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# Brazilian Campaign for the Right to Education

Created in 1999, Brazilian Campaign for the Right to Education is an articulation of more than 200 movements and organizations of the civil society which act so every citizen has ensured his right to public, free, laic, inclusive and quality education for every child, adolescent, youngster, adult and elderly.

## Main Accomplishments

- ✓ **PNE** (National Education Plan)
- ✓ **CAQi** (Cost of Initial Quality Education per Student)
- ✓ **10% of the GDP** to Education
- ✓ **75% of oil royalties** to education
- ✓ **50% of the Pre-Salt Social Fund** to education
- ✓ **Defense of the Teachers National Minimum Salary** at the STF
- ✓ **Law of Quotas** in the Federal Higher Education Institutions
- ✓ **Conae** (National Education Conference)
- ✓ **Fundeb** (Basic Education Fund)

15 years of fight and accomplishments!

## Board of Directors

Comprised by 11 entities, in a broad institutional arrangement, with national and international NGOs, social movements, labor unions, city counselors and managers. These are: Ação Educativa, Action Aid, CEDECA-CE, CCFL, CNTE, Fineduca, Fundação Abrinq – Save the Children, Mieib, MST, UNCME and Undime.

## Regional Committees

The Campaign has 24 regional committees spread throughout Brazil, which ensure its social basis. In addition, the Campaign gathers more than 200 organizations, movements and Brazilian chains, being the most diverse articulation in the Basic Education field in Brazil.



## Introduction

This booklet provides the full text of Law 13.005/2014, which establishes the new National Education Plan (PNE 2014-2024). This law had the tireless advocacy work of the Brazilian Campaign for the Right to Education of Brazil, representing over 200 civil society organizations. The PNE was sanctioned by President Dilma Roussef after transiting for four years in the National Congress.

For the first time in the history of public education politics, CAQi (Cost of Initial Quality Education per Student), a proposal produced entirely by civil society has joined a legal document. In October 2007, long before the PNE were a national issue, the Campaign Network made its first advocacy strategies to influence the plan. Therefore, prioritized their participation in education conferences, especially the CONAE 2010 (National Education Conference).

Thanks to the civil society and Parliament, the text published in the form of law is markedly better than the original version, sent by the Executive Power to the National Congress in December 2010. It is difficult to summarize the PNE. In practice, like any other plan, it draws a scenario that needs to be

realized. All this effort, systematized in 20 goals and 254 strategies, requires a level of public investment in public education equivalent to 10% of GDP (Gross Domestic Product).

Among the many accomplishments, stands out the full implementation of CAQi (Cost of Initial Quality Education per Student), with financial participation of the Federal Government, collaborating in an unprecedented manner with states and municipalities. The CAQi is a mechanism created and developed by the Brazilian Campaign for the Right to Education since 2002. The main challenge of the PNE now is its implementation, which should be rooted in the development of state and municipal plans, in the strengthening of the National Education Forum and sub-national forums (state and municipal) and the establishment of social control practices and mechanisms.



Law n° 13.005/2014

**Law n<sup>o</sup> 13.005**  
of December 25, 2014.

Approves The National Education Plan - PNE and provides other measures.

THE PRESIDENT OF THE REPUBLIC I hereby inform that the national Congress rules and I sanction the following Law:

**Art. 1** The National Education Plan – PNE is, effective for 10 (ten) years from the date of publication of this law in the form of the Annex, with a view to compliance with art. 214 of the Federal Constitution.

**Art. 2** The guidelines of the PNE are:

I - eradication of illiteracy;

II - universalization of school assistance;

III - overcoming of educational inequalities, emphasizing the promotion of citizenship and the eradication of all forms of discrimination;

IV - improving the quality of education;

V - training for work and citizenship, with emphasis on moral and ethical values on which society is based;

VI - promoting the principle of democratic management of public education;

VII - humanistic, scientific, cultural and technological promotion in the country;

VIII - establishment of goal for the application of public resources on education as a proportion of the Gross Domestic Product - GDP, which ensures meeting the expansion needs, with quality standards and equity;

IX - valuation of the education professionals;

X - promoting the principles of respect for human rights, diversity and environmental sustainability.

**Art. 3** The goals set out in the Attachment of this law will be fulfilled in the term of this PEN, provided that no shorter period defined for specific goals and strategies.

**Art. 4** The goals set out in the Attachment of this law



should have as a reference the National Survey by Household Sampling - PNAD, the census and the national census of basic education and higher than most current available on the date of publication of this Law.

Sole paragraph. The public power will seek to broaden the scope of research for statistical purposes to include detailed information on the profile of the population of four (4) to seventeen (17) years with disabilities.

**Art. 5** The implementation of the PNE and the fulfillment of its goals will be subject to continuous monitoring and periodic evaluation, performed by the following instances:

I - Ministry of Education - MEC;

II - Education Committee of the House of Representatives and Education, Culture and Sports Committee of the Federal Senate;

III - National Education Council - CNE;

IV - National Education Forum.

**§ 1.** It also falls to the bodies referred to in the heading:

I - disseminate the results of monitoring and evaluations on their institutional sites of the internet;

II - analyze and propose public policies for the implementation of strategies and the achievement of targets;

III - analyze and propose a revision of the percentage of public investment in education.

**§ 2** Every two (2) years, over this period of the PNE, the National Institute of Educational Studies and Research Anísio Teixeira - INEP shall publish studies to assess the progress in achieving the goals set out in the Annex of this Act, with organized information by federal entity and consolidated at the national level, with reference to the studies and research mentioned in art. 4, without prejudice to other relevant sources and information.

**§ 3** The progressive goal of public investment in education will be assessed in the fourth year of the PNE and may be extended by law to meet the financial needs of the fulfillment of the goals.

**§ 4** The public investment in education referred to section VI of art. 214 of the Federal Constitution and the goal of Annex 20 of this Act includes the funds invested in art. 212 of the Federal Constitution and art. 60 of the Act of Transitory Constitutional Provisions and the funds invested in the expansion of vocational education programs and higher education, including in the form of incentives and tax exemption, the scholarships granted in Brazil and abroad, subsidies granted in funding programs student and the funding of day care centers, preschools and special education in art. 213 of the Constitution.

**§ 5** Shall be allocated to the maintenance and development of education, in addition to the resources linked pursuant to art. 212 of the Federal Constitution, in addition to other remedies provided in law, the share of profit sharing or financial compensation for the exploitation of oil and natural gas in the form of specific legislation, in order to ensure the goal of compliance under clause VI of art. 214 of the Constitution.

**Art. 6** The Union shall promote the realization of at least two (2) national education conferences by the end of the decade, preceded by the district conference, city and state, articulated and coordinated by the

National Forum on Education, established by this Law, under the Ministry of Education.

**§ 1** The National Education Forum, besides the allocation referred to in the heading shall:

I - monitor the implementation of the PEN and the fulfillment of its goals;

II - promote the articulation of national education conferences with regional, state and municipal conferences that preceded it.

**§ 2** The national education conferences shall be hold with an interval of up to four (4) years between them, in order to evaluate the implementation of this PNE and support the development of national education plan for the next decade.

**Art. 7** The Union, the states, the Federal District and the municipalities shall act in collaboration system, aiming to reach the goals and implementation of strategies object of this Plan.

**§ 1** It shall be up to federal, state, municipal and Federal District the adoption of governmental measures required to achieve the goals set forth in

the PNE.

**§ 2** The strategies set out in the Annex of this Act do not eliminate the adoption of additional measures locally or legal instruments that formalize cooperation between federal entities and may be supplemented by national and local coordination and mutual cooperation mechanisms.

