at one of the most complex and oldest organizations in society. In reference to public educational policies, they refer to these measures specifically aimed at the educational sector, which need, in addition to being published, to be implemented in order for the measures to be effective.

According to Alves and Silva (2017), in order to give regularity to various public policy actions, a series of decrees were signed.

The authors highlight I- Decree 19,850, of April 11, 1931, which created the National Education Council; II- Decree 19,851, of April 11, 1931, which provided for the organization of higher education in Brazil and adopted the university regime; III- Decree 19,852, of April 11, 1931, which provided for the organization of the University of Rio de Janeiro; IV- Decree 19,890, of April 18, 1931, which provided for the organization of secondary education; V- Decree 19,941, of April 30, 1931, which established religious education as an optional subject in public schools in the country; VI - Decree 20,158, of June 30, 1931, which organized commercial education and regulated the accounting profession; and VII- Decree 21,241, of April 14, 1932, which consolidated the provisions on the organization of secondary education. (ALVES, SILVA, 2017, P.11)

According to Delgado (2019, p.5) these public policies aim to find solutions to social challenges inherent in education, aiming to reduce different levels of education, as well as social differences within the school environment.

According to Schwartzman (2005), there are numerous problems in basic education, which must be analyzed

and taken into account by public educational policies, these issues aim at the quality of education, the recovery of adolescents and young adults who for some reason left school or are behind in education.

Ferreira (2017) highlights the importance of observing that Public Educational Policies are not only related to the access of all children and adolescents to public schools, but are also directly related to the construction of society that originates from education in these schools. (FERREIRA, 2017, p.144)

The aforementioned author highlights that in view of these aspects, Public Policies are aimed at tackling the problems that exist in the daily lives of schools, which reduce the quality of education.

5. THE NEED FOR PUBLIC POLICIES IN THE CURRENT EDUCATION CONTEXT

Education qualifies citizens for work and facilitates their participation in society. All citizens have the right to education. With it, Brazilians can envision a life free from poverty and have more participation in society, through qualifications for work. Those who do not have any access to education are not able to demand and exercise civil, political, economic and social rights, which harms their inclusion in modern society. (NEW, MOTA, 2019, P.2).

Bastos (2017, p.10) understands that investing well in the educational area, through projects that are in tune with society's needs, means saving future expenses in other areas such as health and safety. For the author, a society that has education based on constitutional precepts is prepared to contribute to the development of its homeland.

According to a survey by UNESCO (2002), educational problems do not originate exclusively from education, however, they seek to resolve them through educational reforms. The issue of early school leaving is an example, a high percentage of school failure has its direct origin in economic, social and cultural deficiencies, which affect the majority of society. (UNESCO, 2002, p. 102)

Smarjassi and Arzani (2021, p.12) understand that education must be conceived as a moral duty for social improvement and that it requires the State's understanding of education.

“Public policies related to work and education for young working-class Brazilians are, on an economic-social and ethical-political level, as essential as they are complex.” The essential nature of public policies derives from the real need for thousands of young people to enter the fight for survival early in the face of the social monster we have become” (LIMA, 2015, P.2).

In the understanding of Carvalho (2000), in order to overcome the challenges that schools in the country face, Currently, the Brazilian educational context requires many changes, which do not depend solely on the school. In this sense, the school must fulfill its duties. These duties consist of taking into account the student's context, in addition to learning to live with differences and constant family changes, as well as actively participating in these changes, promoting them in their own way. performance, “in order to know how to deal both with the family that has time available for greater participation and with those in which parents don't have time, because they both have similar concerns” (CARVALHO, 2000).

6

The educational system adopted, and the Public Policies aimed at education, are elements that demonstrate the country's concern with its future, as only free public education, inclusive and quality can build a society in which sociocultural and socioeconomic differences are not so disparate (FREIRE, 1998).

