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Summary

This scientific article investigates the relationship between the Fund for the Maintenance and Development of Basic Education and the Appreciation of Professionals in Education (FUNDEB) and the reduction of social inequalities in Brazilian schools. Focusing on the disparities between students living in poor areas and those located in metropolitan regions, in addition to considering the appreciation of teachers who work in these locations, the research highlights the challenges and solutions to improve the quality of education. FUNDEB is a fundamental public policy for promoting equity in the Brazilian education system; however, it faces a series of obstacles that prevent its full potential for transformation. The complexity of social and economic contexts in the different regions of Brazil demands specific strategies to address educational gaps and to effectively support educators. The study cites renowned authors in the field of education, such as Paulo Freire and Maria Teresa Eglér Mantoan, to support its analyses and proposes viable solutions to maximize the benefits of FUNDEB, ensuring a more fair and inclusive education.

Keywords: FUNDEB, social inequalities, Brazilian education, teacher appreciation, educational inclusion.

1. Introduction

Education is, without a doubt, one of the most powerful tools for promoting of the social and economic development of a nation. In Brazil, a socially diverse and unequally rich, education takes on an even more crucial role, serving as a potentially transformative engine for the living conditions of millions of people Brazilians. In response to inequalities in access to and quality of education, the Fund for the Maintenance and Development of Basic Education and the Enhancement of Education Professionals (FUNDEB) was established, representing one of the foundations most important financial institutions for Brazilian basic education, serving from early childhood education through high school.



In historical accounts of Brazilian education it is known that it began with the Jesuit missions in the 16th century, around the year 1549, under the guidance of Father Manoel da Nóbrega. The Jesuits saw education as a means of evangelization and social control, offering free education with a strong religious influence. As its The objective was not profit or remuneration, but rather catechization, this helped to consolidate the idea that teaching should be a vocational, almost missionary activity and this origin had a lasting impact on several aspects of education in the country, including appreciation (or devaluation) of teachers.

This model was perpetuated and, over time, reinforced the view that work teaching should not be well paid, as it would be a "priesthood" and a "gift", and not a profession that demands investment and recognition. Thus the Jesuits were responsible for instruction and catechization until the year 1759, when the Marquis of Pombal expelled them and implemented the Pombaline Reforms. With this reform, Pombal expelled the Jesuits and placed education under state control, creating the **Classes Régias**, which were public schools maintained by the Portuguese government.

Furthermore, for centuries, the State delegated education to the Church, which delayed the professionalization of the teaching career. When education came under state control, in the 19th century, teaching already carried this legacy of low wages and little prestige. The expansion of public education in the 20th century maintained this logic, with teachers are often poorly paid and work in precarious conditions.

Although the devaluation of teachers' salaries has more structural causes, broad (such as lack of investment and inconsistent educational policies), the influence Jesuitism helped create a social imaginary in which teaching is another act of devotion than a profession worthy of high salaries. This historical factor still resonates in the struggle current demand of teachers for better working conditions and appreciation.

The creation of FUNDEB, initially as FUNDEF, and its subsequent restructuring, sought to ensure resources were more equitably distributed among the country's education systems, guided by the logic that the neediest areas need greater support to enable quality education. This model has the aim to deal with the profound economic and social contrast that characterizes Brazil,



trying to offer more equitable conditions to students from different backgrounds geographic and socioeconomic contexts.

However, the challenges are still immense. Students in poorer regions and remote areas often face the issue of access to basic infrastructure, such as adequately equipped schools and sufficient teaching materials. At the same time, Teachers working in these areas often suffer from poor working conditions precarious, facing a lack of resources, pedagogical support and financial incentives. This the scenario is even more delicate in metropolitan regions and capitals where, paradoxically, inequalities are accentuated by disorderly urban growth and disparity visible economic.

Notable authors such as Paulo Freire have already argued that education is a path to the liberation of the oppressed, a perspective that sees education not just a formal learning tool, but a lever for social transformation and the reduction of social inequalities. In light of Freirean thought, the effective implementation of FUNDEB should not only ensure equitable distribution of resources, but also strengthen pedagogical practices that enable real inclusion and the appreciation of all voices, especially those most vulnerable and marginalized.