**§ 3** The educational systems of the States, the Federal District and the municipalities shall create mechanisms for local monitoring of the achievement of the goals of this PNE and the plans provided for in art. 8.

**§ 4** There will be specific collaborative arrangements for the implementation of education modalities that need to consider ethno-educational territories and the use of strategies that take into account the identities and socio-cultural and linguistic specificities of each community involved, ensured consultation and informed this community.

**§ 5** A permanent instance of negotiation and cooperation shall be created between the Union, the states, the Federal District and the municipalities.

**§ 6** The strengthening of cooperation arrangements between states and their municipalities include the

establishment of permanent bodies for negotiation, cooperation and agreement in each state.

**§ 7** The strengthening of cooperation arrangements between the municipalities shall take place, including through the adoption of educational development arrangements.

**Art. 8** The States, the Federal District and the municipalities shall develop their corresponding education plans, or adjust the plans already approved into law in line with the guidelines, goals and strategies set out in this PNE within one (1) year from the publication of this Law.

**§ 1** The federal agencies establish in their education plans strategies:

I - ensure the coordination of educational policies with other social policies, particularly cultural;

II - consider the specific needs of the populations of the field and of indigenous and “quilombola” communities, ensured educational equity and cultural diversity;

III - guarantee the fulfillment of specific requirements in special education, ensuring the inclusive education system at all levels, stages and modalities;

IV - promote the inter-federation articulation in the implementation of educational policies.

**§ 2** The drafting processes and adequacy of the United educational plans, the Federal District and the municipalities, mentioned in this article, will be conducted with broad participation of representatives of the education community and civil society.

**Art. 9** The States, the Federal District and the municipalities should take specific laws for their education systems, disciplining the democratic management of public education in their respective spheres of activity, within two (2) years from the publication of this Law, adapting, when appropriate, local legislation has already been adopted for this purpose.

**Art. 10.** The multi-year plan, the budget guidelines and the annual budgets of the Union, the States, the Federal District and the municipalities will be formulated so as to ensure the assignment of budget

allocations consistent with the guidelines, goals and strategies of this PNE and their education plans, in order to facilitate its full implementation.

**Art. 11.** The National System of Basic Education Evaluation, coordinated by the Union, in collaboration with the states, the Federal District and the municipalities, will be a source of information for assessing the quality of basic education and the orientation of public policies that level of education.

**§ 1** The evaluation system referred to in the caput will produce, at least every two (2) years:

I - school performance indicators, regarding the performance of the students determined in national assessment tests, accounting for at least eighty percent (80%) of the students of each school year periodically evaluated in each school, and the relevant data collected by the school census of basic education;

II - institutional assessment indicators relating to features like the profile of the student body and the body of the) education professionals, the relationship between size of the faculty, the staff and the student body, the infrastructure



of schools, teaching resources available and methods of administration, among other relevant.

**§ 2** The elaboration and dissemination of indices for quality assessment, as the Education Development Index Basic - IDEB, which add the indicators mentioned in item I of § 1 do not eliminate the requirement for disclosure, separately, each of them.

**§ 3** The indicators mentioned in § 1 will be estimated by stage, educational institutions, school system, the Federation unity and national aggregate level, it is widely disseminated, except for the publication of individual results and indicators per class, which is permitted solely for the of its establishment and for its network management agency community.

**§ 4** Inep shall be responsible for the preparation and calculation of Ideb and indicators referred to in § 1.

**§ 5** The performance evaluation of the students in examinations, referred to in item I of § 1, may be directly held by the government or through a cooperation agreement, the States and the Federal District, in their education systems and their municipalities, should maintain their own systems

of evaluation of school performance, ensured the methodological compatibility between these systems and national, especially with regard to proficiency scales and the timetable for implementation.

**Art. 12.** By the end of the first half of the ninth year of this PEN, the executive branch will submit to Congress, subject to the prerogatives of this Power, the bill regarding the National Education Plan into effect in the subsequent period, include diagnosis, guidelines, goals and strategies for the next decade.

**Art. 13.** The public power shall establish, in specific law, counted two (2) years from publication of this Law, the National Education System, responsible for the coordination between the education systems in collaboration scheme for realization of the guidelines, goals and strategies of the National Education Plan.

**Art. 14.** This Law shall become effective on the date of its publication.

Brasília, June 25, 2014; 193rd of the Independence  
and 126th of the Republic.

DILMA ROUSSEFF  
Guido Mantega  
José Henrique Paim Fernandes  
Miriam Belchior

This text does not replace the one published on DOU of  
06.26.2014- Extraordinary Edition

# Attachment

## Goals and strategies

**Goal 1:** universalize by 2016, early childhood education in preschool for children of four (4) to five (5) years old and expand the supply of early childhood education in kindergartens to meet at least 50% (fifty percent) of children up to three (3) years until the end of the term of this PNE.

### Strategies:

1.1) define, in collaboration arrangements between the Union, the states, the Federal District and the municipalities, expansion targets of their public networks of child education according to national quality standard, considering the local peculiarities;

1.2) ensure that at the end of the term of this PNE, the difference between the attendance rates to early childhood education of children up to three (3) years originated from the fifth of family income per capita higher than the fifth of family income per capita lower shall be no less than ten per cent (10%);

1.3) perform periodically in collaboration

arrangements, surveying demand for child care for the population of three (3) years as a way to plan the supply and check the demand manifested care;

1.4) establish, in the first year of the PNE, standards, procedures and deadlines for defining public consultation mechanisms demand from families for day care;

1.5) maintain and expand, in collaboration arrangements and compliance with the accessibility standards, national construction program and restructuring schools, as well as purchase of equipment, aimed at expanding and improving the physical network of public preschools;

1.6) implement until the second year of this PNE , evaluation of early childhood education, to be held every two (2) years based on national quality standards in order to assess the physical infrastructure, staff, the conditions of management, teaching resources, the situation of accessibility, among other relevant indicators;

1.7) articulate the offer of free enrollment in certified nurseries as charities of social assistance in education with the expansion of supply in the public school

system;

1.8) promote the initial and ongoing training of (the) early childhood professionals, ensuring progressively care by professionals with higher education;

1.9) encourage the articulation between graduate education, research centers and training courses for education professionals, to ensure the development of curricula and educational proposals that address the research advances related to the teaching-learning process and educational theories in serving the population of zero (0) to five (5) years;

1.10) foster the care to countryside populations and of indigenous and “quilombola” communities in early childhood education in their communities, through the resizing of the territorial distribution of supply, limiting the nucleation of schools and the displacement of children in order to meet the specific needs of these communities, secured prior and informed consultation;

1.11) prioritize access to early childhood education and encourage provision of specialized educational services complement and supplement to (the) students (as) with disabilities, pervasive developmental

disorders and high ability or giftedness, ensuring bilingual education for deaf children and the transversal special education at this stage of basic education;

1.12) implement, complementarily, orientation programs and support for families through the articulation of the areas of education, health and social care, focusing on the integral development of children up to three (3) years of age;

1.13) preserve the specific features of early childhood education in the organization of school networks, ensuring the child's care from 0 (zero) to five (5) years in establishments that meet national quality standards, and coordination with the next school stage, in order the inflow of (a) student (a) six (6) years old in elementary school;

1.14) strengthen the monitoring and the monitoring of access and permanence of children in early childhood education, particularly the beneficiaries of income transfer programs, in collaboration with families and the public bodies of social assistance, health, and child protection;

1.15) promote active search for children in

corresponding age child education, in partnership with public institutions of social welfare, health and child protection, preserving the right to family option with regard to children up to three (3) years;

1.16) the Federal District and the municipalities, in collaboration with the Union and the States, carry out and publish every year, the demand survey manifested by early childhood education in kindergartens and pre-schools as a way to plan and verify compliance;

1.17) encourage access to early childhood education full time, for all children from 0 (zero) to five (5) years, as established in the National Curriculum Guidelines for Early Childhood Education.

