



THE EVOLUTION OF BRAZILIAN EDUCATION AND ITS POLICIES

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Policies may refer to one or more of the following categories: rural education, curricular policy, scholarship/grant, supplementary financial aid, financial equalization policy, schooling system reform, enrollment policy, basic education, tertiary education, vocational education, special education, adult education, educational measurement policy, teacher-training policy, distance education/digital inclusion, affirmative action, improvement of school facility/accessibility, institutional reform, conditional cash transfer, strategic planning.

Nationwide policies were prioritized. Regional/state-wide policies are studied under comparative perspective.

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Political milestones of Brazil

1. Colonial Brazil (1500 – 1822): *Independence (1822)*
2. Empire of Brazil (1822 – 1889): *Proclamation of the Republic (1889)*
3. Old Republic (1889 – 1930)
4. Vargas Era (1930 – 1945)
 - a. “Estado Novo”/Dictatorship (1937 – 1945)
5. Second Republic (1945 – 1964)
6. Military Rule/Dictatorship (1964 – 1985)
7. New Republic (1985 - ...)



Current Structure of the Education System

1. Basic Education

- a. Pre-school (*Educação infantil*): Children until the age of 5
- b. Primary education (*Ensino fundamental*): 9 years, ages 6-15
Leaving certificate: *Certificado de Ensino Fundamental*
- c. Secondary education (*Ensino médio*): 3 years, ages 16-18
Leaving certificate: *Certificado de Ensino Médio*
- d. Vocational secondary education (*Educação Profissional Técnica de Nível Médio*): 3-4 years
Leaving certificate: *Técnico de Nível Médio*
- e. Adult education: Adult education secondary school diploma for non-traditional students
Leaving certificate: *Certificado de Conclusão de Ensino Médio Supletivo*

2. Higher Education

- a. Bachelor (*Graduação*): 4-6 years
Leaving certificate: *Bacharel* or *Licenciado* (teaching diploma)
- b. Specialization courses (*Cursos de especialização*): Varies
Leaving certificate: *Certificado de Especialização*
- c. Master (*Mestrado*): 18-24 months
Leaving certificate: *Mestre*
- d. Doctorate (*Doutorado*): 4 years
Leaving certificate: *Doutor*



1. Pombaline Reform (1759)
2. Law of 15 November 1827
3. Constitution of 1824
4. Additional Act of 1834
5. Reform of Couto Ferraz (1854)
6. Reform of Leôncio de Carvalho (1879)
7. Reform of Benjamin Constant (1890)
8. Reform of Epiácio Pessoa (1901)
9. Decree number 19.850 – Reform of Francisco Campos (1931)
10. Decree number 19.851 – Reform of Francisco Campos (1931)
11. Decree number 19.890 – Reform of Francisco Campos (1931)
12. Decree number 20.158 – Reform of Francisco Campos (1931)
13. National Primary Education Fund (1942)
14. Organic Law of Industrial Education – Reform of Gustavo Capanema (1942)
15. Organic Law of Secondary Education – Reform of Gustavo Capanema (1942)
16. National Service for Industrial Training – Reform of Gustavo Capanema (1942)
17. Organic Law of Commercial Education – Reform of Gustavo Capanema (1943)
18. Primary Education Organic Law (1946)
19. Normal Education Organic Law (1946)
20. Agricultural Education Organic Law (1946)
21. National Service for Commercial Training (1946)
22. Constitution of 1946
23. National Campaign for the Improvement of Higher Education Personnel (1951)
24. National Research Council (1951)
25. National High School Education Fund (1954)
26. School Meal Campaign (1955)
27. National Campaign for Rural Education (1956)
28. Industrial Education Reform (1959)
29. National Education Guidelines and Framework Law of 1961
30. Urgent Ministry of Education Plan (1962)
31. National Education Plan (1962)

32. Law number 4.440/1964
33. Federal Council of Education - Legal Opinion number 977/65
34. Constitution of 1967
35. Rondon Project (1967)
36. Brazilian Literacy Movement (1967)
37. Decree-law number 63.341 (1968)
38. Law number 5.537 (1968)
39. University Reform (1968)
40. Agreement MEC-USAID (1968)
41. Decree-law number 477 (1969)
42. Decree-law number 574 (1969)
43. Decree-law number 464, from 02/11/1969
44. Decree-law number 68.908 (1971)
45. National Education Guidelines and Framework Law of 1971
46. Sector Plan of Education and Culture (1972)
47. National Center for Special Education (1973)
48. Educational Credit Program (1976)
49. National Program for Pre-School Education (1981)
50. Constitution of 1988
51. System of Basic Education Evaluation (1990)
52. Plan of Education for All (1993)
53. National Education Guidelines and Framework Law of 1996
54. Fund for the Maintenance and Development of Elementary Education and Valorization of the Magisterium (1996)
55. National Program of Computing Education (1997)
56. National Policy of Environmental Education (1999)
57. School Grant (2001)
58. Student Funding (2001)
59. National Education Plan of 2001
60. Family Grant (2003)
61. Literate Brazil Program (2003)



62. National Support School Transportation Program (2004)
63. University for All Program (2004)
64. Institutional Program of Scientific Initiation Scholarships (2006)
65. Law of 6 February 2006
66. Fund for Maintenance and Development of Basic Education and Appreciation of Education Professionals (2006)
67. Literacy Program at the Right Age (2007)
68. Joint Action Plan (2008)
69. High School Reference Schools (2008)
70. School Path Program (2009)
71. National High School Examination (2009)
72. National Program of Indigenous Ethno-educational Territories (2009)
73. National Program to Access Technical Education and Employment (2011)
74. Science without Borders (2011)
75. National Program of Rural Education (2011)
76. Law of Quotas (2012)
77. Permanence Scholarship Program (2013)
78. National Education Plan (2014)
79. New High School (2016)



Pombaline Reform (1759) - Institutional Reform/Schooling System Reform

Reforma Pombalina

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Very high	Portuguese settlers; Colonial upper-class; Church.	Scope: Nationwide Before: Classes taught by Jesuit priests, lack of a “national schooling system”; After: Education run by the State.	Education provision was no longer in the hands of the Church, but, for the first time, it was run by the State.	The goal was to modernize the schooling system and reduce the influence of the Church, similar to the changes that were being implemented in Portugal, also called “Pombaline Reforms”.	Maciel, L.S.B. and Neto, A.S., 2006. A educação brasileira no período pombalino: uma análise histórica das reformas pombalinas do ensino. Educação e Pesquisa, 32(3), pp.465-476.



Constitution of 1824 – Institutional Reform

Constituição de 1824

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Very high	General population; Government agents.	Scope: Nationwide Before: No national education system; After: Rights to education were, for the first time, predicted in a Legal text. The primary education was established under the responsibility of the State and the undergraduate courses were schematized.	The new constitution guaranteed the primary instruction, free of charge to all citizens, as well as Colleges and Universities, where the elements of science, fine arts and arts would be taught.	Organization of the national education system.	Source



Law of 15 October 1827 – Improvement of School Facility/Accessibility

Lei de 15 de outubro de 1827

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Education providers; General population.	Scope: Nationwide Before: No law addressing the establishment of school facilities; After: Establishes the creation of schools, as many as needed, in every city, village and populated area. Also establishes schools for girls in cities and in the most populated villages.	Considered the first general law related to education in Brazil. The policy lays out the need to combat illiteracy and provide education in a bigger scale.	The goal was to increase the offer of schools, which was extremely restricted.	Source



Additional Act of 1834 – Institutional Reform

Ato Adicional de 1834

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Education providers; Government agents.	Scope: Nationwide Before: Centralized education; After: The provinces were entrusted with the task of providing the administration of primary and secondary education, while the Central government was responsible for higher education.	Division of educational responsibilities between the Central Government and the provinces; Federalism.	The ambition was to increase the administrative autonomy of provinces.	Castanha, A.P., 2006. O Ato Adicional de 1834 na história da educação brasileira. Revista Brasileira de História da Educação, 6(1 [11]), pp.169-195.