According to Piaia and Scalabrin (2011, p.8) educational laws and standards are extremely necessary, however, they are insufficient to guarantee the construction of democratic curricular proposals, as well as

in criticisms that address demands in the area of education.

In the understanding of progressive educators, Education is the duty of the State and a right of the population. Therefore, it is directly linked to the way governments adopt their policies, which will be reflected in school institutions. "More or less provision of this service, by the State, is the result of the type of political option" (PIAIA, SCALABRIN, 2011, p. 9).

Oliveira (2010, p.12) clarifies that education is too broad a concept to deal with educational policies. This means that educational policies must have a more specific focus on the treatment of education, which generally applies to school issues.

Novo and Mota (2019, p.4) clarify that the consequences of the lack of access to quality education are evident. Individuals excluded from the educational system do not have the opportunities necessary for the full development of their personality. In this sense, this insufficient character development ends up affecting decision-making, as well as everyday relationships. The authors understand that this ends up increasing dropout from the educational system and, consequently, inequality, and "feeds the vicious circle of marginalization and poverty".

In this way, opportunities for stable and satisfactory work end up being limited and "frustrations" traitions resulting from not being able to fulfill the natural expectations of supporting the family and the feeling of not contributing to society as a whole." (NEW, MOTA, 2019)

Ferreira and Souza (2014, p.5) clarify that the quality of education, especially in public schools, cannot be built only through privatized and quantitative policies, in which the private school is a symbol of efficiency, but rather through programs that have their greatest strength in rescuing the quality of public schools, in order to effectively achieve a quality educational level.

In this sense, resuming the study by Novo and Mota (2019, p.12), as the Public Power, one of those responsible for promoting education, has the duty to promote actions not only within the scope of drafting public policies (executive), but also also in the context of drafting laws (legislative), exercising the role of supervisor and protector of this right (judicial).

According to Bastos (2017, p.9) the federal government, through the Ministry of Education and Culture – MEC, provides educational programs that aim to restore the quality of Brazilian education. In the author's opinion, these programs demonstrate the best intentions possible, however, in many cases are inefficient due to the lack of interest in compliance, and the lack of supervision of the allocated resources, poor application, and a series of factors. In this sense, FUNDEB was implemented, (Basic Education Maintenance and Development Fund and Valorization of Education Professionals) which we will see next.

So, at first, as an educational advance, we have the Law of Guidelines and Bases of National Education – LDBEN, Law nº 9,394/96, which aims to discipline and structure the functioning of the Brazilian educational system. In sequence, it is worth highlighting as a program that assists as a public policy in education, FUNDEB, (Fund for Maintenance and Development of Basic Education and Valorization of Education Professionals) Law No. 11,494/07, effective from 2007/2020.

7

In the words of Linze (2018) FUNDEB is dedicated to increasing financial investment by the federal government and in education projects in the states.

Accounting in nature and at the state level, the Fund directs a portion of the resources included in the constitutional link – 20% of revenues from some taxes and transfers from states, the Federal District and municipalities, as well as revenues corresponding to active debt, interest and fines related to the respective taxes – for basic education, more specifically, for "the maintenance and to the development of education

public basic education and the appreciation of education workers, including their decent remuneration” (BRAZIL, 2007, Art. 2º).

Federal supplementation only occurs when, within each state and the Federal District, “the weighted average value per student [...] does not reach the nationally defined minimum” (BRASIL, 2007, Art. 4º).

Fundeb aims to guide the application of resources in the area, aiming for the development social, as well as public programs and policies, we can mention, as explained by Bastos (2017), the institution of the National Salary Floor for Teaching – PSNM, Law No. 11,738/08, which regulates the national salary of professionals in basic education, in addition to the elaboration of the National Education Plan – PNE, which is extremely important, proposed by Law No. 13,005/04, and referred to in article 214 of the Federal Constitution, it is important to highlight that the PNE has twenty goals and more than 254 strategies, and is in force between 2014 /2024, the author emphasizes that these public policies brought breath and energy to “conducting one of the most arduous and complex tasks within society”. (BASTOS, 2017 P.44)

In this sense, the National Education Plan is an instrument defined according to the educational policy to be implemented, the legislation that supports it and the human, material and financial conditions available to society. Its main objective is to meet the educational needs of the population. As Cury (1998, p.164) explains, it consists of a program of achievements that is intended to be executed and fulfilled within a certain period, “within objectives to be achieved and for which the means, including pecuniary, necessary to achieve proper implementation.