**Goal 2:** universalize primary education of nine (9) years for the entire population of 6 (six) to 14 (fourteen) years and ensure that at least 95% (ninety five percent) of students complete this step at the recommended age until the last year of this PNE.

**Strategies:**

2.1) the Ministry of Education, in coordination and cooperation with the states, the Federal District and the municipalities, should, by the end of the



2nd (second) year of this PNE , prepare and submit to the National Council of Education, preceded by consultation National Public proposed rights and learning objectives and development for (the) students (as) elementary school;

2.2) agreeing among Federal, State, Federal District and Municipalities, under the permanent instance in § 5 of art. 7 of this Act, the implementation of the rights and learning objectives and development that will shape the curriculum common national base of primary education;

2.3) create mechanisms for individualized monitoring of (the) students (as) elementary school;

2.4) strengthen monitoring and monitoring of access, permanence and academic success of beneficiaries of income transfer programs as well as situations of discrimination, prejudice and violence at school, aimed at establishing appropriate conditions for the academic success of (as) students (as), in collaboration with families and public agencies of social welfare, health and protection of childhood, adolescence and youth;

2.5) promote the active search for children and

adolescents out of school, in partnership with public institutions of social welfare, health and protection of childhood, adolescence and youth;

2.6) develop educational technologies that combine, in an articulated way, the organization of time and educational activities between the school and the community environment, considering the specifics of special education, school field and indigenous and quilombo communities;

2.7) discipline within the school systems, the flexible organization of educational work, including adapting the school calendar in accordance with local realities, cultural identity and climatic conditions of the region;

2.8) promote the relationship between schools and cultural institutions and movements in order to ensure regular supply of cultural activities for the free enjoyment of (the) students (as) in and out of school spaces, while ensuring that schools become centers cultural creation and dissemination;

2.9) encourage the participation of parents or guardians in monitoring the school activities of the children through the strengthening of relations

between schools and families;

2.10) stimulate the provision of basic education, especially in the early years, for rural populations, indigenous and Maroons, in their own communities;

2.11) develop alternative forms of provision of basic education, guaranteed quality, to meet the sons and daughters of professionals who are dedicated to itinerant character activities;

2.12) offer extracurricular activities incentive to (the) students and encouraging skills, including through exhibitions and national competitions;

2.13) promote development activities and encouraging sports skills in schools, linked to a dissemination plan, educational sports and national sports development.

**Goal 3:** universal by 2016, the school attendance for the entire population of fifteen (15) to seventeen (17) years and raise, by the end of this PNE duration of the net rate of enrollment in secondary education to 85% (eighty-five percent).

**Strategies:**

3.1) institutionalize national renovation program of high school, in order to encourage interdisciplinary approaches to teaching practices structured by the relationship between theory and practice, through school curricula to organize, flexible and diverse way, compulsory elective contents and articulated in dimensions as science, work, languages, technology, culture and sports, ensuring the acquisition of equipment and laboratories, production of specific teaching material, continuing education of teachers and coordination with academic, sports and cultural institutions;

3.2) the Ministry of Education, in coordination and collaboration with federal entities and heard the national society through public consultation, prepare and submit to the National Education Council - CNE, until the 2nd (second) year of this PNE , rights proposal and learning and development goals for (the) students (as) high school, to be achieved in the time and organizational steps in this level of education, in order to ensure a common basic education;

3.3) agreeing among Federal, State, Federal District and Municipalities, under the permanent instance in

§ 5 of art. 7th of this Act, the implementation of the rights and learning objectives and development that will shape the curriculum common national base of high school;

3.4) ensure the enjoyment of cultural goods and spaces on a regular basis as well as the expansion of sports, integrated into the school curriculum;

3.5) maintain and expand programs and elementary school flow corrective actions through the individualized monitoring of (a) student (a) lagged with school performance and the adoption of practices such as remedial classes in the supplementary round, recovery studies and partial progress in order to reposition it in the school cycle in a manner consistent with their age;

3.6) universalize the National Examination of Secondary Education - ENEM, based on the curricular content of high school reference matrix and statistical and psychometric techniques that allow comparability of results, linking it with the National System of Basic Education Evaluation - SAEB, and promote its use as a systemic evaluation tool to support public policies for basic education, certification evaluation, enabling assessment of

knowledge and skills acquired inside and outside the school, and classificatory evaluation as a criterion for access to higher education;

3.7) encourage the expansion of free enrollment high school integrated vocational education, observing the peculiarities of the population field, indigenous and maroon communities and people with disabilities;

3.8) to structure and strengthen the monitoring and the monitoring of access and permanence of the beneficiaries and girls (as) of income transfer programs, in high school, as the frequency, the school performance and interaction with the public, as well as situations of discrimination, prejudice and violence, malpractice of labor exploitation, drug abuse, teenage pregnancy, in collaboration with families and public institutions of social welfare, health and protection of adolescence and youth;

3.9) promote the active search of the population of 15 (fifteen) to 17 (seventeen) years out of school, in conjunction with the social services, health and protection of adolescence and youth;

3.10) foster education and culture programs for the urban population and the youth camp at the age of

fifteen (15) to seventeen (17) years, and adults with social and professional qualification for those who are out of school and lag in school flow;

3.11) resize the high school offer day and night shifts, as well as the territorial distribution of high schools in order to meet all the demand, according to the specific needs of (the) students (as);

3.12) develop alternative forms of high school offer, guaranteed quality, to meet the sons and daughters of professionals who are dedicated to itinerant character activities;

3.13) implement dropout prevention policies motivated by prejudice or any form of discrimination, creating network protection associated forms of exclusion;

3.14) encouraging the participation of adolescents in the course of scientific and technological areas.

**Goal 4:** universalize, for the population of four (4) to seventeen (17) years with disabilities, pervasive developmental disorders and high ability or giftedness, access to basic education and specialized education, preferably in the regular school system,

with inclusive education system assurance, multi-functional resources, classes, schools or specialized services, public or agreement.

### **Strategies:**

4.1) account for the purposes of transfer of the Fund for the Development of Basic Education and Enhancement of Education Professionals - FUNDEB, enrollment of (the) students in regular public education receiving complementary and supplementary specialized educational services, without Subject to the calculation of such enrollments in regular basic education, and enrollments, as more current school census, the special education offered in community institutions, religious or philanthropic nonprofit contracted out by the government and work exclusively in the form in terms of Law 11 494 of 20 June 2007;

4.2) promoting, in term of this PEN, universal school meet the demand expressed by families of children from 0 (zero) to three (3) years with disabilities, pervasive developmental disorders and high ability or giftedness, observed that It has to Law 9.394, of December 20, 1996, which establishes the guidelines and bases of national education;



4.3) deploy throughout this PNE, multi-functional resources and foster continuing education teachers and teachers for specialized education in urban schools, of course, indigenous and quilombo communities;

4.4) ensure specialized schooling in multifunctional resource rooms, classes, schools or specialized services, public or agreement, the complementary and supplementary forms, to all (the) students (as) with disabilities, pervasive developmental disorders and high ability or giftedness enrolled in public basic education, as need identified through assessment, and after the family and the student;