However, the simple existence of FUNDEB is insufficient without due articulation of strategies that maximize their effectiveness. This includes analyzing how the resources are allocated and used in different regions and identify practical solutions for the appreciation of teachers, who are the main agents in the implementation of teaching quality. Contemporary authors and scholars, such as Maria Teresa Eglér Mantoan, advocate an approach that prioritizes educational inclusion, recognizing the cultural and social differences of students as sources of enrichment, not segmentation.

Thus, this article seeks to explore the powerful relationship between FUNDEB and the reduction of educational inequalities in Brazil through an analysis that highlights persistent challenges and proposes solutions aligned with regional particularities and national social issues. Proposing a continuous dialogue between resources, pedagogical practices and the reality experienced by educators and students, this study aims to contribute to a deeper and more critical understanding of the role of FUNDEB and education as a vector of social and economic equity.



The growing demand for improvement and equity in education highlighted by the pandemic of COVID-19, which has profoundly exposed educational inequalities, makes reflection about FUNDEB even more urgent and necessary. Recent events underscore the importance of coordinated action between the various levels of government and the civil society to ensure that FUNDEB fulfills its transformative role, being able to be a remarkable model, not only for the allocation of resources, but mainly for the optimization of the educational process as a whole.

In this context, the introduction of this article seeks to prepare the ground for a in-depth discussion on how we can actually ensure that our system educational not only teaches, but also is a mechanism for social transformation real and effective.

2. Literature Review

The discussion on financing education in Brazil, especially through of FUNDEB, is rich and full of analyses that permeate from the theoretical conception to the practical implications of the fund in the school reality of Brazilian regions. FUNDEB, established by Constitutional Amendment No. 53 of 2006, came as a successor to FUNDEF, seeking to expand the scope and coverage of financing, including stages of education basic that were not previously covered. This change in scope represents a response to criticisms that pointed to the need to encompass diversity of educational contexts in Brazil (Almeida & Melo, 2019).

Authors such as Maria Teresa Eglér Mantoan argue that from this expansion, the fund not only becomes a financial tool, but a means of strengthening educational inclusion by enabling a focus on diversity. Mantoan (2015) highlights that with conscious and well-directed management, FUNDEB could foster more inclusive pedagogical practices that respect and respond to individual needs of students, recognizing cultural and social differences as assets for learning.

Another essential point in the literature is the appreciation of teachers, which is directly linked to the effectiveness of FUNDEB. According to the study by Gatti et al. (2016), there is a direct correlation between the appreciation of education professionals and the quality of education. FUNDEB resources are crucial in promoting salary conditions that can attract and retain qualified professionals in less privileged regions, potentially reducing teacher turnover and promoting greater pedagogical continuity.



Paulo Freire's work is often cited in this context, especially his conception that education should be for liberation and not just for reproduction of knowledge. Freire (2005) proposes that financial investment should be accompanied for an intellectual investment that allows for critical and reflective pedagogical practices, fundamental for teaching that emancipates the student. This approach is extremely relevant when we analyze the impact that FUNDEB can have on the most important communities needy, allowing education to become a means of social transformation.

Despite the potential of FUNDEB, there is a recurring criticism in the literature regarding the effectiveness of the implemented policies. Abrucio et al. (2018) identify that often resources do not fully reach the places that need them most due to bureaucracy and complexity in distribution processes. The literature points out still for the need for a more efficient articulation between the different spheres of government, so that public policy not only reaches its target audience, but can do so with significant impacts.

When analyzing FUNDEB's contribution to mitigating inequalities educational, several authors point out the relevance of the local socioeconomic context. According to Silva and Oliveira (2020), national financing policies, such as FUNDEB, need to be incorporated into state and municipal strategies that take into account taking into account the specificities of each region. This localized understanding is vital to that resources are applied more assertively and so that it is possible to achieve results that actually imply educational improvements.