For Julião (2017, p.44) the National Education Plan is one of the most necessary and urgent tasks is the institution of the National Education System. According to art. 13 of Law No. 13,005/2014 which approves the PNE (2014-2014) (JULIÃO, 2014, p.44).

According to Ferreira and Nogueira (2015, p. 2), the National Education Plan is the most current public policy and aims to improve education. This plan is supported by the Federal Constitution and aims to implement the State's duties in relation to Education.

In this sense, it is worth mentioning what determines the National Human Rights Education Plan (BRASIL, 2007, p.25).

Education is understood as a right in itself and an indispensable means of accessing other rights. Education therefore gains more importance when directed towards full human development and potential, valuing respect for socially excluded groups. This conception of education seeks to achieve full citizenship for the construction of knowledge, the development of values, attitudes and behaviors, in addition to socio-environmental defense and social justice. (BRAZIL, 2007, p.25)

Furthermore, according to Oliveira *et al* (2011, p.8) through the National Education Plan, it is intended to establish State policies, based on the democratic and broad participation of civil society, which aims to realize and guarantee educational rights for all with quality. “That the bases, guidelines, goals and strategies for Brazilian education be defined, focusing on other ten-year education plans to be built by states, municipalities and the Federal District” (OLIVEIRA, et al, 2011)

8

Ferreira and Nogueira (2015, p. 9) define plans as documents (public policies), with the force of law, which aim to establish goals to guarantee quality education, and that this advances in a municipality, state or country, in the period ten years.

This understanding is corroborated by Mota Junior (2016, p.2) who understands that the PNE 2014-2024 is the main document for the development of national education, and covers issues relating to the organization of education, as well as actions translated into goals to be achieved, within a period of 10 years. (MOTA JUNIOR, 2016.P.2)



As seen, it is the role of the State to ensure public policies in order to maintain free public education and mandatory and quality, in this sense it is worth bringing to the fore the understanding of Stefano (2014) who clarifies that the principle inserted in the Federal Constitution in its article 206, VII "VII – guarantee of quality standards".

This principle, according to the author, ensures the right to equality. Stefano (2014) understands that there is nothing to talk about differentiated teaching people who have the same training, therefore, it is the duty of schools to teach seriously, always with the objective of developing knowledge and thinking. (STEFANO, 2014, p. 348)

The aforementioned author clarifies that it cannot be accepted that people in the same situation have different teachings, which in his words "in which one pretends to learn and pretends to teach," to change this it is necessary to have maximum seriousness in the content taught. and this content is sufficient to train the student in their social and professional life.

Regarding quality, for Novo and Mota (2019, p.12) it is a challenge. They report the authors who in the great In most developed countries, on average 30% of people who complete high school enter in teaching higher. In the United States, for example, this rate is over 50%. However, in European countries, access to Higher Education is still quite selective and restricted and the majority of public institutions maintain very similar standards.

In this sense, they corroborate the public programs and policies implemented by the State. Regarding public educational programs and policies, Linze (2018, p.3) mentions some: the Literate Brazil Program, for example, is intended to provide literacy training for young people, adults and the elderly. We have the well-known EJA, (Education for Young People and Adults) which aims to educate adults who have not finished their studies at the indicated age. EJA serves everything from elementary school to high school.

The aforementioned author also clarifies that in relation to programs that help society in the job market related to education, we have the National Program for Access to Technical Education and Employment (PRONATEC), which aims to increase the supply of technological and vocational education courses. This program is aimed at public school students, workers and beneficiaries of other government social programs.