4.5) encourage the creation of multidisciplinary centers of support, research and advisory services, in conjunction with academic institutions and integrated by professionals of the health, social work, pedagogy and psychology, to support the work of (the) basic education teachers with ( as) students (as) with disabilities, pervasive developmental disorders and high ability or giftedness;

4.6) maintain and expand additional programs that promote accessibility in public institutions, to ensure access and the permanence of (the) students (as)

with disabilities through architectural adaptation, the transport supply available and the provision of proper teaching materials and assistive technology resources, ensuring also in the school context, at all stages, levels and types of education, the identification of (the) students (as) with high ability or giftedness;

4.7) ensure the provision of bilingual education in Brazilian Sign Language - Libras as a first language and writing mode of the Portuguese language as a second language to (the) students (as) deaf and hard of hearing from 0 (zero) to 17 (seventeen) years in bilingual schools and classes and inclusive schools, pursuant to art. 22 of Decree 5626 of December 22, 2005, and the arts. 00:30 Convention on the Rights of Persons with Disabilities, as well as the adoption of the Braille system of reading for the blind and deaf-blind;

4.8) ensure the provision of inclusive education, prohibited the exclusion of regular education on the grounds of disability and promoted the pedagogical relationship between the mainstream education and specialized educational services;

4.9) strengthen monitoring and monitoring of access

to school and specialized educational services, as well as the permanence and school development (the) students (as) with disabilities, pervasive developmental disorders and high ability or giftedness beneficiaries (as) of income transfer programs, along with the fight against situations of discrimination, prejudice and violence, with a view to establishing appropriate conditions for educational success, in collaboration with families and public agencies of social welfare, health and protection childhood, adolescence and youth;

4.10) encourage research for the development of methodologies, teaching materials, equipment and assistive technology resources, with a view to promoting the teaching and learning as well as the accessibility conditions of (the) students with disabilities, pervasive developmental disorders and high ability or giftedness;

4.11) to promote the development of interdisciplinary research to support the formulation of intersectional public policies that address the educational specifics of students with disabilities, pervasive developmental disorders and high ability or giftedness that require specialized care measures;

4.12) promote intersectional coordination among agencies and public health policies, social welfare and human rights, in partnership with families in order to develop service models geared to continuity of school attendance in adult education, people with disabilities and pervasive developmental disorders older than the age of compulsory schooling in order to ensure comprehensive care throughout life;

4.13) support the expansion of professional education teams to meet the demands of the schooling process of (the) students with disabilities, pervasive developmental disorders and high ability or giftedness, ensuring the supply of teachers (as) the specialized educational services, Professional support or assistants, translators (as) and Pounds interpreters, guides-interpreters for deaf-blind, Pounds teachers, primarily deaf and bilingual teachers;

4.14) set in the second year of this PEN, quality indicators and evaluation policy and oversight for the functioning of public and private institutions providing services to students with disabilities, pervasive developmental disorders and high ability or giftedness;

4.15) to promote, at the initiative of the Ministry

of Education, in research institutions, relevant demographics and statistics, obtaining detailed information about the profile of people with disabilities, pervasive developmental disorders and high ability or giftedness of 0 (zero) to 17 (seventeen years);

4.16) encourage the inclusion in degree courses and other training courses for education professionals, including graduate level, as provided for in the caput of art. 207 of the Federal Constitution, the theoretical frameworks of learning theories and teaching and learning processes related to educational services for students with disabilities, pervasive developmental disorders and high ability or giftedness;

4.17) promote partnerships with community institutions, religious or philanthropic nonprofit contracted out by the government, aiming to broaden the conditions of support for the comprehensive school care of persons with disabilities, pervasive developmental disorders and high ability or giftedness enrolled in public networks education;

4.18) promote partnerships with community institutions, religious or philanthropic nonprofit contracted out by the government, aiming to

expand the supply of continuing education and the production of accessible educational materials, as well as the accessibility of services necessary for full access, participation and learning of students with disabilities, global developmental disorders and high ability or giftedness enrolled in the public school system;

4.19) promote partnerships with community institutions, religious or philanthropic nonprofit contracted out by the government in order to encourage the participation of families and society in building the inclusive education system.

**Goal 5:** alphabetize all children, no later than the end of the third (3rd) year of elementary school.

**Strategies:**

5.1) structure the pedagogical processes of literacy in the early elementary school years, linking them with the strategies developed in preschool, with qualification and valuation of (as) teachers (as) literacy and specific pedagogical support in order to ensure full literacy of all children;

5.2) establish a national assessment tools journals

and specific to assess children’s literacy, applied every year and encourage school systems and schools to create their instruments of evaluation and monitoring, implementing educational measures to teach literacy all students and students until the end of the third year of elementary school;

5.3) select, certify and disseminate educational technologies for literacy of children, ensured the diversity of methods and pedagogical proposals and the monitoring of results in education systems in which they are applied, they must be provided, preferably as open educational resources;

5.4) encourage the development of educational technologies and innovative teaching practices to ensure literacy and promote improved school flow and the learning of (the) students (as), considered the various methodological approaches and their effectiveness;

5.5) support child literacy field, Indians, Maroons and mobile populations, with the production of specific teaching materials, and develop monitoring tools to consider the use of the mother tongue of the indigenous communities and the cultural identity of quilombo communities;

5.6) promoting and encouraging initial and continuing education of teachers (as) for literacy of children with the knowledge of new educational technologies and innovative teaching practices, stimulating the relationship between the stricto sensu graduate programs and continuing education actions teachers (as) for literacy;

5.7) support the literacy of persons with disabilities, considering their specificities, including bilingual literacy deaf people without establishing temporal terminally.

**Goal 6:** to provide full-time education in at least 50% (fifty percent) of the public schools in order to meet at least 25% (twenty five percent) of (the) students (as) the basic education.

**Strategies:**

6.1) promote, with the support of the Union, the provision of basic public education full-time, by means of educational support and multidisciplinary activities, including cultural and sports, so that the residence time of (the) students (as) at school, or under their responsibility, pass to be less than seven (7) hours per day throughout the school year, with



the gradual expansion of teacher journey in a single school;

6.2) set up in collaboration arrangements, schools building program with architectural model and suitable furniture for full-time attendance, primarily in poor communities or with children in socially vulnerable;

6.3) institutionalize and maintain, in collaboration arrangements, national program of expansion and restructuring of public schools, through the installation of sports courts, laboratories, including information technology, spaces for cultural activities, libraries, auditoriums, kitchens, dining rooms, bathrooms and other equipment and the production of teaching materials and training of human resources for full-time education;

6.4) promote school links with the different educational spaces, cultural and sports and public facilities such as community centers, libraries, squares, parks, museums, theaters, cinemas and planetary;

6.5) stimulate the provision of activities aimed at expanding the school day students (as) enrolled in

the public schools of basic education by private entities linked to social service union system concurrently and in conjunction with the public network education;

6.6) to guide the implementation of gratuity referred to in art. 13 of Law 12 101 of 27 November 2009 on expansion of activities of the school day students (as) the public schools of basic education, concurrently and in conjunction with the public school system;

6.7) meet schools of the field and of indigenous and quilombo communities in the provision of education full-time, based on prior and informed consultation, taking into account local peculiarities;

6.8) ensure full-time education for people with disabilities, pervasive developmental disorders and high ability or giftedness at the age of 4 (four) to 17 (seventeen) years, ensuring complementary and supplementary specialized educational services offered in multifunction capabilities rooms the school itself or in specialized institutions;

6.9) adopt measures to optimize the length of stay of students in school, directing the expansion of the

journey to the actual school work, combined with recreational, sports and cultural activities.