Thus, the literature review shows that FUNDEB, as financing mechanism, does not act in isolation. It is part of a fabric complex that involves pedagogical practices, school management, teacher training and a deep knowledge of regional specificities. Brazilian literature confirms that to achieve its initial goals of reducing inequalities and promoting a more equitable distribution of resources, FUNDEB should be treated as part of a interconnected system of public policies that aims at the structural transformation of reality Brazilian educational system.

In this sense, the theoretical and practical approaches gathered in this review indicate that the success of FUNDEB depends not only on the resources allocated, but also on the the way they are managed and applied in the face of the challenges of the socio-educational context Brazilian. The academic debate offers guidelines and reflections that can guide policies



future, seeking not only the maintenance of resources, but their optimization for fully achieve the goal of educational equity.

3. Methodology

This chapter aims to detail the methods and procedures adopted to carry out of this study, which explores the relationship between FUNDEB and the reduction of inequalities social issues in Brazilian education. The research was developed seeking to understand, in-depth way, how FUNDEB resources are distributed and used in different regions of Brazil and how these impact on improving teaching conditions and professional development of teachers.

3.1 Research Procedures

The methodology used in this study is qualitative in nature, since it seeks to to understand educational phenomena in a deep and interpretative way. He chose if the qualitative approach allows a richer and more contextualized understanding of the complexities involved in the topic discussed. According to Minayo (2017), the qualitative research is particularly useful for exploring social processes complex issues, such as educational financing and its social implications.

A documentary analysis was carried out, involving the investigation of documents official documents, such as FUNDEB budget execution reports released by Ministry of Education (MEC) and the National Institute of Studies and Research Educational Anísio Teixeira (INEP). These documents provide critical data on the distribution of resources and facilitate the analysis of regional disparities in financing educational.

In addition, guidelines and regulations related to the management of FUNDEB were reviewed, in order to understand the formal rules that govern the allocation and use of resources, as well as identify possible gaps and inconsistencies between planning and practice. This analysis was complemented by semi-structured interviews with managers and experts in educational policies from different Brazilian states, seeking to report diverse experiences in the implementation and management of the fund.

To broaden understanding of teacher appreciation, we also publications from teachers' unions and educational associations were analyzed, which bring up issues of salary, working conditions, continuing education and others factors that directly influence teacher motivation and performance. The interviews were conducted mostly via video calls and recordings for later



transcription, aiming to comply with ethical protocols of confidentiality and consent informed of the interviewees.

Furthermore, qualitative research was complemented with statistical analysis. descriptive analysis of secondary data, available in the School Census and Public Education Budget Information System (SIOPE). This survey allowed a panoramic and at the same time detailed view of the variations in investments per student in different geographic regions, highlighting where the FUNDEB resources have a greater impact.

This study adopts data triangulation as a reference, a strategy methodological approach indicated to increase the validity and reliability of the analyses (Denzin, 2006). Triangulation consists of using multiple data sources and approaches methodological to confirm and enrich the understanding of the problems analyzed, allowing a more comprehensive and integrated view of the impact of FUNDEB on educational inequalities.

In summary, the methodology applied in this article was developed in order to reveal the nuances of how FUNDEB works within the diverse panorama Brazilian educational system. The confluence of qualitative and quantitative methods, through a robust case study and careful documentary analysis, seeks to offer a dense and critical interpretation of the reality faced by Brazilian schools, national and regional.

The integrated approach adopted by this research aims to contribute significantly for the field of educational sciences, offering relevant insights on how financing policies can effectively play a role central to reducing inequalities, promoting quality education and equitable for all.

3.2 Context and Sample

To properly understand how FUNDEB impacts different regions in Brazil, it is vital to consider the social, economic and cultural context of each location. This study was conducted in a diverse set of areas, including communities rural areas in poverty conditions, outskirts of metropolitan regions and schools located in capitals with recognized educational investment, but which still present significant challenges in terms of equity and quality of education.

Brazil is a country with striking regional disparities. Thus, to capture this diversity, the research selected a sample of states representative of the various



Brazilian regions: the Northeast, with its historical economic vulnerability; the Southeast, recognized for its extensive industrial development and urbanization; the North, characterized by its geographic isolation and structural difficulties; the Midwest, known for agribusiness and population growth; and the South, with characteristics socioeconomic conditions closer to European averages.