Reform of Couto Ferraz (1854) – Institutional Reform

Reforma de Couto Ferraz

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Education providers; Teachers; Students.	Scope: Nationwide Before: No limits to the autonomy of the provinces regarding education; After: Regulation of primary and secondary education (i.e. periodic inspections, teaching requirements).	First attempt to standardize the schooling system after prior decentralization.	Impose limits to the autonomy of the provinces and establish the prerogatives of the schooling system.	Source de Moraes Limeira, A. and de Schueler, A.F.M., 2008. Ensino particular e controle estatal: a Reforma Couto Ferraz (1854) e a regulação das escolas privadas na Corte imperial.



Reform of Leôncio de Carvalho (1879) – Institutional Reform/Schooling System Reform

Reforma de Leôncio de Carvalho

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Education providers; General population.	Scope: Nationwide Before: No law addressing the coexistence of official (mostly public) and non-official (mostly private) schools in the country; After: Primary and secondary education are completely free in the federal district and higher education is also free throughout the whole Empire. Abolition of frequency control and midterms.	Due to possibility of free education (e.g. non-official institutions), private faculties and schools could operate freely.	Attempt to legitimize and stimulate the emergence of private schools due to the inability of the state to provide the necessary amount of schools to serve the population.	Castanha, A.P., 2012. O Ato Adicional de 1834 na história da educação brasileira. Revista Brasileira de História da Educação, 6(1 [11]), pp.169-195.



Reform of Benjamin Constant (1890) – Curricular Policy

Reforma de Benjamin Constant

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Education providers; General population.	Scope: Nationwide Before: The official curriculum had a literary and humanist predominance. After: Inclusion of scientific subjects in the official curriculum of secondary schools, considerably increasing the number of subjects taught.	Under the influence of Positivism, it brings changes to the literary and humanist tradition in the Brazilian curriculum; Innovation in the education syllabus.	Attempt to give primary and secondary school an objective that is essentially educational, and to not only serve as a preparatory course for higher education – mostly Law School; Science-based education and Positivists ideals for the new Republic.	Seki, A.L.S. and Machado, M.C.G., 2008. A disciplina de instrução moral e cívica na Reforma educacional de Benjamin Constante de 1890. Jornada do Histebr, VIII.

* Similar policies were implemented by the Reform of Rivadávia Correia (1911)



Reform of Epitácio Pessoa (1901) – Curricular Policy

Reforma de Epitácio Pessoa

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Education providers; General population.	Scope: Nationwide Before: Reform carried out by Benjamin Constant (see table above); After: Includes Logic in the curriculum and withdraws Biology, Sociology and Morality, thus returning to accentuate the literary part to the detriment of the scientific-based education.	This policy helps to understand the historical importance that was given to subjects such as Literature and Humanities, in schools and also in higher education institutions.	Secondary school returns to be seen as a preparatory course to higher education – typically Law School and other Humanities majors.	Ribeiro, P.R.M., 1993. História da educação escolar no Brasil: notas para uma reflexão. Paidéia (Ribeirão Preto), pp.15-30.

* Similar policies were implemented by the Reform of Carlos Maximiliano (1915) and the Reform of Rocha Vaz (1925)



REFORM OF FRANCISCO CAMPOS

Decree number 19.850 (1931) - Institutional Reform

Decreto número 19.850/1931

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Ministry of Education; Education providers;	Scope: Nationwide Before: Decentralized State from the Old Republic After: Centralized State; Creation of the National Education Council	Collaborate with the Ministry of Education on the elaboration of initiatives that could represent a benefit to the national culture, help establish the guidelines of primary, secondary, vocational secondary and higher educations; elaborate feedbacks concerning the allocation of resources	Increase the efficiency of allocation of the resources and to develop policies consistent with the country's reality	Silveira, Z.S.D., 2006. Educação profissional no Brasil: da industrialização ao século XXI. Revista de Educação Pública, 1, pp.1-50. Dallabrida, N., 2009. A reforma Francisco Campos e a modernização nacionalizada do ensino secundário. Educação, 32(2).



REFORM OF FRANCISCO CAMPOS

Decree number 19.851 (1931) – Tertiary Education

Decreto número 19.851/1931

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Education providers; Students; General Population	Scope: Nationwide Creation of the Statute of Brazilian Universities; First attempt to unify the organizational, administrative and structural characters of the country's public universities. (ej.: in order for an educational institution to be considered as an University, there should be a Faculty of Law, Medicine, Engineering and/or Sciences and Languages).	This policy lays out the higher education public system; thus the technical and administrative organization of public universities.	These measures sought to standardize the administration and organization of public universities	Rothen, J.C., 2012. A universidade brasileira na Reforma Francisco Campos de 1931. Revista brasileira de história da educação, 8(2 [17]), pp.141-160.

*The decree 19.852 was specifically directed to the University of Rio de Janeiro



REFORM OF FRANCISCO CAMPOS

Decree number 19.890 (1931) – School System Reform/Secondary Education

Decreto número 19.890/1931

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Education providers; General population	Scope: Nationwide Organization of Secondary Education: established the national syllabus and the “grading system/serial educational”; returns the compulsory attendance rule; increased the number of years of secondary education to 7 (rather than 5) and divided it in two cycles - the first called “fundamental” (5 years) and the second called “complementary” (2 years), that varied according to the student’s career aspirations.	Centralization and homogenization of secondary education.	These measures sought to produce self-regulated and productive secondary students, in tune with the disciplinary and capitalist society that was being consolidated in Brazil in the 1930s.	Dallabrida, N., 2009. A reforma Francisco Campos e a modernização nacionalizada do ensino secundário. Educação, 32(2).

* Decree 19.941 (1931) established religious education as optional discipline in public schools

* Decree 21.241 (1932) consolidated the general provisions about secondary education



REFORM OF FRANCISCO CAMPOS

Decree number 20.158 (1931) – Vocational Education/Schooling System Reform

Decreto número 20.158/1931

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Education providers; General population	Scope: Nationwide General provisions on commercial education - Creates a variety of technical courses to attend the necessities of the incipient national industry	This policy establishes the structural grounds for technical and commercial teaching in the country	Unifies the organizational patterns of technical teaching	Peleias, I.R., Peres da Silva, G., Bosco Segreti, J. and Russo Chiroto, A., 2007. Evolução do ensino da contabilidade no Brasil: uma análise histórica. Revista Contabilidade & Finanças-USP, 18.



REFORM OF GUSTAVO CAPANEMA

National Primary Education Fund (1942) – Financial Equalization Policy

Fundo Nacional de Ensino Primário

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Education Providers; State Governments; Municipal authorities	Scope: Nationwide Before: No nationwide primary education funding After: A nationwide multi-level funding system to develop primary education	The Union would provide technical and financial assistance in the development of primary education in the states, given that they would apply at least 15% of their tax profit in that segment, aiming at 20% in 5 years. The states should do a similar agreement with their municipalities.	Increase Primary education development	Source

* The National Primary Education Fund is part of larger reform known as Reform of Gustavo Capanema (*Reforma de Gustavo Capanema*).

* The official title of the law is “*Decreto-lei n° 4.958, de 14 de novembro de 1942*”



REFORM OF GUSTAVO CAPANEMA

Organic Law of Industrial Education (1942) – Schooling System Reform/Vocational Education

Lei Orgânica do Ensino Industrial

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Technical courses establishments; General population; Ministry of Education.	Scope: Nationwide Before: No formal legislation for technical industrial courses. The industrial technical courses, in operation, did not confer diplomas recognized by the competent authorities. After: Creation of a national system of vocational industrial education.	It created a national system of vocational education, elevating industrial education to secondary level. The new law also innovated in its principles by guaranteeing equal rights of entry into industrial education for men and women. Establishments destined to the provision of this modality of education should adapt their organization and standards according to the new law.	Create an integrated system of vocational education focusing on the supply of qualified individuals for the industrial sector.	Schwartzman, S., Bomeny, H.M.B. and Costa, V.M.R., 1984. Tempos de Capanema. ZOTTI, S.A., 2006. O ensino secundário nas reformas Francisco Campos e Gustavo Capanema: um olhar sobre a organização do currículo escolar. Source

- * The Organic Law of Industrial Education is part of larger reform known as Reform of Gustavo Capanema (*Reforma de Gustavo Capanema*).
- * The official title of the law is “*Decreto-Lei nº 4.073, de 30 de Janeiro de 1942*”



REFORM OF GUSTAVO CAPANEMA

Organic Law of Secondary Education (1942) – Schooling System Reform/Vocational Education

Lei Orgânica do Ensino Secundário

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Primary Education Students; Ministry of Education.	<p>Scope: Nationwide</p> <p>Before: Reform of Francisco Campos (1931). The second half of primary education and the secondary education (both parts known as “ensino secundário”) lasted 7 years divided in two cycles - the first called “fundamental” (5 years) and the second called “complementar” (2 years), that varied according to the student’s career aspirations.</p> <p>After: Initial four-year cycle, called “ginásio”, and a second three-year cycle, called “colegial”; Students were able to choose between the “classic course” and the “scientific course”.</p>	<p>The reform of primary and secondary education was carried out with a promotion of technical and vocational education.</p> <p>The “classic course” would be focused on students interested in attending university. The “scientific course” would be focused on students who wished to start working after concluding their studies.</p>	<p>The creation of a “dual-schooling” system was created in order to produce fewer students interested in attending university and more students ready to enter the workforce after concluding their studies.</p>	<p>ZOTTI, S.A., 2006. O ensino secundário nas reformas Francisco Campos e Gustavo Capanema: um olhar sobre a organização do currículo escolar.</p>

* The Organic Law of Secondary Education is part of larger reform known as Reform of Gustavo Capanema (*Reforma de Gustavo Capanema*).