**Target 7:** enhance the quality of basic education in all stages and types, improving student flows and learning in order to achieve the following national averages for Ideb:

<b>IDEB</b>	<b>2015</b>	<b>2017</b>	<b>2019</b>	<b>2021</b>
<b>First years of elementary school</b>	5,2	5,5	5,7	6,0
<b>Final years of elementary school</b>	4,7	5,0	5,2	5,5
<b>High School</b>	4,3	4,7	5,0	5,2

### Strategies:

7.1) establish and implement, through interfederative pact, pedagogical guidelines for basic education and the common national base curriculum, with rights and learning objectives and development of (the) students (as) for each year of elementary and secondary education, respected regional, state and local diversity;

7.2) ensure that:

a) in the fifth year of this PEN, at least 70% (seventy percent) of (the) students (as) elementary school and high school have achieved sufficient level of learning to the rights and learning and development goals of their year of study, and 50% (fifty percent) at least the desirable level;

b) in the last year of this PEN, all (the) middle school students and high school have achieved sufficient level of learning to the rights and learning objectives and developing their year of study, and 80% (eighty percent), at least desirable level;

7.3) set up in collaboration between the Union, the states, the Federal District and the municipalities, a national set of institutional evaluation indicators based on student body profile and vocational education body, the infrastructure conditions of the schools, available teaching resources, the management features and other relevant dimensions, considering the specifics of teaching methods;

7.4) induce continuous process of self-evaluation of basic education schools, through the establishment

of assessment tools to guide the dimensions to be strengthened, with emphasis on the development of strategic planning, continuous improvement of educational quality, continuing training ( as education professionals and the improvement of democratic management;

7.5) to formalize and execute the plans of joint actions in compliance with the quality targets set for the public basic education and technical and financial support strategies aimed at improving educational management, teacher training and teachers and professional services and school support , the expansion and development of teaching resources and the improvement and expansion of the physical infrastructure of the school network;

7.6) involving the provision of financial technical assistance to the setting of intermediate targets, as provided as voluntary pact between loved, prioritizing educational systems and networks Ideb below the national average;

7.7) continuously improve the tools for assessing the quality of elementary and secondary education in order to include the teaching of science exams applied in the final years of elementary school,

and incorporate the National Secondary Education Examination, ensured its universalization, the system assessment of basic education, as well as support the use of the results of national assessments by schools and school systems to improve their processes and pedagogical practices;

7.8) develop specific indicators for measuring special education quality and the quality of bilingual education for the deaf;

7.9) guide policy networks and education systems in order to seek to achieve the Ideb goals, closing the gap between schools with the lowest rates and the national average, ensuring equity of learning and reducing by half the last year the term of this PEN, the differences between the averages of the indexes of states, including the Federal District, and the municipalities;

7.10) to establish, monitor and disseminate biennial pedagogical results of the national system of evaluation indicators of basic education and Ideb relating to schools, public networks of basic education and education systems Federal, State, Federal District and Municipalities, ensuring the contextualization of these results with respect to relevant social indicators

such as socioeconomic status of the families of (the) students (as), and transparency and public access to technical information design and evaluation of system operation ;

7.11) improve the performance of basic education students in learning assessments in the Program for International Student Assessment - PISA, taken as external reference tool, internationally recognized, according to the following projections:

<b>PISA</b>	<b>2015</b>	<b>2018</b>	<b>2021</b>
<b>Average of the results in mathematics, reading and sciences</b>	438	455	473

7.12) encourage the development, select, certify and disseminate educational technologies for early childhood education, elementary school and high school and encourage innovative teaching practices to ensure improved school flow and learning, ensuring the diversity of methods and pedagogical proposals, with preference for free software and open educational resources, as well as monitoring of results in education systems in which they are applied;

7.13) ensure free transportation for everyone (as) (as) field of education students in the age range of compulsory education through renovation and full standardization of the vehicle fleet, according to specifications defined by the National Institute of Metrology, Quality and Technology - INMETRO, and shared financing with Union participation proportional to the needs of federal agencies, aiming to reduce truancy and the average shift time from each local situation;

7.14) develop research alternative models of school attendance for the population of the field to consider specific local and national and international good practices;

7.15) universal until the fifth year of this PEN, access to the World Wide Web in high-speed broadband and triple by the end of the decade, computer / student ratio (a) the public education school system Basic, promoting the pedagogical use of information and communication technologies;

7.16) technical and financial support to school management through direct transfer of financial resources to school, ensuring the participation of the school community in the planning and use of



resources, aiming to increase transparency and the effective development of democratic management;

7.17) programs expand and deepen care actions to (the) student (a), at all stages of basic education through supplementary programs providing school material, transportation, food and health care;

7.18) ensure that all public schools of basic education access to electricity, clean water supply, sanitation and solid waste management, ensure student access to spaces for sports, cultural and artistic goods and equipment and science labs, and in each school building, ensure accessibility for people with disabilities;

7.19) institutionalize and maintain, in collaboration arrangements, national restructuring program and acquisition of equipment for public schools, aimed at regional equalization of educational opportunities;

7.20) provide digital technological equipment and resources for educational use in the school environment to all public schools of basic education, creating even mechanisms to implement the necessary conditions for the universalization of libraries in educational institutions with access to

digital networks of computers , including the Internet;

7.21) The Union, in collaboration arrangements with subnational entities federated, shall, within 2 in (two) years from the publication of this law, minimum standards of quality of basic education services to be used as reference for infrastructure of schools , learning resources, and other relevant inputs, as well as an instrument for the adoption of measures to improve the quality of education;

7.22) fully computerize the management of public schools and education departments of the states, the Federal District and the municipalities, as well as maintaining national program of initial and continuing training for technical staff of education departments;

7.23) guarantee against violence policies in schools, including the development of actions aimed at training educators to detect the signs of its causes, such as domestic and sexual violence, promoting the adoption of adequate measures to promote the building of a culture of peace and a school environment provided security for the community;

7.24) implement policies for inclusion and stay

in school for teenagers and young people who are under parole system and on the streets, ensuring the principles of Law 8069 of July 13, 1990 - Statute of Children and Adolescents;

7.25) ensure the school curriculum content about the history and African-Brazilian and indigenous cultures and implement educational activities in accordance with the laws in 10,639, of January 9, 2003, and 11,645 of March 10, 2008, ensuring the implementation of their national curriculum guidelines, through collaborative actions with education forums for ethnic and racial diversity, school boards, educational teams and civil society;

7.26) strengthen education in the field of traditional populations, Travellers and indigenous and maroon communities, respecting the links between school and community environments and ensuring: sustainable development and preservation of cultural identity; community participation in defining the pedagogical model of organization and management of institutions, considering the socio-cultural practices and the particular forms of time organization; bilingual provision in kindergarten and the early years of elementary school in mother tongue of indigenous communities and in Portuguese; the restructuring and the acquisition of equipment; the

program offer for the initial and continuing training of education professionals; and care in special education;

7.27) develop curricula and specific educational proposals for education for schools of the field and for indigenous and maroon communities, including the corresponding cultural contents to their communities and considering the strengthening of socio-cultural practices and the mother tongue of each indigenous community, producing and providing specific learning materials, including for (the) students (as) disabled;

7.28) mobilize families and sectors of civil society, linking formal education with popular education experiences and citizen, with the purpose of that education is assumed to be the responsibility of all and to extend social control over the fulfillment of educational policies;

7.29) promote the coordination of education sector programs, local and national level with those of other areas such as health, labor and employment, social welfare, sports and culture, enabling the creation of network full support to families, as condition for improving educational quality;