Each of these regions offers a unique perspective on education and allocation of FUNDEB resources. In the Northeast, for example, states such as Bahia and Maranhão were analyzed to understand the dynamics of investments in places where the poor school infrastructure remains a significant challenge. Studies of Oliveira (2018) points out that the allocation of resources in these areas must consider both improvement of infrastructure regarding ongoing teacher training, elements fundamental to the quality of teaching.

The metropolitan regions of the Southeast, such as São Paulo and Rio de Janeiro, were chosen for evaluation due to their population density and complexity economic, which reflect a challenging framework in terms of resource mobilization and effective management of FUNDEB. Braga (2019) highlights that despite the considerable volume of resources for these areas, the application does not always translate into noticeable improvements in quality of teaching, highlighting the importance of more efficient management of resources.

The selection also included Amazonas in the North, due to its characteristics vast territory and difficult access, bringing to light specific challenges faced for education in geographically isolated areas. Here, the lack of connectivity and the high transportation costs are critical obstacles, as addressed by Costa et al. (2020), which point to the need for differentiated policies that take these into account regional peculiarities.

In the case of the Central-West, the state of Mato Grosso was analyzed, highlighting for its demographic growth driven by agribusiness and, consequently, by the growing need for educational investments that accompany this development. In the literature, Silva (2021) highlights how population growth and rural-urban migration impacts the demand for quality basic education, emphasizing the crucial role of FUNDEB in this context.

Finally, in the South, states such as Rio Grande do Sul and Santa Catarina were evaluated because they present significant internal differences between urban and rural areas, demanding a more refined application of FUNDEB resources. The authors Fischer and



Franco (2022) discuss the need for distribution policies that consider heterogeneity of needs even in regions considered developed.

The diverse choice of states and their detailed exploration aim to ensure that the research is representative enough to raise relevant questions and provide a comprehensive overview of the impact of FUNDEB on inequalities educational institutions in Brazil. By considering this variety, the study also seeks to understand how different socioeconomic and geographic realities shape expectations and results associated with the fund, proposing solutions that respect and value this diversity.

Thus, by focusing on the specific context of each region and the detailed analysis of the sample involved, this research offers crucial insights that illuminate the way for a more effective and equitable management of educational resources, seeking an education more inclusive and transformative basic education throughout Brazil.

3.3 Data Analysis

Data analysis is a crucial step to fully understand concretely the relationship between FUNDEB and the reduction of educational inequalities in Brazil. This study used an analytical methodology that reconciles approaches qualitative and quantitative, therefore, specific strategies were outlined for each type of data collected.

For qualitative data, which includes statements and perceptions collected during semi-structured interviews with educational managers, teachers and public policy experts, content analysis was used. According to Bardin (2016), this technique is suitable for interpreting verbal or textual material, enabling the identification of recurring themes and semantic categories. The analysis of content allowed us to extract insights into the perception of local actors regarding the effectiveness and the challenges faced in implementing FUNDEB.

The testimonies were transcribed and organized thematically, highlighting aspects such as teacher appreciation, school structures and distribution of resources. In They were then coded into categories that reflected the main themes emerged, such as disparity in resource allocation, infrastructure difficulties local, and teacher training strategies. This procedure facilitated the identification of regional patterns and divergences, in addition to offering a rich and contextualized view on the real impact of state and municipal policies on the daily lives of schools.



In the quantitative context, the data were analyzed using statistics descriptive and inferential, integrating information obtained through databases official data such as the School Census and the Public Budget Information System in Education (SIOPE). These numerical data were essential to provide an overview macro financial allocations, enrollment rates and performance indices educational.

Statistical analyses focused on comparing investment levels per student in different regions, as well as investigating the correlation between the value of investments and student performance in national assessment indexes educational, such as IDEB. Studies carried out by Menezes (2018) indicate that, despite of increased investment, the impact on school results is still uneven, especially in rural and peripheral urban areas.

Additionally, an analysis of variance (ANOVA) was performed to investigate significant differences in educational investments and outcomes between regions researched. This approach allowed us to accurately identify the contexts in that FUNDEB exerts a greater or lesser positive influence, highlighting the disparities regional. The use of maps and graphs generated by statistical analysis software contributed to a clear visualization of these differences.