* The official title of the law is “*Decreto-lei n. 4.244, de 9 de abril de 1942*”



REFORM OF GUSTAVO CAPANEMA

National Service for Industrial Training (1942) – Vocational Education

Serviço Nacional de Aprendizagem dos Industriários (SENAI)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Education providers; General population.	Scope: Nationwide Before: Private and small technical courses existed, but had no formal coordination with the government industrial education policy. After: Creation of a large and private company with the objective of organize and administer apprenticeship schools throughout the country.	SENAI is a network of not-for-profit secondary level professional schools established and maintained by the Brazilian Confederation of Industry (a patronal syndicate).	The expansion of professional schools throughout the country, increasing the qualified workforce.	ZOTTI, S.A., 2006. O ensino secundário nas reformas Francisco Campos e Gustavo Capanema: um olhar sobre a organização do currículo escolar. Source

* The National Service for Industrial Training is part of larger reform known as Reform of Gustavo Capanema (*Reforma de Gustavo Capanema*).

* SENAI was created under the law “*Decreto-lei n.4.048, de 22 de janeiro de 1942*”.



REFORM OF GUSTAVO CAPANEMA

Organic Law of Commercial Education (1943) – Schooling System Reform/Vocational Education

Lei Orgânica do Ensino Comercial

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Technical courses establishments; General population; Ministry of Education.	Scope: Nationwide Before: No formal legislation for technical courses. The commercial technical courses, in operation, did not confer diplomas recognized by the competent authorities. After: Creation of a national system of rules for commercial vocational education.	It created a national system of vocational education, elevating commercial education to secondary level. Establishments destined to the provision of this modality of education should adapt their organization and standards according to the new law.	Train professionals able to carry out specific activities in commerce as well as auxiliary functions of an administrative nature in public and private business.	Source Source

* The Organic Commercial of Industrial Education is part of larger reform known as Reform of Gustavo Capanema (*Reforma de Gustavo Capanema*).

* The official title of the law is “*Decreto-lei n. 6.141, de 28 de dezembro de 1943*”



Primary Education Organic Law (1946) – Curricular policy/Schooling System Reform

Lei Orgânica do Ensino Primário

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Education Providers; Primary Education Students	Scope: Nationwide Before: Different Primary Education Curriculum After: Primary Curriculum unified, with a structural change in the primary education.	There was a structural change in the curriculum of primary education. Now the primary fundamental education will be divided in elementary (4 years) and complementary (1 year) for children from 7 to 12 years of age. And the Primary supplementary education will be 2 years long and for young adults and adults that didn't get the proper primary education.	Restructure of primary education curriculum to create a unified national curriculum.	Source Massuia, C. S., 2010. As mudanças provocadas pela reforma de Gustavo Capanema na era Vargas

* The official title of the law is “*Decreto-lei n. 8.529, de 2 de janeiro de 1946*”

* Supplementary to the Primary Education Organic Law, Decree-Law 8530 further structures norms and direction by training teachers and regents of primary schools, which would work in the so called “normal schools”.



Agricultural Education Organic Law (1946) – Rural Education

Lei Orgânica do Ensino Agrícola

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Education Providers; Students in rural areas.	Scope: Nationwide Before: no organization basis for the education in the rural areas After: Establish organizational basis for educational development in the agricultural region for agricultural professionals.	Establishes organizational basis for educational development in rural areas aiming to prepare the workforce.	Development of professionals and education to the rural workforce.	Source Massuia, C. S., 2010. As mudanças provocadas pela reforma de Gustavo Capanema na era Vargas



National Service for Commercial Training (1946) – Vocational Education

Serviço Nacional de Aprendizagem Comercial (SENAC)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Education Providers; Teachers; National Commercial Confederation (CNC)	Scope: Nationwide Before: No specific agency for professional education focused on Trade, Services and Tourism sectors. After: SENAC is currently the principal agent in continuing education in such sectors	Established that trade vocational schools must have practical and professional courses supported by the National Confederation of Commerce, the current main education provider in trade studies in Brazil.	Provide students vocational orientation, matching the demand from specific sectors.	Source Massuia, C. S., 2010. As mudanças provocadas pela reforma de Gustavo Capanema na era Vargas



Constitution of 1946 – Institutional Reform/Financial Equalization Policy

Constituição de 1946

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Very High	The Government, Education providers	Scope: Nationwide Before: Lack of a minimum provision for education investment. After: Allocates a minimum amount of Federal resources for education.	Reinstalled the Constitution of 1943 principle of a minimum provision destined to education, fixed in 10% for Federal and States administration and 20% for municipalities. Also defined a need for a legislation with directions and bases for the national education.	Development of education through the augmentation of the obligatory investments.	Brasil, 1946. Constituição dos Estados Unidos do Brasil.



National Campaign for the Improvement of Higher Education Personnel (1951) - Teacher-Training Policy/Strategic Planning

Campanha Nacional de Aperfeiçoamento de Pessoal de Nível Superior (CAPES)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Ministry of Education and Health; Professors and students from higher education institutions.	Scope: Nationwide Before: No official institution with the goal of stimulating the qualification of teachers and students in graduate courses. After: Creation of CAPES, with the main goal of improving higher education courses, hiring foreign visiting professors, encouraging exchange and cooperation activities among institutions, granting scholarships and supporting scientific events.	CAPES is responsible for evaluating and extinguishing postgraduate courses since 1976.	Ensure the existence of specialized personnel in sufficient quantity and quality to meet the needs of public and private enterprises that aim the development of the country.	Source

- * CAPES was created under the law “Decreto nº 29.741 de 11 de Julho de 1951”.
- * It changed its name to Coordination of Improvement of Higher Level Personnel (*Coordenação de Aperfeiçoamento de Pessoal de Nível Superior*).
- * The institution was extinguished in 1990, but came back in the same year.



National Research Council (1951) – Teacher Training Policy/Strategic Planning

Conselho Nacional de Pesquisa (CNPq)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Students; Teachers; Researchers; Brazilian Academy of Sciences; Ministry of Science and Technology.	Scope: Nationwide Before: No official institution existed with the objective of stimulating scientific research. After: Creation of CNPq with the objective of encouraging scientific or technological research in public or private institutions, granting them the necessary resources for the acquisition of material, remuneration of personnel and for any other measures consistent with the objectives pursued.	CNPq would be assisting the training and improvement of researchers and technicians by organizing or cooperating in the organization of specialized courses, under the guidance of national or foreign teachers, granting study or research scholarships and promoting internships in technical-scientific institutions and industrial establishments in the country or abroad; Cooperate with universities and institutes of higher education in the development of scientific research and the training of researchers.	Promote and stimulate the development of scientific and technological research in any field of knowledge.	Source

* CNPq was created under the law “Lei nº 1.310 de 15 de janeiro de 1951”.

* In 1974, it changed its name to National Council for Scientific and Technological Development (*Conselho Nacional de Desenvolvimento Científico e Tecnológico*).

* In 1985, CNPq became a funding agency subordinated to the Ministry of Science and Technology.