7.30) universal through coordination between agencies responsible for the areas of health and education, the care of (the) students from the public school system of basic education through prevention, promotion and health care;

7.31) set specifically geared effective actions for the promotion, prevention, care and health care and physical integrity, mental and emotional of (the) professional education as a condition for the improvement of educational quality;

7.32) strengthen, with technical and financial cooperation of the Union, in conjunction with the national evaluation system, the state systems of evaluation of basic education, with participation by accession to the municipal education systems to guide public policies and pedagogical practices, with the provision of information to schools and society;

7.33) promote, with special emphasis in line with the guidelines of the National Book and Reading Plan, the formation of male and female readers and the training of teachers and professors, librarians and librarians and community agents to act as mediators and mediators of reading, according to the specificity of the different stages of development and learning;

7.34) institute, in cooperation with states, municipalities and the Federal District, the national training program for teachers and students and teachers and students to promote and consolidate policy of preserving national memory;

7.35) to promote the regulation of supply of basic education by the private sector in order to ensure quality and compliance with the social function of education;

7.36) set stimulus policies to schools that improve performance in IDEB, to value the merits of the faculty of management and the school community.

**Goal 8:** raise the average education of the population of eighteen (18) to 29 (twenty nine) years in order to achieve at least twelve (12) years of study in the last year of the Plan, for the populations of field, the less educated region in the country and 25% (twenty five percent) poorest, and even the average schooling between blacks and non-blacks declared to the Brazilian Institute of Geography and Statistics - IBGE.

### **Strategies:**

8.1) institutionalize programs and develop

technologies for flow instruction, individualized educational support and recovery and partial progression as well as prioritize students with outdated academic achievement, considering the specifics of population segments considered;

8.2) implement youth and adult education programs for the population segments considered, they are out of school and age-grade, combined with other strategies to ensure continuity of schooling, after the initial literacy;

8.3) ensure free access to certification exams of the completion of primary and secondary education;

8.4) expand the free offer technical professional education by private institutions of social service and vocational training linked to the trade union system, concomitantly to the teaching offered in the public school system for the population segments considered;

8.5) to promote, in partnership with the areas of health and social care, tracking and monitoring access to school for specific population segments considered, identify absenteeism reasons and collaborate with the states, the Federal District and the municipalities

to guarantee frequency and learning support in order to stimulate the expansion of the service of those (as) students in regular public schools;

8.6) promote active search for out of school youth belonging to the population groups considered, in partnership with the areas of welfare, health and protection of youth.

**Goal 9:** raise the population's literacy rate with fifteen (15) years or more to ninety-three point five percent (93.5%) by 2015 and, by the end of the term of this PEN, eradicate absolute illiteracy and reduce by 50% (fifty percent) of the functional illiteracy rate.

**Strategies:**

9.1) ensure the free offer of adult education to those who did not have access to basic education at the proper age;

9.2) conduct diagnosis of young people and adults with incomplete primary and secondary education, to identify the active demand for places in adult education;

9.3) implement literacy actions of young people and



adults with continuity of basic schooling assurance;

9.4) create additional benefits in the national cash transfer program for youth and adults who attend literacy courses;

9.5) conduct regular public calls for adult education, promoting active search for collaborative arrangements between federal agencies and in partnership with civil society organizations;

9.6) conduct evaluation through specific tests that allow measuring the degree of youth literacy and adults over fifteen (15) years of age;

9.7) perform actions Customer (the) student youth and adult education through additional transport programs, food and health, including free eye care and glasses supply, in conjunction with health care;

9.8) to ensure the provision of adult education in the elementary and high school stages, the persons deprived of liberty in all prisons, ensuring specific training of teachers and teachers and implementation of national guidelines in collaboration arrangements ;

9.9) technical and financial support innovative

projects in youth and adult education aimed at the development of models appropriate to the specific needs of those (as) students (as);

9.10) establishing mechanisms and incentives to mainstream segments employers, public and private, and education systems, to promote the compatibility of working hours of employees and employees with the offer of literacy actions and adult education;

9.11) implement technological training programs of young adult population, directed to the segments with low levels of formal schooling and for (the) students (as) disabled, linking education systems, the Federal Network of Professional Education, Science and Technology, universities, cooperatives and associations, through extension of actions developed in technological vocational centers with assistive technologies that support the effective and productive social inclusion of this population;

9.12) consider public policies for youth and adults, the needs of the elderly, with a view to promoting policies to eradicate illiteracy, access to educational technologies and recreational, cultural and sporting activities, the implementation of recovery programs and sharing of knowledge and experience of the

elderly and the inclusion of aging issues and old age in schools.

**Goal 10:** provide at least 25% (twenty five percent) of youth education and adult enrollment in primary and secondary education, in an integrated way to professional education.

**Strategies:**

10.1) maintain national program of youth education and adults aimed at completion of primary education and basic vocational training in order to stimulate the completion of basic education;

10.2) expand enrollment in adult education in order to articulate the initial and continuing training of workers with vocational education, aiming to increase the worker's level of education and working;

10.3) promoting the integration of youth and adult education with vocational education in planned courses, according to the public characteristics of youth and adult education and considering the specificities of mobile populations and rural and indigenous and maroon communities, including education in the distance mode;

10.4) expand professional opportunities for young people and adults with disabilities and low levels of education, through access to education and articulate young adults vocational education;

10.5) establish national restructuring program and acquisition of equipment aimed at expanding and improving the physical network of public schools that operate in the education of young people and adults integrated vocational education, ensuring accessibility to people with disabilities;

10.6) stimulate curricular diversification of adult education, articulating the basic training and preparation for the world of work and establishing interrelationships between theory and practice, the axes of science, labor, technology and culture and citizenship in order to organize the time and teaching space suitable to the characteristics of these boys and girls;

10.7) promote the production of educational materials, specific curriculum development and methodologies, evaluation instruments, access to equipment and laboratories and the continuing education of public networks teachers working in youth education and articulate adult vocational education;

10.8) foster public offering initial and continuing education for workers and articulated working to adult education, in collaboration arrangements and support from private entities vocational training linked to the trade union system and nonprofits call the person with disabilities, who work exclusively in the sport;

10.9) institutionalize national assistance program to the student, including social, financial assistance measures and psycho-pedagogical support that help ensure access, permanence, learning and successful completion of youth education and articulate adult vocational education;

10.10) guide the expansion of youth education provision and articulate adult vocational education in order to meet the persons deprived of liberty in prisons, ensuring specific training of teachers and teachers and implementation of national guidelines in collaboration arrangements ;

10.11) implement mechanisms for recognizing knowledge of young people and adult workers to be considered in curricular articulation of initial and continuing education and technical courses for middle level courses.

**Goal 11:** triple enrollment of mid-level technical professional education, ensuring quality of supply and at least 50% (fifty percent) expansion in the public sector.