Regarding Higher Education, the University for All Program (PROUNI) was implemented, which aims to offer scholarships in private higher education institutions. It is worth noting that these scholarships are aimed especially at low-income students who do not yet have higher education. (LINZE, 2018, P.6)

In that sense, Novo and Mota (2019, p.9) clarify that the vast majority of Brazilians Those enrolled in higher education study at private universities.

The authors report that in 2015, of the eight million higher education students, only two million were at public universities. This minority who attend public universities in Brazil tends to be from wealthier families and who attended private primary and secondary schools. (NOVO, MOTORCYCLE, 2019, p.9).

9

For high school students, the federal government offers MEDIOTEC, which consists of a program that offers technical education courses aimed at high school students in state public schools. (LINZE, 2018, P.6)

According to Novo and Mota (2019, p.12), the various public authorities play important roles in guaranteeing citizens' rights. Brazil is a country marked by inequality-

In these areas, where the distribution of rights mirrors this inequality, guaranteeing the right to education is, without a doubt, in the words of the authors, "a priority and a fundamental step in the consolidation of citizenship." The education



consists of a competence common to all federated entities that form the Brazilian State.

Bastos (2017, p.1) understands that despite great educational advances, Brazil needs more energetic and more effective policies, through safe strategies that can signal the fight against social inequalities, in fact offering quality education and having investments that that can meet the inherent needs of the areas, as well as essential and strict supervision over the application of allocated resources.

The aforementioned author clarifies that we cannot admit that what has been done for Brazilian education is sufficient, even more so when the disqualification of professionals is visible, in addition to “marked deviations in functions, educational institutions without adequate structures for functioning, excessive number of students by class and where social exclusion is presented in a very explicit way”. (BASTOS, 2017, P.1)

FINAL CONSIDERATIONS

Social policies refer to actions that determine the standard of social protection implemented by the State, aimed, in principle, at the redistribution of social benefits with a view to reducing structural inequalities produced by socioeconomic development.

Education qualifies citizens for work and facilitates their participation in society. All citizens have the right to education. With it, Brazilians can envision a life free from poverty and have more participation in society, through qualifications for work.

As seen, it's paper of the State to ensure public policies in order to maintain free, compulsory and quality public education, as well as to include the entire society in this context.

It is known that there are major challenges to be overcome in education in Brazil, which in some ways limit the work of schools, for example in relation to the performance of teachers, who are often hampered by the lack of equipment and teaching conditions, in addition to the deficiency in training itself, among others. Therefore, the active participation of Public Educational Policies is necessary and important.

As we have seen, public educational policies consist of conditions that allow the State to take measures and regulate the functioning of the educational sector.

It is important to highlight that these policies are aimed at one of the most complex and oldest organizations in society. In reference to public educational policies, they refer to these measures specifically aimed at the educational sector, which need, in addition to being published, to be implemented in order for the measures to be effective.

In this sense, from the study carried out, I can conclude that we have not yet reached the expected level of education, and there is a lot to be done, however, the State has helped through the implementation of educational Policies in helping to make it actually happen. this “education for all” set out in the Federal Constitution.

However, it is a long way to go, in the same way that we were able to observe that education in Brazil was taken seriously late, today in the contemporary context and with the implementation of educational policies, even so, education continues at a slow pace.

REFERENCES

ALVES, Leandro Francisco public policies aimed at the social inclusion of deaf people, **Rev. Academic Highlights**, Lajeado, v. 9, no. 2, p. 149-162, 2017. ISSN 2176-3070 1.

BASTOS, Manoel de Jesus. Public Policies in Brazilian Education. **Cientific magazine** Multidisciplinary Knowledge Center. Ed. 05. Year 02, V. 01. pp 253-263, Jul. 2017. ISSN:2448-0959. DOI: 10.32749/nucleodoconhecimento.com.br/educacao/politicas-publicas

BRAZIL. **Constitution of the Federative Republic of Brazil of October 5, 1988.** Available at: http://www.planalto.gov.br/ccivil_03/constituicao/constitutioncao.htm.