National High School Education Fund (1954) – Financial Equalization Policy

Fundo Nacional do Ensino Médio

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	High School Students	Scope: Nationwide Before: Lack of scholarships for low-income students. After: Government-funded scholarships for top-ranked and low-income students. Contributions for the maintenance, expansion and equipment for high schools.	Promoted the bettering and dissemination of secondary education by investing on the brightest and low-income students.	Increase the education quality and dissemination.	Source



School Meal Campaign (1955) – Improvement of School Facility/Accessibility/Supplementary Financial Aid

Campanha da Merenda Escolar

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Education providers; Students from public schools.	Scope: Nationwide Before: No financial aid policy regarding school meals; After: Transfer of financial resources to the states, the federal district and municipalities to partially meet the nutritional needs of students. Gratuities in food supply in all public schools.	Providing better public school infrastructure – keeping in mind that, in Brazil, those who attend public school, especially during the XIX century, typically come from a financially disadvantaged background.	Contribute to the growth, development, learning, school performance of students and the consolidation of healthy eating habits through the provision of school meals and food & nutrition education actions.	Source

* In 1979, the program changed its name to National School Feeding Program or *Programa Nacional de Alimentação Escolar (PNAE)*.

* Interesting fact: 30% of the value transferred to the PNAE must be used to purchase foodstuffs from domestic agriculture production.



National Campaign for Rural Education (1956) – Rural Education

Campanha Nacional de Educação Rural

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Low	Education providers; Students from rural areas.	<p>Scope: Nationwide</p> <p>Before: Agricultural Education Organic Law (1946)</p> <p>After: Research and study of rural areas (soil, technics, etc.), training of professionals, “rural missions” to implement the policy, spread information and proper learning materials.</p>	Disseminate basic education throughout the rural region of Brazil, bringing invaluable theoretical and technical knowledge to level of life compatible with the human dignity and democratic ideals.	Development of education through the rural regions of Brazil so that the people that live there have and exact idea of their duties and rights to participate in the social and economic progress of the country.	<p>Source</p> <p>Marques de Freitas Barreiro, I., 2013. Formação para o ensino agrícola nos Centros de Treinamento de Professores e de Auxiliares Rurais (1952-1963). Revista Brasileira de Educação, 18(54).</p>



Industrial Education Reform (1959) – Vocational Education

Reforma do Ensino Industrial

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Education providers	Scope: Nationwide Before: Organic Law of Industrial Education (1942) After: Organization of vocational education focused on the learning of industrial practices.	Disseminate a base of general cultural and technical initiation, allowing the students to integrate the community and participate in productive work whilst continuing with their education. Prepare the trained ones for their specialized activities.	Training in line with the interests of the labor market and the needs of the industry.	Source

National Education Guidelines and Framework Law of 1961- Institutional Reform/Schooling System Reform



Urgent Ministry of Education Plan (1962) – Strategic Planning

Plano de Emergência do MEC

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Education providers; Federal Government; State governments.	Scope: Nationwide Before: Low enrollment and inadequate regulation. After: Agreements between Federal and states administration aiming to increase the school enrollment.	The Education Minister made it a main target of his political agenda by gathering the states' education secretaries for the signing of agreements.	Increase the allocated resources for education.	Source



National Education Plan (1962) – Strategic Planning

Plano Nacional de Educação

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Education providers; Teachers; Primary Education Students	Scope: Nationwide Before: Lack of education structure and quality After: Decreed multiple changes: expansion of enrollment and inclusion in superior education, have all children in primary education age enrolled in schools until 1970, have 20% of the primary education school's teachers being university bachelors, and expansion of schools hours for certain grades.	It changed the direction and quality of the education system by focusing on higher enrolment rates since primary school until superior education as well as having more qualified teachers.	Overall increase in inclusion, quality and enrolment in education.	Source



Law number 4.440 (1964) - Institutional Reform

Lei 4.440/1964

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Government agents; Employees and companies; Education providers.	Scope: Nationwide Before: No tax collaboration directly linked to the improvement of the educational sector. After: Established a tax that aimed to raise funds for the improvement of national education	An education wage is introduced: a tax created to supplement public expenditure on elementary education, collected by companies. The value was 2% the minimum wage in relation to each employee, regardless of marital status and number of children.	Increase of funds for public schools, planning its improvement: environmental enhancement, development of teachers, acquisition of didactic material. Also aimed reducing illiteracy.	Source



Federal Council of Education - Legal Opinion number 977/65 – Institutional Reform

Parecer CFE n. 977/65

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Higher education providers; Citizens holders of graduation diploma.	Scope: Nationwide Before: No specific and structural mechanisms for an autonomous and expanded assertion of higher education. After: Creation of an autonomous system of graduate education, especially for the training of qualified faculty.	Conceptualize and standardize postgraduate courses in Brazil.	Training both competent teaching professors and high-level researchers, giving professional qualification for national development through postgraduate studies.	Cury, C.R.J., 2005. Quadragésimo ano do parecer CFE n. 977/65. Revista Brasileira de Educação, 30, pp.7-20.



Constitution of 1967– Institutional Reform

Constituição de 1967

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Very High	General population; Education providers; Government agents.	Scope: Nationwide Before: The Union and the States had to fulfil a minimum investment size in education. The educational system was only held by public initiative. After: The Union and the States were no longer obliged to fulfil the minimum investment size in education. Also, the educational system could be held by public-private initiative from now on.	The new Constitution makes some significant changes in the National Education Guidelines and Framework Law of 1961.	It abolishes the minimum investment size in education by the Union and the States in order to expand funds in other areas. On the other hand, by opening the sector to private investors, it makes it possible to increase the levels of education offered. Institutes the Basic Education as compulsory for 8 years;	Brasil, 1967. Constituição da República Federativa do Brasil. Source



Rondon Project (1967) – Institutional Reform/Curricular Policy

Projeto Rondon

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Low	Federal Government; Municipal Governments of small and poor cities, mainly rural ones; University students.	Scope: Nationwide Before: no specific governmental internship for development. After: Creation of an inter-ministerial action by the Federal Government, in coordination with State and Municipal Governments, in partnership with Higher Education Institutions, in order to contribute to sustainable local development and the construction and promotion of citizenship, with community leaders and the population.	Development of transformative and long-lasting actions for the population and municipal administration of poor cities, with the local society, through participatory, democratic and emancipatory activities.	Training of University students as community leaders, able to create sustainable development in poor communities, as well multiplying agents and training teachers, health workers and civil society organizations to help the community at large.	Source



Brazilian Literacy Movement (1967) - Law 5.369 - Adult Education

Movimento Brasileiro de Alfabetização (MOBRAL) - Lei 5.379

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Federal authorities, from both civil and military structures, of all administrative areas; Illiterate citizens over 15 years.	Scope: Nationwide Before: A non-unified model of literacy for adolescents and adults. After: A unified model of literacy focusing on writing and reading	MOBRAL Program aim is to eradicate illiteracy of Brazil in 10 years to promote development through education.	The National Program will promote functional literacy courses with 9-months length throughout the country for young people and adults to integrate themselves into their communities and have a better life.	Source

(*) Since 1985, with the end of the military regime, the Movimento Brasileiro de Alfabetização (MOBRAL) has been renamed the National Foundation for Youth and Adult Education - EDUCAR. In 1990, the EDUCAR Foundation was also extinguished.



Decree-Law n. 63.341 (1968) – Enrollment policy

Decreto-lei 63.341/68

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Federal government; Higher education institutions; University students.	Scope: Nationwide Before: no interference from to government, concerning to the creation of vacancies in higher education institutions. After: There should be no new vacancies in university courses whose professions are already sufficiently practiced in the national territory.	Limits the creation of vacancies in university courses that already present a large number of professionals performing the job function, except in cases where the initiative presents a high standard, capable of contributing effectively to the improvement of teaching and research in the sector concerned.	Adaptation of the universities to the demands of the labor market, increasing productivity in the Brazilian territory, succeeding to the adjustment at international standards.	<u>Source</u>



Law n. 5.537 (1968) – Grant/ Conditional cash transfer

Lei 5.537/1968

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Federal government; Education institutions; Teachers, professors and researches; Students at all levels.	Scope: Nationwide Before: No specific federal program to support academic research. After: Creation of the National Institute of Education Development and Research, with legal personality of autarchic nature, linked to the Ministry of Education and Culture.	Funding of programs and projects that match the need for training of human resources for national development, in the levels of higher, middle and primary education.	To raise funds and direct them to the financing of teaching and research projects, including school feeding and study bureaus, in accordance with the guidelines of the national education planning.	<u>Source</u>

* In 1969, the program changed its name to National Development Fund for Education.