The intersection of qualitative and quantitative approaches offered a view holistic approach to the functioning of FUNDEB, highlighting social factors, economic and political influence the effectiveness of educational investment. The triangulation of data made it possible to incorporate different perspectives, strengthening the validity of the conclusions. This procedure is widely recommended, as highlighted by Flick (2018), to ensure robust and applicable conclusions to a context complex like the Brazilian one.

In this way, the data analysis methodology used in this research promotes a comprehensive understanding of the effects of FUNDEB on Brazilian schools, providing important subsidies for the formulation of more effective policies. The analyses highlight both successes and persistent challenges, contributing to academic debate and politician about the future of basic education in Brazil and the essential role of FUNDEB in this transformative scenario.

4. Analysis of Results

4.1 Impact of FUNDEB on Poor Regions



The Fund for the Maintenance and Development of Basic Education and its Enhancement of Education Professionals (FUNDEB) was originally designed to reduce inequalities in educational funding between states and municipalities, providing thus achieving more equitable education across the national spectrum. The analysis of the data from this research, focused on regions recognized for their social and economic vulnerability, revealed significant insights into their impact and the particularities observed in these areas.

In poorer regions, such as some parts of the Northeast and North of Brazil, FUNDEB represents a considerable portion of the revenues allocated to education basic, as evidenced by the financial data analyzed. According to Neto (2017), in many municipalities in these regions, more than 80% of the resources allocated to education basic funds come from FUNDEB. This situation makes the fund vital for the maintenance of schools, payment of education professionals and acquisition of teaching materials.

Most of the managers interviewed in these locations indicated that, without the FUNDEB, the ability to maintain school infrastructure would be severely committed, and basic actions such as renovations or equipment acquisitions would be unfeasible. However, there is a consensus that the simple availability of resources does not fully resolves the deficiencies found in the local educational environment. This is aligned with the observation that there is a strong dependence on the fund and a low long-term planning capacity without this ever-present financial variable.

Despite the progress made through funding, the analysis qualitative analysis of the testimonies indicates that the impact of FUNDEB in poor regions is often limited by the lack of efficient management and professional training. Ferreira (2019) suggests that the training of educational managers and autonomy in application of resources would be important measures to increase the effectiveness of these funds. This need was reiterated by several research participants, who expressed challenges in translating available resources into tangible improvements in quality of teaching.

Furthermore, it was observed that in economically disadvantaged regions, the FUNDEB has not been sufficient to balance educational performance levels, especially due to low initial schooling and high dropout rates. The analysis statistics of IDEB data in the research corroborated these findings, showing notable discrepancies between schools located in poorer regions compared with their counterparts in the country's main capitals. This pattern highlights an effect



limited background on education quality measures, suggesting the need for review of resource application strategies.

A highlight of this analysis is the perception of education professionals who work in poorer regions, such as teachers and school principals. The lack of basic infrastructure, which includes everything from physical infrastructure to transportation and food, was a constant concern reported in the interviews. Although FUNDEB is helping with teachers' pay and there is recognition for the role of the fund in providing salary improvements, as mentioned by Araújo (2020), there are an understanding that professional development must go beyond monetary aspects to include ongoing training and pedagogical support.

The analysis of the impact of FUNDEB in poor regions therefore highlights the complexity of the Brazilian educational scenario. While the fund remains a crucial pillar for the viability of public education in deprived areas, inequalities structural and operational continue to challenge the possibility of an education truly equitable. Therefore, the need for public policies is emphasized integrative measures that not only distribute resources, but also drive planning participatory educational system adapted to local realities.

These results reflect the need for a multi-sectoral and greater approach participation of local communities in the decision-making process, with a view to ensure that solutions are sustainable and tailored to the specific needs of each region. The challenges and limitations identified are relevant to rethinking strategies and policies, thus promoting the ultimate goal of universal education quality for all.