**Strategies:**

11.1) expanding mid-level technical professional education enrollment Federal Professional Education Network, science and technology, taking into account the responsibility of the Institutes in the territorial ordering, their connection with clusters, social and local and regional cultural as well as internalization of vocational education;

11.2) to promote the expansion of mid-level technical professional education provision in state public schools;

11.3) encourage the expansion of mid-level technical professional education provision in the education of the distance mode, in order to expand the supply and democratizing access to public and free professional education, assured quality standard;

11.4) encourage the expansion stage in technical professional education of middle and regular high

school, preserving its integrated pedagogical the formation process of the student, for the training of own qualifications of professional activity, the curricular context and the development of youth;

11.5) increase the supply of knowledge recognition programs for professional certification purposes at the technical level;

11.6) expand the supply of free enrollment of mid-level technical professional education by private entities vocational training linked to the trade union system and nonprofit organizations care to the disabled, who work exclusively in the sport;

11.7) expand the supply of student finance to mid-level technical professional education offered in private institutions of higher education;

11.8) institutionalize quality assessment system of the mid-level technical professional education of public and private school systems;

11.9) expand the service of the free high school integrated vocational training for rural populations and indigenous and maroon communities, according to their interests and needs;

11.10) expand the supply of mid-level technical professional education for people with disabilities, pervasive developmental disorders and high ability or giftedness;

11.11) gradually raise the average completion rate of mid-level technical courses in the Federal Network of Professional Education, Science and Technology for 90% (ninety percent) and increase in classroom courses, the ratio of students (as) per teacher for 20 (twenty);

11.12) gradually increase investment in student assistance programs and academic mobility mechanisms, aimed at ensuring the conditions for residence of (the) students and the completion of mid-level technical courses;

11.13) reduce ethno-racial and regional inequalities in access and permanence in mid-level technical professional education, including through the adoption of affirmative action policies, according to the law;

11.14) structure national vocational information system, linking the provision of training of specialized institutions for professional education to labor market



data and the consultations promoted by business entities and workers

**Goal 12:** increase the gross enrollment rate in higher education to 50% (fifty percent) and the net rate to 33% (thirty-three percent) of the population of eighteen (18) to 24 (twenty four) years, ensuring the quality of provision and expansion to at least 40% (forty percent) of the new registrations in the public sector.

**Strategies:**

12.1) optimize the capacity of the physical structure and human resources of public institutions of higher education through planned and coordinated actions in order to extend and internalize access to graduate;

12.2) expand the supply of jobs through the expansion and internalization of the federal system of higher education, the Federal Network of Vocational, Scientific and Technological System and Open University of Brazil, considering the population density, the provision of public spaces in relation to the population in the reference age and subject to the regional characteristics of the micro and medium defined by the Brazilian Institute of Geography and

Statistics - IBGE, standardizing the expansion in the country;

12.3) gradually raise the average completion rate of face-graduate courses in public universities for 90% (ninety percent), offer at least a third of vacancies in evening classes and increase students per teacher ratio (a) to eighteen (18) by use of credits strategies and academic innovations that enhance the acquisition of higher level skills;

12.4) encourage the provision of free public higher education primarily for teacher training and teachers for basic education, especially in science and mathematics as well as to meet the shortage of professionals in specific areas;

12.5) expand inclusion policies and student assistance addressed to (the) students from public institutions, private institutions of higher education and scholarship recipients of the Student Financing Fund - FIES, mentioned in Law 10,260, July 12 2001 in higher education, in order to reduce ethnic and racial inequalities and increase access and retention rates in higher education for students graduating from public schools, Afro-descendants and indigenous and students with disabilities, pervasive developmental

disorders and high skills or giftedness, in order to support their academic success;

12.6) expand the student loan through the Student Financing Fund - FIES, mentioned in Law 10.260, of July 12, 2001, with the guarantee fund of the establishment of funding, in order to gradually dispense with the guarantor requirement;

12.7) ensure at least 10% (ten percent) of the total curriculum credits required for graduation programs and university extension projects, guiding its action primarily in areas of high social relevance;

12.8) expand the internship offer as part of training in higher education;

12.9) increase the proportional participation of historically disadvantaged groups in higher education, including through the adoption of affirmative action policies, according to the law;

12.10) ensure accessibility conditions in higher education institutions in the form of legislation;

12.11) promote studies and research to examine the need for coordination between training, curriculum,

research and the world of work, considering the economic, social and cultural rights of the country;

12.12) consolidate and expand programs and actions to encourage student mobility and teaching at undergraduate and graduate levels, both nationally and internationally, taking into account the enrichment of higher education;

12.13) expand specific assistance to populations from the countryside and indigenous and maroon communities, with respect to access, retention, completion and training of professionals to work in these populations;

12.14) map the demand and encourage supply of higher level staff training, notably in relation to training in science and mathematics, considering the needs of the country's development, technological innovation and improving the quality of basic education ;

12.15) institutionalize composition program for digital collection of bibliographical and audiovisual references for undergraduate courses, ensured accessibility for people with disabilities;

12.16) consolidate national and regional selection processes for access to higher education as a way to overcome isolated vestibular tests;

12.17) stimulating mechanisms to fill the places available in each academic period in public higher education;

12.18) encourage the expansion and restructuring of state and local institutions of higher learning whose teaching is free, through technical and financial support from the Federal Government, through adherence term restructuring program, in the form of a regulation, to consider the contribution to increase enrollment, fiscal capacity and the needs of the education systems of maintainers in the supply and quality of basic education;

12.19) restructuring with emphasis on improvement of deadlines and quality of the decision within two (2) years, the procedures adopted in the area of evaluation, regulation and supervision in relation to authorization procedures courses and institutions, recognition or renewal recognition of higher education and accreditation or re-accreditation of institutions under the federal educational system;

12.20) expand under the Financing Fund for Higher Education Students - FIES, mentioned in Law No. 10,260, of July 12, 2001, and the University for All Program - PROUNI, mentioned in Law 11,096, of January 13, 2005, the benefits intended to provide funding to students enrolled in higher education classroom or distance, with positive assessment, in accordance with its own rules, in proceedings conducted by the Ministry of Education;

12.21) strengthen the physical networks of multifunctional laboratory of IES and ICTs in strategic areas defined by policy and national science strategies, technology and innovation.

**Goal 13:** improving the quality of higher education and increase the proportion of masters and doctors of the faculty in effective exercise throughout the higher education system to 75% (seventy five percent), and of the total, at least 35 % (thirty five percent) doctors.

### **Strategies:**

13.1) improve the National System of Higher Education Evaluation - SINAES, mentioned in Law 10,861, of April 14, 2004, strengthening the actions of assessment, regulation and supervision;

13.2) extend coverage of the National Survey of Student Performance - ENADE, in order to increase the amount of students and areas evaluated with regard to the resulting learning graduation;

13.3) induce continuous process of self-evaluation of higher education institutions, strengthening the participation of own evaluation committees, and the application of assessment tools to guide the dimensions to be strengthened, highlighting the skills and dedication of the teaching staff;

13.4) encourage improvements in the quality of pedagogy courses and degrees through the specific instrument application assessment approved by the National Commission for Higher Education Assessment - CONAES, integrating them to the demands and needs of basic education networks so to enable graduate students to acquire the skills needed to drive the learning process of their future students (as), combining general and specific training in the teaching practice, as well as education for ethnic-racial relations, diversity and the needs of people with disabilities;

13.5) raise the standard of quality of universities, directing its activity in order to carry out effectively

institutionalized research, articulated the strict sense graduate programs;

13.6) replace the National Examination of Student Performance - ENADE applied to the end of the first year of the degree course by the National High School Exam - ENEM in order to determine the value of undergraduate courses;

13.7) encourage the formation of consortia of public institutions of higher education, with a view to strengthening regional action, including through integrated institutional development plan, ensuring greater national and international visibility to teaching, research and extension;

13.8) gradually raise the average completion rate of face-graduate courses in public universities, so as to reach 90% (ninety percent) and in private institutions, 75% (seventy five percent) in 2020, and to foster improving learning outcomes, so that, within five (5) years, at least 60% (sixty percent) of the students present positive performance equal to or greater than 60% (sixty percent) in the National Student Performance Exam - ENADE and in the last year of at least 75% (seventy five percent) of the students obtain positive performance equal to or greater than



75% (seventy five percent) that examination in each vocational area;

13.9) promote initial and continuing training of (the) technical and administrative staff of higher education.