University Reform (1968) – Enrollment policy/Tertiary education

Reforma Universitária

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Education providers; High school students.	Scope: Nationwide Before: in order to enroll in universities, students needed to score a certain grade on university entrance exams; After: Limited numbers of vacancies in higher education institutions – only the ones with best grades are invited to enroll. Also: propitious conditions for institutions to articulate teaching and research activities (they were relatively disconnected). The academic career was institutionalized.	Changes the way students enroll in higher education institutions among other structural changes concerning the provision of incentives to research production.	Aimed at better efficiency, modernization, administrative flexibility and training of high-level human resources.	Source



Agreement MEC / Technical Cooperation Council of the Alliance for Progress - CONTAP / USAID (1968) – Institutional Reform

Acordo MEC/Conselho de Cooperação Técnica da Aliança para o Progresso – CONTAP/USAID

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	General population; Government agents.	Scope: Nationwide Before: No foreign interference in national education policies. After: The agreement imposed on Brazil the contracting of North American advice, in exchange for the adaptation of Brazilian education to the US molds.	Aimed at reforming Brazilian education in accordance with US standards, establishing agreements of technical assistance and financial cooperation to the Brazilian education.	Provide the political and technical guidelines for a reorientation of the Brazilian educational system, in the light of international capitalist development.	Source



Decree-law no. 477 (1969) – Teacher-training policy/Curricular policy

Decreto-lei 477

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Federal government; Teachers and professors; Students.	Scope: Nationwide Before: No explicit limitation to the freedom of thought in educational institutions. After: Subjective criteria for punishment of teachers and students who act with subversive purposes or performing an act contrary to morality or public order, discordant with the values defended by the military regime	Punishment of teachers, students and university officials found guilty of subversion to the military regime. The affected teachers were dismissed and were unable to work in any other educational institution in the country for five years, while students were expelled and were prohibited from attending any university for three years.	To make the Brazilian education environment consistent with dictatorial values.	<u>Source</u>



Decree-law 574 (1969) – Institutional Reform

Decreto-lei 574

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Federal government; Higher education institutions; University students.	Scope: Nationwide Before: The higher education institutions could reduce the number of places, according to their own administrative motivation. After: Prohibition to reduce the number of places in higher education institutions.	Higher education institutions will not be able to reduce, in any academic year, the number of enrollments considered in the first series of their courses, in the previous academic year. The government forbade educational institutions to reduce their vacancies, granting them the right, however, without prejudice to the total number of places available, to promote their redistribution through the courses.	Promote higher education and ensure that existing vacancies do not disappear, consequently ensuring broader access to universities.	<u>Source</u>



Decree-law 464 (1969) – Curricular Reform/ Enrollment policy

Decreto-Lei 464

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	<p>Higher education providers;</p> <p>Citizens enrolled at universities;</p> <p>Citizens planning in pursuing an Undergraduate degree.</p>	<p>Scope: Nationwide</p> <p>Before: no specific policy for attending to national interests.</p> <p>After: need for higher education courses to meet national interests.</p>	<p>Provides more structural changes, in the scope of the 1968 University Reform, in order to attend more standardization policies at national and regional levels, relating to university access, the role of the Ministry of Education and Culture in high education institutions and courses curriculum.</p>	<p>The most important ones are: standardize access to universities, by regional exams; requirement that all Universities meet the demands of the labor market, in relation to the needs of national or regional development; institutionalize the expelling of the student who does not complete the full course of graduation within the maximum period for completing it (“jubilação”).</p>	<u>Source</u>



Decree number 68.908 (1971) – Enrollment policy

Decreto 68.908/1971

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Federal government; Higher education institutions; Universities applicants.	Scope: Nationwide Before: The university entrance exam (vestibular) selected students admitted only by grade and not by available vacancies, consequently generating a surplus (more new students were admitted than offered vacancies on courses). After: Changes the university entrance exam (vestibular) into a classificatory exam.	The Vestibular exam changes to a competition and is rigorously carried out by the qualification process, with the use of the candidates up to the limit of the places fixed beforehand. Modifies the entrance exam from simply approval examination test, transforming it into a classificatory contest, with a competitive character.	Creation of a unified test, which classify the candidates according to their performance and not according to the result obtained, thereby solving the so-called surplus crisis.	Leão, M.L., 2013. A expansão do vestibular unificado. Educação e Seleção, (11), pp.9-12.



National Education Guidelines and Framework Law of 1971- Institutional Reform/Schooling System Reform/Curricular Policy

Lei de Diretrizes e Bases da Educação Nacional de 1971 (LDB)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Education providers; Students; Teachers.	<p>Scope: Nationwide</p> <p>Before: National Education Guidelines and Framework Law of 1961</p> <p>After: Increased primary education to 8 years; education became compulsory from 7 to 14 years old; it was established a common curriculum at a national level for primary and secondary school (then called “primeiro grau” and “segundo grau”), with a diversified part to attend the regional peculiarities; disciplines such as Philosophy, Sociology, among others, were excluded from the curriculum, being replaced by disciplines such as Moral and Civic Education.</p>	This policy was established during the dictatorship under military administration and aimed to restructure the education system, so that it would be in accordance with the authoritarian regime at the time.	The purpose of education would be to promote a model of passive education – students would be at the mercy not only of the technocratic commanders but also of the ideological aspirations of the Brazilian military. Education would serve to disclose desirable values and keep society "peaceful".	Source Source



Sector Plan of Education and Culture (1972) - Strategic Planning

Plano Setorial de Educação e Cultura (PSEC)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Education providers; Students; Teachers; Government agents.	Scope: Nationwide Before: This Plan keeps up with most projects created so far but complements with some new ones in order to expand access to education. After: New methods and actions to organize primary school aiming to reach 90% of enrollment; Raising of education productivity and a career plan regularization for teachers; Experimental projects to develop and expand the educational system; Special education as a priority.	Complements the structure of the Brazilian Educational System, expanding the access to education and setting new guidelines.	To develop a human education focused to work in order to support Brazil's economic growth.	Source Source Source



National Center for Special Education (1973) - Special Education

Centro Nacional de Educação Especial (CENESP)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Ministry of Education and Culture; Teachers; Students with special needs; Government agents; Universities.	Scope: Nationwide Before: Non-unified actions to promote special education in the country. After: Training of human resources in courses focused in special education; Partnership with Universities to elaborate specific curricular proposals with new methods of teaching to students with special needs. To expand educational opportunities for these specific students.	The first public agency in the federal level in charge of formulating educational public policies for students with special needs. Also, CENESP drew up the 1st National Plan of Special Education (1977-1979).	The purpose is to plan, to coordinate and to develop special education in Brazil from preschool to higher education to all kinds of disabilities.	Source Source



Educational Credit Program (1976) - Scholarship/Grant

Programa Crédito Educativo (CREDUC)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Education providers; Low-income students.	Scope: Nationwide Before: No public financial incentives for enrollment in higher education; After: Study funding system for enrollment in private higher education institutions - the student only begins to pay the financed amount after graduation.	The first time that the government implements a financial incentive regarding higher education.	Expand the offer of positions and democratize access to higher education.	Source

* This policy went through some modifications in 1999, and is now known as *Financiamento Estudantil (FIES)* or Student Funding



National Program for Pre-School Education (1981) – Basic Education

Programa Nacional de Educação Pré-Escolar

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Federal Government; Public schools; Parents from students in pre-school age; Pre-school age students; Families with low-income.	Scope: Nationwide Before: Pre-school education was not part of the education system, meaning that it was not obligatory and not offered by public schools. The education of children up to 6 years of age was not even mentioned in the Constitution. After: Pre-school education was integrated into the education system. It was the first Brazilian public policy designed for children aged 4 to 6 years, at the national level.	Pre-school education becomes part of the schematic system of national education, targeting mainly poor families who were unable to put their children in school before literacy - level at which public education was made available.	Being the pre-school age one that develops several capacities for adult life, this program aimed to avoid the marginalization of low-income children, integrating them to the educational system and into the social environment.	Source