BRAZIL. **Brazilian Education Guidelines and Bases Law (LDB), No. 9,394**, December 20, 1996.

BRAZIL. **Federal Law No. 10,172**, of January 9, 2001. Approves the National Education Plan and provides other measures. Official Gazette [of] the Federative Republic of Brazil, Brasília, DF, 10 Jan. 2001, Section 1, p. 1.

BRAZIL. **Constitution of the Federative Republic of Brazil of October 5, 1988.** Available at: http://www.planalto.gov.br/ccivil_03/constituicao/constitutioncao.htm. Accessed on: 11 AUG. 2021

BRAZIL. **Brazilian Education Guidelines and Bases Law (LDB)**, nº 9,394, of December 20, 1996.

BRAZIL. **Law No. 9,394**, of December 20, 1996. Establishes the guidelines and bases of national education (LDB). Available at: http://www.planalto.gov.br/ccivil_03/leis/L9394.htm. Accessed on 11 Aug. 2021

CARVALHO, MEP Relationships between family and school and their gender implications. Research Notebooks, 110, 144-155. Retrieved from <http://www.scielo.br/pdf/cp/n110/n110a06.pdf> .https://www.senado.leg.br/atividade/const/con1988/CON1988_05.10.1988/art_205_.asp

CURY, Carlos Roberto Jamil. National Education System: a provocative reflection on the debate. IN: The National Education system: different perspectives 80 years after the Manifesto.

DOURADO, Luis Fernandes. Policies and management of basic education in Brazil: limits and perspectives. **Social Education**, Campinas, vol.28, n.100, p.921-946, oct. 2007.72

DELGADO, Adriana Patrício. The impact of public policies on school practices from the perspective of learning assessment. **Resume Space**, v. 4, no. 2, p.162-171, set. 2011 to Mar. 2012. <http://periodicos.ufpb.br/ojs2/index.php/rec162>

FERREIRA, CS; SANTOS, EN Dos. Educational public policies: notes on the social right to quality in education. **Labor Magazine**, v. 1, no. 11, p. 143-155, 16 March. 2017.

FERREIRA, Luiz Antonio Miguel. DIDONET, Vital. **Child education**–Daycares. Full and part-time – Vacations. 2015. Mimeo.

FERREIRA, Luiz Antonio Miguel. NOGUEIRA, Flávia Maria de Barros, impacts of educational policies on the daily life of public schools national education plan. **Article**. <http://pne.mec.gov.br/alinhando-education-plans/situation-of-education-plans>

FREIRE, Paulo. **Pedagogy of autonomy**: Necessary knowledge to educational practice. São Paulo: Paz e Terra, 1998.

Kujawa, D., Martins, A., & Patias, N. 2020 Dec 9. THE HISTORICAL EVOLUTION OF EDUCATION AND SCHOOL IN BRAZIL. **Social and Human Sciences Magazine**. [Online] 33:3

LENZI, Tié. Public policies in education: what are they and who implements them? ARTICLE 2018. <https://www.todapolitica.com/politicas-publicas-na-educacao>

LIMA, Andréa Félix de. **Public policies for youth**: Pronatec as an instrument for training young people for the job market. (Monography). 2015.

FREITAS, Roberto Araujo de Moraes. MARTINS, Priscila Bernardo. The history of education and scientific research in Brazil. **Multidisciplinary Scientific Journal Knowledge Center**. Year 04, Ed. 12, V. 08, P. 127-138. December 2019. ISSN: 2448-0959, <https://www.nucleodoconhecimento.com.br/educacao/historia-da-educacao>

JUNIOR. Haroldo Andriguetto. Public policies in schools: an implementation and management challenge in the case of special education in Paraná. **Rev. Cong. National Education**. 2017.