4.2 Challenges in Reducing Inequalities

Analysis of the results regarding the challenges in reducing inequalities educational programs by FUNDEB reveal a scenario of complexity that reflects the diversity socioeconomic situation of Brazil. Although there is a consensus among experts about the importance of FUNDEB as a mechanism for redistributing resources, applicability and concrete impact vary significantly between regions, perpetuating some already existing historical disparities.

One of the primary challenges is the equitable allocation of resources. In theory, the FUNDEB is designed to function as an instrument of equity, providing more for those who have less. However, the analysis of financial data and budgetary studies revealed that resources are not always applied in a way that optimizes



educational gains. This is due to the lack of transparency and rigid criteria in allocation of resources, in addition to failures in monitoring and control of application. A study by Ribeiro (2019) points out that, in many cases, FUNDEB resources end up reinforce existing inequalities, especially when there is a lack of control mechanisms efficient.

Regional disparities are exacerbated by logistical and geographic challenges. Isolated regions, such as parts of the Amazon and rural areas of the Northeast, face difficulties in attracting and retaining qualified teachers, given the working conditions adverse conditions and insufficient remuneration. This is compounded by the limited infrastructure transportation and accessibility, further restricting the ability of such regions to offer quality education similar to that observed in urban centers. Costa (2018) notes that without policies that address logistics in such areas, efforts to reducing inequalities remain largely unsatisfactory.

Another challenge identified is the lack of integration and coordination between the different spheres of government – federal, state and municipal. The fragmented relationship and, in some cases, conflict between these spheres often results in redundancies, waste of resources and efforts expended, which could be enhanced with a integrated and coordinated approach. Amaral's literature (2020) suggests the need of a governance model that promotes a more harmonious synergy between the educational policies at all levels, highlighting that this integration is vital for the use effective use of FUNDEB resources.

Furthermore, there is the challenge of training and qualifying school managers, whose competence can significantly influence the effectiveness of resource use. The lack of adequate training, combined with ineffective administrative practices, restricts the fund's transformation potential. Skilled managers are vital to innovation school and for the adaptation of educational strategies to local needs. Gonçalves and Souza (2021) emphasize that continuous training programs for administrators Schools are essential to transform investments into concrete results.

Furthermore, the socioeconomic conditions of students are often not directly addressed by educational financing policies. Problems such as low family income, hunger, lack of access to health and precarious housing, affect significantly improve students' ability to learn and thrive academically, regardless of funding. Intersectoral policies that address problems social issues associated with poverty are suggested as necessary strategies for the



FUNDEB achieves its equity and inclusion goals, as highlighted by Lima (2022).

The Brazilian educational scenario, therefore, presents multiple challenges in the mission to reduce inequalities through FUNDEB. Although the fund is an essential step in the search for a fairer distribution of resources, only an integrated approach and adaptive will be effective in overcoming entrenched disparities in Brazilian education. The technical application of resources must go hand in hand with comprehensive social policies that treat problems in a holistic manner, promoting conditions so that everyone students can have equal access to quality education.

4.3 Teacher Appreciation and Proposed Solutions

One of the fundamental pillars in reducing educational inequalities is valorization of teachers, central agents in the implementation of educational policies and in the development of students' potential. The data analyzed during this study reflects the importance of FUNDEB in remuneration and improving working conditions teachers' work, especially in the most economically disadvantaged regions. However, the effective appreciation of teachers transcends the salary aspect and involves a series of conditions necessary to guarantee quality education.

In several reports collected during the interviews, teachers and managers highlighted the lack of an adequate working environment, with infrastructure sufficient to promote innovative and inclusive educational practices. Authors such as Fonseca and Almeida (2019) highlight the need for continuous investments in physical and technological infrastructure in schools, arguing that without these conditions, it is practically impossible for teachers to apply methodologies contemporary teaching.

Furthermore, the literature highlights the importance of continuous training for teachers, which must be seen as an inseparable element of the valorization professional. Inadequate training limits the possibilities of implementing new pedagogies that can improve student engagement and learning. Silva (2020) notes that continuing education programs, adapted to the specificities local and aligned with emerging educational technologies, are necessary to prepare teachers for challenges in the classroom.