Constitution of 1988 – Institutional Reform

Constituição de 1988

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Very high	General population; Education providers; Government agents.	<p>Scope: Nationwide</p> <p>Before: Education as a right of everyone. Mandatory and free primary education. States are the main providers of education, while the Federal administration only sets guidelines and bases. Freedom of private education, with subsidy via scholarships for students. Resources for education are bounded to federal, state and municipal revenues.</p> <p>After: Education as a social right and the duty of the Federal administration and Family. Municipalities are responsible for providing primarily kindergartens and elementary education, while states should provide elementary and secondary education. The Federal administration legislates on guidelines and bases of education, also acting with a redistributive and supplementary function, equalizing opportunities and guaranteeing a minimum standard of quality. Freedom of private education. Resources are bounded to federal, state and municipal revenues. Freedom in education with free and equal access. Provision of learning aids, transportation, food and health.</p>	<p>The 1988 Constitution (commonly referred as “The Citizens’ Constitution”) implements a new set of basic principles. Raposo (2002) stress the recognition of the dignity of the human person of the basic law. Oliveira (1998) highlights the text accuracy and details level.</p>	Incorporation of historically excluded groups, with the enlargement of education access and eradication of illiteracy. It aims a greater equality within the society and attainment of freedom by individuals.	<p><u>Source</u></p> <p><u>Source</u></p>



System of Basic Education Evaluation (1990) – Educational Measurement Policy

Sistema de Avaliação da Educação Básica (SAEB)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Education providers; Primary and secondary students.	Scope: Nationwide Before: Brazil did not have an index created in order to track improvements in learning throughout the years; After: Brazilian government is able to track the education performance in all federal entities.	Brazil is a country of continental proportions and each region has their own peculiarity. Hence, it was important to establish an index in order to equalize and create parameters to understand Brazilian education development. SAEB is composed by 3 main evaluations: Avaliação Nacional do Rendimento Escolar (ANRESC)- National Evaluation of Academic Performance or Prova Brasil; Avaliação Nacional da Educação Básica (ANEB)- National Evaluation of Basic Education and Avaliação Nacional de Alfabetização (ANA) – National Evaluation of Literacy.	This system helps to create information and promote monitoring of municipality, state and federal public policies in education. In addition, it provides data and students' performance metrics.	Source



Plan of Education for All (1993) – Basic Education/Strategic Planning

Plano de Educação para Todos

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Low	General population; Education providers; Government agents.	Scope: Nationwide In 1990, Brazil was part of the World Conference on Education for All. In 1993, the Brazilian government elaborated its own Plan of Education for All.	The Plan of Education for All is a formal acceptance of the policies and strategies discussed internationally in order to improve basic education. This policy shows Brazil's commitment to improve national education in a global scale.	The aim is to ensure a minimum learning content that fits the needs of a contemporary life to the whole population until the year of 2003 through education, especially during the elementary years.	Source



National Education Guidelines and Framework Law of 1996 – Institutional Reform/Schooling System Reform

Lei de Diretrizes e Bases da Educação Nacional de 1996(LDB)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Education providers; Students; Teachers	Scope: Nationwide Before: National Education Guidelines and Framework Law of 1971 After: This policy lays out a number of changes from previous laws, such as the inclusion of early childhood education (kindergartens and pre-schools) as the first stage of basic education (which now includes pre-school, primary school and secondary school), as well as compulsory and free basic education provision.	Modernization of the previous “general law for education”, passed during the military dictatorship. Remains the most important law in the country regarding education, setting the guidelines for the whole system.	Based on the principle of universal right to education, it aims to provide quality and free education for all.	Source



Fund for the Maintenance and Development of Elementary Education and Valorization of the Magisterium (1996) – Financial Equalization Policy
Fundo de Manutenção e Desenvolvimento do Ensino Fundamental e de Valorização do Magistério (FUNDEF)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Students and teachers of primary education; Education providers; Federal entities.	Scope: Nationwide Before: Inexistence of an official fund aimed exclusively at primary education. After: 60% of total federal budget for education should be directed to primary education. Federal resources automatically distributed based on the number of students enrolled in each region.	Changed the structure of public primary education funding.	Improve the quality of public primary education. By linking the distribution of resources to the number of students enrolled, it aimed at making cities and states more concerned about enrollment numbers and management of resources.	Source



National Program of Computing Education (1997) – Distance education/Digital Inclusion

Programa Nacional de Informática na Educação (PROINFO)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Education providers; Students from public schools.	Scope: Nationwide Before: No federal education policy regarding computing education; After: Provides public schools with technologies, such as computers, electronic devices, digital resources and didactic content involving educational computing.	The access to diverse digital educational resources favors social, educational and professional inclusion.	Inclusion of digital technology and digital literacy, as well as the integration and coordination of computing, communication and information services. Modernization and improvement of teaching.	COSTA, Lúcia: Programa Nacional de Tecnologia Educacional (PROINFO) – Expansão, democratização e inserção das tecnologias na Rede Pública

* In 2007, the program changed its name to National Program of Educational Technology or *Programa Nacional de Tecnologia Educacional (PROINFO)*



National Policy of Environmental Education (1999) – Curricular Policy

Política Nacional de Educação Ambiental (PNEA)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Low	Ministry of Education; Ministry of Environment.	<p>Scope: Nationwide</p> <p>Before: there was no program or set of rules run on federal level that managed or standardized the subject in such depth.</p> <p>After: Establishes environmental education as an essential component of the national curriculum. Determines that the subject must be “transversal”, involving all docent body on every education cycle. Also lays that environmental education shall not be implemented as a specific discipline.</p>	It was able to set common ground for treatment of the subject by education institutions.	The policy acts as the main guideline instrument for environmental education in Brazil.	Source Source

* The official title of the law is “*Lei n. 9.795, de 27 de abril de 1999*”



National Education Plan of 2001 - Institutional Reform

Plano Nacional de Educação (PNE- LEI N° 10.172)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Private companies; Governmental agencies; Education providers; Students.	<p>Scope: Nationwide</p> <p>Before: The low vacancy of education institutions favored the less vulnerable students; the diversity of providers of technical formation made it difficult to have precise information about this modality of education and consequently to formulate public policies to improve it.</p> <p>After: shared responsibility among various public and private agents to improve the quality of public education and to finance it; centralize the information system that will be used to formulate public policies and respect the plan of action that will be formulated every 10 years; adequate the courses offered in technical education to the needs of the job market.</p>	<p>This policy aims to amplify the range of opportunities of labor formation in urban and rural areas as well as the access to these opportunities; renew the technical formation and integrate the initiatives concerning this field; create a national evaluation system to monitor the performance of the plan's goals; reduce the taxes of adult illiterates in at least 50%; reach gender equality among students; improve the quality of the teacher's formation.</p>	<p>Increasing the schooling of the country's labor has a direct impact on the gross domestic product.</p>	<p>Source</p> <p>Source</p>



School Grant (2001) – Conditional Cash Transfer

Bolsa Escola

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Education providers; Low-income families.	Scope: Nationwide Before: No conditional cash transfer/social welfare policy related to education; After: Grant to low-income families of young people and children to encourage them to make sure kids are attending school regularly (basic condition).	First large-scale social welfare program related to education.	The main goal was to encourage school attendance and to replace sporadic humanitarian aid from governments, such as basic food baskets, by a compensatory system of direct income distribution to the poorest stratum of the population - a more practical and objective policy and less susceptible to corruption.	Source

* In 2003, School Grant Program was incorporated by Family Grant Program, which unified other social welfare programs, including some other conditions for receiving the transfer payment



Student Funding (2001) - Scholarships/Grants/Tertiary Education

Fundo de Financiamento Estudantil (FIES)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Education providers; Private universities; Low-income households.	Scope: Nationwide Before: Inexistence of opportunities to fund higher education (private institutions) through public resources. After: Government finances the studies of low-income students at private universities in Brazil.	It promotes social inclusion and democratization of higher education in Brazil given that public universities are extremely competitive.	Increase the number of low-income students in private universities. Positive outcomes in human capital and labor market.	Source