JUNIOR, Antonio de Macedo Mota. Public policies for higher education in Brazil. **Electronic Education Magazine**, v. 6, no. 2, nov. 2012. Articles. ISSN 1982-7199. Postgraduate Program in Education, Federal University of São Carlos, Brazil.

LIMA, Andréa Félix de. **Public policies for youth**: Pronatec as an instrument for training young people for the job market. (Monography). 2015.

MENDES, Danielle Cristina de Brito. FUNDEB: advances and limits in financing basic education in Brazil. **Electronic Education Magazine**. São Carlos, SP: UFSCar, v. 6, no. 2, p. 392-412, nov. 2012. Available level at <http://www.reveduc.ufscar.br>.

NIEVOLA, Claudicéia Rosa. Public education policies and democratic and participatory management at school. **monography** of specialization. Telemachus Borba. 2011 available at http://riut.utfpr.edu.br/jspui/bitstream/1/21411/2/CT_GPM_I_2011_18.PDF

NEW. Benigno Núñez. MOTA, Antonio Rosembergue. The right to education in the 1988 Constitution. Available at **Jus Navigandi Magazine** <https://jus.com.br/artigos/75568/o-direito-a-educacao-na-constituicao-de-1988>

OLIVEIRA, **Francisco Adam**. **Educational Public Policies**: concept and contextualization from a didactic perspective. Puc, Goiás, 2010.

OLIVEIRA. Roneide Silva. **Educational public policies**: Teachers' perception of the influence of Provinha Brasil Monografia Brasília, May 2013 https://bdm.unb.br/bitstream/10483/8061/1/2013_RoneideSilvaDeOliveira.pdf

PIAIA, Karine. SCALABRIN, Ionara Soveral. A look at Brazilian educational policies: challenges and possibilities. **Article**. Curitiba 2011

RANIERI, Nina. **Higher Education, Law and State**: In the Law of Guidelines and Bases (Law 9394/96). São Paulo: Edusp, 2000.

SCHWARTZMAN, S. et al. **The challenges of education in Brazil**. Rio de Janeiro: New Frontier. 2005.

PIAIA, Karine. SCALABRIN, Ionara Soveral. **A look at Brazilian educational policies: challenges and possibilities**. Article. Curitiba 2011

OLIVEIRA, Adão Francisco de. **Educational public policies**: concept and contextualization from a didactic perspective. Article. 2014.

STEFANO, Isa Gabriela de Almeida; CANEGUSUCO, Miriam; KUMPEL, Vitor (Coord.). **Constitutional right**. 1st ed. Rio de Janeiro: Elsevier, 2014.

SMARJASSI, Celia; ARZANI, José Henrique. Public policies and the right to education in Brazil: a historical perspective. **Public Education Magazine**, v. 21, no. April 15, 27, 2021. Available at: <https://educacaopublica.cecierj.edu.br/artigos/21/15/as-politicas-publicas-eo-direito-a-educacao-no-brasil-uma-perspectiva-historica>

SOUZA, José Clécio Silva de; SANTOS, Mathéus Conceição. Historical context of Brazilian education. **Public Education Magazine**, v. 19, no. 12, June 25, 2019. Available at: <https://educacaopublica.cecierj.edu.br/artigos/19/12/contexto-historico-da-educacao-brasileira>

SMARJASSI, Celia; ARZANI, José Henrique. Public policies and the right to education in Brazil: a historical perspective. **Public Education Magazine**, v. 21, n.15, April 27, 2021. Available at: <https://educacaopublica.cecierj.edu.br/artigos/21/15/as-politicas-publicas-eo-direito-a-educacao-no-brasil-uma-perspectiva-historica>

Available: https://monografias.ufrn.br/jspui/bitstream/123456789/2006/4/Pol%C3%ADticas%20P%C3%BA-blicas%20para%20a%20juventude%20o%20PRONATEC_Artigo_2015.pdf Accessed on: 08 Aug. 2021