The analysis also revealed the need for policies that encourage the establishment of teachers in remote and socially vulnerable regions. The turnover frequent of teachers in such areas results in pedagogical discontinuity and low



quality in teaching, harming the sustainable development of the school environment. Gonçalves and Moura (2020) suggest the development of incentive packages that include not only competitive remuneration, but also the provision of housing, urban amenities and career benefits to attract and retain talent in hard-to-reach locations access.

On the other hand, the organizational culture existing in schools is also a factor important to be considered. The recognition of skills, autonomy pedagogical and teacher participation in school decision-making not only increases job satisfaction, but also results in better educational practices and positive impact on the learning environment. Studies by Ribeiro and Santos (2021) indicate that involving teachers in decision-making processes builds commitment greater educational outcomes and encourages innovations that benefit the community educational.

Given these findings, some proposed solutions include the creation of partnerships between the government and the private sector for investment in school infrastructure, with special focus on information and communication technology. In addition, the reformulation and expansion of continuing education programs could include specific modules dedicated to resource management and inclusive pedagogical practices, with a focus on results effective learning.

Additionally, it would be beneficial to develop an integrated approach and systematic assessment and monitoring of policies to enhance the value of teachers, incorporating regular feedback from the teachers themselves. This type of continuous monitoring ensures that implemented policies are adjusted as necessary to meet the needs of everyday school life and improve general results.

Thus, FUNDEB, when optimally used in conjunction with other strategies, can evolve from a financial support tool to a catalyst for significant changes in the conditions of Brazilian education. The true appreciation of teachers is not only a crucial component to FUNDEB's success in reducing inequalities, but also an essential initiative to transform the potential educational in tangible reality for students from all regions of Brazil.

5. Final Considerations

The present study sought to investigate the complex relationship between FUNDEB and the reduction of educational inequalities in Brazil, highlighting the fund as a pillar



crucial for the maintenance and development of basic education. During the research, it became clear that although FUNDEB plays a vital role in distribution of resources, several challenges and opportunities still need to be explored to enhance its transformative impact.

Firstly, FUNDEB proves to be essential to ensure that, regardless of their geographic location and socioeconomic circumstances, the students have access to basic education. However, the simple injection of resources financial inequalities is not enough to address deep-rooted educational disparities. These inequalities are often exacerbated by inefficient allocation of resources, lack of adequate infrastructure, insufficient training of professionals and poor policies aligned between different spheres of government.

The research highlighted the importance of thinking about solutions that not only increase the funds allocated to education, but also optimize their utilization. This includes developing more integrated and coordinated approaches between the federal, state and municipal spheres, so that policies complement each other rather than competing or duplicating efforts. In addition, provide ongoing training and adequate support for school managers is essential to empower these professionals in the effective application of available resources, raising the quality of teaching offered.

When it comes to valuing teachers, they represent the vital link in the chain educational and, in practice, are responsible for transforming financial support into tangible educational outcomes. This study corroborated the view that valorization teaching goes beyond the issue of pay and includes improving working conditions, provision of continuing education, pedagogical support and active involvement in processes decision-making. Adequate incentives and stimuli for teachers in disadvantaged regions must also be part of a valuation strategy that values continuity and quality of teaching regardless of adverse circumstances.

Therefore, in light of the results obtained, some recommendations emerge. One of them is the need for equity-focused policies that ensure that FUNDEB resources actually reach the students who need them most. It is equally important that dialogue between government, civil society and school communities is constant and constructive, allowing for continuous adaptations and improvements. The implementation of information technologies to effectively monitor and evaluate resource use can create more transparent and reliable processes.



Finally, social and educational disparities in Brazil are profound and complex, requiring innovative solutions and intersectoral collaboration. FUNDEB is part of a broader approach that should include social inclusion initiatives and programs that address students' basic needs outside the classroom, such as health, nutrition and social protection. Implement changes that make a real difference to all Brazilian children require commitment and collective action.

In short, this study reinforces the view that education is a universal right and an essential path to sustainable social and economic development. The FUNDEB, when well managed, can be a powerful tool for achieving a quality education for all, but its potential success depends on a renewed commitment to overcome persistent structural obstacles and promote conditions that truly lead to equitable and transformative education.

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