Family Grant (2003) – Conditional Cash Transfer

Bolsa Família

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Government agents; Low-income households; Education providers.	Scope: Nationwide Before: School Grant stimulated many low-income families to enroll and ensure that children were attending classes regularly, in order to receive cash transfers; After: Brazilian Government decided to improve School Grant, unifying other existing policies into a unique conditional cash transfer policy (Bolsa Escola, Auxílio Gás and o Cartão Alimentação).	Family Grant is a social welfare program created to fight poverty and hunger. Brazilian Government provides financial aid to low-income families, however they need to enroll their children in school and ensure their attendance in classes, among other conditions.	In the short-run, aimed at fighting and reducing poverty and, in the long-run, investing in human capital (for example: giving incentives to improve education rates) and the interruption of transgenerational cycle of poverty.	Source



Literate Brazil Program (2003) – Adult education

Programa Brasil Alfabetizado (PBA)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Ministry of Education	Scope: Nationwide	The federal government financially supports states and municipalities for formation of Alfabetizadores (specialized teachers) and purchase of school supplies. It also supports the Alfabetizadores directly, through grants that range according to their activities. The project aims at overcoming illiteracy rates on people over 15, including adults and elders.	To promote the overcoming of illiteracy among young people aged 15 and over, adults and the elderly, and contribute to the universalization of elementary education in Brazil.	<u>Source</u>
	States and municipalities with the lowest literacy rates Illiterate Population over 15 years old The so called “Alfabetizadores”(literacy teachers)	Before: Without specific support for adult literacy projects at the state and municipal levels After: The education departments of the states, municipalities and Federal District join the project through the Brazil Literate System, which technically and financially supports projects for the literacy of youth, adults and the elderly			<u>Source</u>



National Support School Transportation Program (2004) – Improvement of School Facility/Accessibility

Programa Nacional de Apoio ao Transporte Escolar (Pnate)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Low	Ministry of Education; Basic Education rural area schools; Students from rural areas.	Scope: Nationwide Before: Many students from rural areas had precarious access to transportation in order to go to school. After: Automatic transfer of funds to be used on school transportation, be it reform, repair, licensing, taxes or insurance, among several others. The transfer is made directly from federal funds to the states and municipalities.	This program enables funds that can be used for most purposes related to school transportation, according to the beneficiary's discretion.	Guarantee the access and permanence in public schools of primary school students residing in rural areas. Increased number of circulating school vehicles in rural areas of the country	Source

* The official title of the law is “Lei nº 10.880, de 9 de junho de 2004”



University for All Program (2004) - Scholarship/Grant/Tertiary Education

Programa Universidade para Todos (PROUNI)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Ministry of Science Education Institutions that Develop Research Under graduation students	Scope: Nationwide Before: No specific national program for supporting research at undergraduate level. After: The federal government grants Scientific Initiation scholarships to graduate students integrated in scientific research.	Suports scientific research in the country by granting scholarships to researchers enrolled at education institutions. Each institution that applies to the program will be granted a number of scholarships for it to manage.	Strengthen research culture and promote further integration between graduation and post-graduation. Stimulate researchers and attract new students to the area.	Source Source

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Ministry of Science	Scope: Nationwide	Supports scientific research in the country by granting scholarships to researchers enrolled at education institutions. Each institution that applies to the program will be granted a number of scholarships for it to manage.	Strengthen research culture and promote further integration between graduation and post-graduation. Stimulate researchers and attract new students to the area.	Source Source
	Education Institutions that Develop Research	Before: No specific national program for supporting research at undergraduate level. After: The federal government grants Scientific Initiation scholarships to graduate students integrated in scientific research.			
	Under graduation students				



Law of 6 February 2006 – School System Reform/Basic Education

Lei de 6 de fevereiro de 2006

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Education providers; Brazilian students.	Scope: Nationwide Before: Primary and secondary education follow a 8+3 pattern; After: Primary and secondary education follow a 9+3 pattern.	Children start to attend school earlier (with 6 years old rather than 7).	The aim of a greater number of years of compulsory education is to ensure that all children have a longer period of schooling and greater opportunities for learning.	Source



Fund for Maintenance and Development of Basic Education and Appreciation of Education Professionals (2006) – Financial Equalization Policy
Fundo de Manutenção e Desenvolvimento da Educação Básica e de Valorização dos Profissionais da Educação (FUNDEB)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Students and teachers of primary and secondary education; Education providers; Federal entities.	Scope: Nationwide Before: FUNDEF (see policy description above); After: FUNDEF is reformed and FUNDEB is created. FUNDEB added both secondary schools and pre-schools to the students being considered by FUNDEF (that covered only primary students).	Increased Federal participation into the fund; differentiated rural and urban students when distributing money.	With the increase in resources and higher participation of the government, it aimed at providing more funds to states and cities to invest in basic education as whole, not only prioritizing primary education.	Source



Literacy Program at the Right Age (2007) – Basic education/Teacher-training policy/Schooling System Reform/Conditional cash transfer

Programa Alfabetização na Idade Certa (PAIC)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Public primary education students; Public primary education teachers; Secretary of State for Education.	Scope: Statewide (Ceará) Before: There was no partnership between municipalities and the state. Existence of few municipal full schools. After: Primary municipal schools would become full schools. Municipal schools started to receive financial and technical investments. Evaluation of teachers. Monitoring of students academical achievements.	Changed the structure of public primary education funding, including financial incentives. Homogenization of primary education.	Improve the quality of public primary education.	Source Costa, L.O. and Carnoy, M., 2015. The effectiveness of an early-grade literacy intervention on the cognitive achievement of Brazilian students. Educational Evaluation and Policy Analysis, 37(4), pp.567-590.

Comparison between regions (for state-wide policies): More emphasis is attributed to this policy in this specific region due to the uniqueness in the state government and municipal public schools' partnership. Usually, it is the responsibility of the municipalities to provide primary education while the states prioritize secondary education. This program was also an inspiration for a national program called: National Literacy Pact at the Right Age (*Pacto Nacional pela Alfabetização na Idade Certa*)



Joint Action Plan (2008) – Strategic planning

Plano de Ações Articuladas (PAR)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Low	All students and teachers; Education providers; federal entities.	Scope: Nationwide Before: Lack of a pattern of evaluation of the performances of the federal entities of education; excess of objectives of the previous plan was a facilitator of a failing objectiveness on the federal plans of action. After: The Ministry of Education offers a framework with four bullet points (educational management, teachers' formation, evaluation of pedagogical practices and physical infrastructure) to all federal units that should guide them through an individual self-evaluation. According to the analysis of the report elaborated by the federal entities, the Ministry of Education provides them with technical advising and/or resources to solve the problems that were pointed out.	In basic education, the government set a legal framework for the sector, established national curriculum guidelines, developed nationally vetted lists of textbooks and reading books, supported the development and delivery of teacher training and upgrading programs, and provided targeted technical and financial assistance to low-performing municipal education systems.	Provide federal entities the autonomy to create their own educational plan.	Source Source



High School Reference Schools (2008) – Secondary Education/Financial Incentives

Escolas de Referência em Ensino Médio (EREM)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Public secondary education students; Public secondary education teachers; Secretary of State for Education.	Scope: Statewide (Pernambuco) Before: Inexistence of whole state schools. After: Schools gained greater autonomy and flexibility when hiring and paying teachers.	Adoption of many private sector administration techniques that changed the structure of state public schools' administration.	The ambition is to increase the administrative autonomy of state schools and, as a consequence, their quality.	Source

Comparison between regions (for state-wide policies): More emphasis is attributed to this policy in this specific region due to its uniqueness in using many private sectors techniques, very different from the usual public sector administration across the country. The policy started thanks to an experimental policy on some schools during 2005.



School Path Program (2009) – Improvement of School Facility/Accessibility

Programa Caminho da Escola

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Low	Ministry of Education; State and Municipal Governments; Students from state and municipal schools.	Scope: Nationwide Before: Many students from rural areas had no access to transportation in order to go to school. After: The National Bank of Social and Economic Development provides a special line of credit so that state and municipal governments can acquire special buses for students from rural areas.	It is a program run by the Ministry of Education aimed at student transportation. The process involves an online bidding system. Depending on the needs of each rural area, motor-boats and bicycles can also be made available for purchase through the bidding system.	Schools in rural areas will enjoy increased accessibility. More students will dispose of a specialized means of transportation. Reduce school dropout	<u>Source</u>

* The official title of the law is “Decreto-lei n. 6.768, de 10 de fevereiro de 2009”



High School National Examination (2009) – Enrollment policy/Educational Measurement Policy

Exame Nacional do Ensino Médio (ENEM)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Education providers; High school students.	<p>Scope: Nationwide</p> <p>Before: Traditionally, every public university had its own entrance exam;</p> <p>After: Creates an exam that was adopted by almost every public university; the exam could also be taken in order to receive the high school certificate of completion for people over 18 years old who didn't finish school; it can be used to apply for vocational training courses could be used to apply for "Science without Borders" program; Private universities can also adopt ENEM as an entrance exam.</p>	<p>Main access for higher education (including access to merit scholarships in private universities);</p> <p>Comprehensive evaluation system of secondary education.</p>	Simplifies the access to higher education by creating one exam that can be used in the majority of public universities and also private ones.	Source

* ENEM was implemented in 1998 as a mean of assessing the quality of Brazilian education at the end of secondary school. In 2009, the Ministry of Education recommended ENEM as the "official" university entrance exam for public universities and even to private ones.



National Program of Indigenous Ethno-educational Territories (2009) – Schooling System Reform/Curricular Policy

Programa Nacional dos Territórios Etnoeducacionais Indígenas (PNTEE)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Ministry of Education; Indigenous Population; Education Providers.	<p>Scope: Nationwide</p> <p>Before: Indigenous school education, with legal support for "the use of their mother tongues and their own learning processes" (Constitution of the Federative Republic of Brazil, 1988, article 210, paragraph 2), is legally ensured by the current Federal Constitution. However, until the first decade of the twenty-first century, no specific and effective operational mechanisms were in place to order and regulate the differentiated legislation for indigenous schools.</p> <p>After: The territories are spaces of joint action between stakeholders for promotion of specialized indigenous education, which must be adapted to a different social, cultural, historical and linguistic reality.</p>	Indigenous people are among the most socioeconomic vulnerable groups in Brazil, often finding themselves in legislative voids. This policy lays actions for the formulation of a specific teaching curriculum, adapted to indigenous needs.	Increased accessibility and quality of education for the indigenous people. The program aims at improving and increasing access to all education levels, including the local population on the process of creation and development of the curriculum.	Source

* The official title of the law is “Decreto n. 6.861, de 27 de maio de 2009”



National Program to Access Technical Education and Employment (2011) – Vocational education

Programa Nacional de Acesso ao Ensino Técnico e Emprego (Pronatec)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Ministry of Education Education Providers High School Students from Public Institutions Young workforce and recipients of income transfer programs	Scope: Nationwide Before: The provision of vocational and technological education courses in the public sphere did not include as many opportunities After: Offers technical courses for social vulnerable audiences. The program takes part in institutions that are responsible for providing the technical courses - and applicants - responsible for selecting and directing students.	With enhanced access to qualifying education institutions, more young workers and low-income students should be able to pursue a specialized career and integrate (or reintegrate) the workforce sooner.	The program aims at enhancing and democratizing the offer of professional and technical education through five different initiatives, ranging from transfer of funds from federal to state governments for purchase of specialized equipment, to development and integration of a completely free system for certificate courses.	Source Source

* The official title of the law is “Decreto n. 6.861, de 27 de maio de 2009”



Science without Borders (2011) – Scholarship/Tertiary Education

Ciência sem Fronteiras

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	<p>Tertiary students and researchers from STEM fields mainly.</p> <p>Ministry of Education (MEC);</p> <p>Ministry of Science, Technology and Innovation (MCTI);</p> <p>CAPES;</p> <p>CNPq.</p>	<p>Scope: Nationwide</p> <p>Before: Small-scale programs financing mainly the exchange of post-graduate students.</p> <p>After: Merit scholarship, provided by the government, that finances Science & Technology programs in international universities (all levels of higher education).</p>	<p>Science without Borders is a large scale nationwide scholarship program primarily funded by the Brazilian federal government.</p> <p>The program seeks to strengthen and expand the initiatives of science and technology, innovation and competitiveness through international mobility of undergraduate and graduate students and researchers.</p>	<p>Seeks to promote the consolidation, expansion and internationalization of Science & Technology research and also encourage young people to choose this area of study.</p>	<p>Source</p> <p>Mcmanus, C. and Nobre, C.A., 2017. Brazilian Scientific Mobility Program-Science without Borders-Preliminary Results and Perspectives. Anais da Academia Brasileira de Ciências, (AHEAD), pp.0-0.</p>



National Program of Rural Education (2011) – Rural Education

Programa Nacional de Educação do Campo (PRONACAMPO)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Medium	Population in rural areas; Education providers.	<p>Scope: Nationwide</p> <p>Before: Few policies regarding rural education – mostly decentralized and focused in particular geographical areas;</p> <p>After: National policy structured in four axes: 1. Pedagogical Management and Practices 2. Initial and Continued Teacher Training 3. Youth and Adult Education and Vocational Education 4. Physical and Technological Infrastructure.</p>	Expansion of access and qualification of basic and higher education, through actions which aims to improve the infrastructure of public education, initial and continuing teacher training and production and provision of specific material to students in the rural areas.	The objective is to train farmers and the rural population in general in universities and technical courses so they can apply the knowledge gained in actions that raise productivity in small businesses and guarantee distribution of income.	Source



Law of Quotas (2012) – Affirmative action/Enrollment policy

Lei de Cotas

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Public high school students; Students from a financially disadvantaged background; Minority groups; Education providers.	Scope: Nationwide Before: No federal obligation for higher education vacancies to be reserved for affirmative actions; After: 50% of public vacancies are reserved for students who attended public high schools, from low-income families or self-declared blacks, <i>pardos</i> or indigenous.	Social inclusion through enrollment facilitation of selected groups who are considered to be relatively in (historical/social) disadvantage.	The policy aims at overcoming socio-economic inequalities through enrollment of under-represented students in tertiary institutions.	Source Source



Permanence Scholarship Program (2013) – Improvement of school facility/accessibility/ Scholarship/grant

Programa de Bolsa Permanência (PBP)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Low	Ministry of Education Federal Institutions of Higher Education Students under socioeconomic vulnerabilities, specially from indigenous and quilombolas backgrounds.	<p>Scope: Nationwide</p> <p>Before: no specific grant directly to maintain indigenous and quilombolas populations at educational institutions.</p> <p>After: grant specifically to maintain lower-income students in higher education institutions, especially Indigenous and Quilombola students.</p>	<p>Enable permanence of people in conditions of socioeconomic vulnerability, especially Indigenous and Quilombolas.</p> <p>Increase access to higher studies, making the system more democratic.</p>	<p>Aims minimize social, ethnic and racial inequalities and to contribute to the permanence and graduation of undergraduate students in situations of socioeconomic vulnerability of federal institutions of higher education. The program prioritizes Indigenous and Quilombola students, due to their particular vulnerability.</p>	<p><u>Source</u></p> <p><u>Source</u></p>



National Education Plan (2014) – Curricular Policy

Plano Nacional de Educação (PNE)

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
Low	Ministry of Education; National Education Forum; National Council of Education	Scope: Nationwide Before: PNE from 2001 to 2010. After: The new PNE is responsible for setting the general guidelines for education in the country from 2014 to 2024. It is composed by 20 goals and 254 strategies.	The PNE, of Federal initiative, articulates efforts on national level to make education available for all, coordinating management and enlarging investments.	It should Increase the schooling level of the population, improve the quality of education services, and reduce inequalities.	Source Source Source



New High School (2016) - Schooling system reform/Curricular policy/Basic Education

Novo Ensino Medio

Significance	Stakeholders	Policy Description	Importance Description	Prediction	Reference
High	Ministry of Education; Secondary education students; Secondary education teachers.	Scope: Nationwide Before: High school curriculum is composed of 13 compulsory subjects. After: The new model will allow the student to choose the area of knowledge. The new structure will have a part that will be common and compulsory for all schools (National Curricular Common Base) and another flexible part. The English language will become a compulsory subject.	The content that will be taught to students is more flexible, changing the content distribution of the 13 traditional subjects over the three years of the cycle. Greater importance to technical education and encourages the expansion of full-time schools.	Students more motivated since they will have more independence to choose subjects. Reduce student evasion.	Source