**Goal 14:** gradually increase the number of enrollments in postgraduate *stricto sensu*, in order to achieve the annual titration sixty thousand (60,000) teachers and 25,000 (twenty five thousand) doctors.

**Strategies:**

14.1) expand the financing of *stricto sensu* graduate through official development agencies;

14.2) encourage the integration and coordinated actions between the Higher Education Personnel Improvement Coordination - CAPES and state agencies for research support;

14.3) expand the student loan through Fies the *stricto sensu* graduate;

14.4) expand the supply of post-graduate studies courses, including using methodologies, resources and distance education technologies;

14.5) implement actions to reduce ethnic and racial and regional inequalities and to encourage the involvement of people from the countryside and of indigenous and quilombo communities to master's and doctoral programs;

14.6) expand the supply of *sensu stricto* postgraduate programs, especially the doctorate, in the new open campuses as a result of expansion and internalization programs of public higher institutions;

14.7) maintaining and expanding digital collection program references for graduate courses, ensured accessibility for people with disabilities;

14.8) encourage the participation of women in post-graduate studies courses, particularly those related to the areas of Engineering, Mathematics, Physics, Chemistry, Computer and others in the sciences;

14.9) consolidate programs, projects and actions aimed at the internationalization of research and Brazilian graduate, encouraging working in networks and the strengthening of research groups;

14.10) promote scientific and technological, national and international exchange between educational

institutions, research and extension;

14.11) expand investment in research focused on development and stimulating innovation and enhance the training of human resources for innovation in order to seek to increase the competitiveness of technology-based companies;

14.12) expand investment in training doctors in order to achieve a ratio of 4 (four) doctors per 1,000 (one thousand) inhabitants;

14.13) to increase qualitatively and quantitatively the scientific and technological performance of the country and the international competitiveness of Brazilian research, expanding scientific cooperation with companies, institutions of higher education - IES and other Scientific and Technological Institutions - ICT;

14.14) stimulate scientific research and innovation and promote human resources training that enhances regional diversity and biodiversity of the Amazon region and the Cerrado, as well as the management of water resources in the semiarid to mitigate the effects of drought and job creation and income in the region;

14.15) stimulate applied research at HEIs and ICTs, in order to increase innovation and the production and registration of patents.

**Goal 15:** secure, collaborative arrangements between the Union, the states, the Federal District and the municipalities within one (1) year of this PEN, national training policy of education professionals that in items I , II and III of the caption to art. 61 of Law 9.394, of December 20, 1996, provided that all the teachers and the teachers of basic education have specific training at tertiary level, obtained in the undergraduate program in the field of knowledge in which they operate.

### **Strategies:**

15.1) act together on the basis of strategic plan to present diagnosis of training needs of educational professionals and service capacity, by public and community institutions of higher education existing in the States, Federal District and Municipalities, and set obligations reciprocal between the participants;

15.2) consolidate student loans to students enrolled in undergraduate programs with a positive assessment by the National System of Higher Education Assessment

- SINAES, as provided by Law No. 10,861 of April 14, 2004, including the amortization of the debt by the effective teaching in basic education public network;

15.3) expand ongoing program of initiation to teaching to students enrolled in degree courses in order to improve the training of professionals to work in the teaching of basic education;

15.4) consolidate and expand electronic platform to organize the offer and enrollment in initial training courses and continuing education of professionals as well as to disseminate and update their electronic curricula;

15.5) implement specific programs for training educational personnel in schools field and indigenous communities and maroons and for special education;

15.6) promote curricular reform of undergraduate and stimulating pedagogical renewal in order to ensure focus on the learning of (a) student (a) dividing the workload in general training, training in the area of knowledge and teaching specific and incorporating modern information and communication technologies, together with the common national base curriculum of basic education, dealt strategies

2.1, 2.2, 3.2 and 3.3 of this PNE;

15.7) ensure, through the evaluation functions, regulation and supervision of higher education, the full implementation of their curriculum guidelines;

15.8) to enhance teaching practices and stages in mid-level training courses and higher education professionals, aimed at systematic work of articulation between academic training and the demands of basic education;

15.9) implement courses and special programs to ensure specific training in higher education in their respective areas of expertise, to teachers with middle-level training in normal mode, unlicensed or licensed in a different area of the teaching practice in effective exercise;

15.10) encourage the provision of mid-level technical courses and top-level technology for training in their respective areas of operation, of (the) education professionals from other segments than those of the Magisterium;

15.11) deploy within one (1) year of this Law, national continuing education policy for (the)

education professionals from other segments than those magisterial, built in collaboration arrangements between state agencies;

15.12) instituting scholarship grant program for languages in public schools of basic education teachers perform immersion studies and improvement in countries that have as their native language who teach languages;

15.13) to develop teacher training models for vocational education that value practical experience, by offering, at the federal and state systems of vocational education, courses aimed at complementing and didactic-pedagogic certification of experienced professionals.

**Goal 16:** graduating in graduate level, 50% (fifty percent) of basic education teachers, until the last year of this PNE, and assure everyone (as) (as) Professional basic education training continuing in its area of operation, considering the needs, demands and contextualization of education systems.

**Strategies:**

16.1) to carry out, in collaboration arrangements,

strategic planning for scaling demand for continuing education and foster their offer by public institutions of higher education, organic and articulated to the United training policies, the Federal District and the municipalities;

16.2) consolidate national policy on teacher education and teachers of basic education by setting national guidelines, priority areas, educational institutions and certification processes of training activities;

16.3) expand composition program of textbooks collection, Para didactic and literature and dictionaries, and specific program for access to cultural goods, including works and materials produced in Pounds and in Braille, without prejudice to others, to be made available to teachers and teachers of basic education of public, favoring the construction of knowledge and the enhancement of research culture;

16.4) expand and consolidate electronic portal to support the work of teachers and teachers of basic education, providing free textbooks and supplementary teaching materials, including those with accessible format;



16.5) expand the supply of scholarships for graduate teachers and the teachers and other professionals in primary education;

16.6) strengthen the training of teachers and teachers of public schools of basic education, through the implementation of the National Plan of the Book and Reading and the national program for the establishment of availability of funds for access to cultural goods by public school teachers.

**Goal 17:** adding value to (the) public networks teaching professionals of basic education in order to match their average income to that of (the) other professionals with equivalent education, until the end of the sixth year of this PNE.

**Strategies:**

17.1) constitute, at the initiative of the Ministry of Education by the end of the first year of this PEN, permanent forum, with representatives from Federal, State, Federal District, municipalities and education workers, to monitor the progressive update the value of the national minimum wage for professionals in the public basic education teaching;

17.2) constituted as the permanent forum task monitoring wage developments by indicators from the National Survey by Household Sampling - PNAD periodically disclosed by the Brazilian Institute of Geography and Statistics - IBGE;

17.3) implement within the Union, States, Federal District and Municipalities, career plans for (the) professional teaching of public networks of basic education, observing the criteria established in Law nº11.738 of 16 July 2008, with gradual implementation of compliance with the working hours in a single school establishment;

17.4) expand the specific Union financial assistance to federal agencies to implement recovery policies of (the) teaching professionals, in particular the professional national minimum wage.

**Goal 18:** ensure, within two (2) years, the existence of career plans for (the) professional public basic and higher education of all school systems and for the career plan of (the) professional public basic education, to refer to the professional national minimum wage, defined in federal law, under item VIII of art. 206 of the Constitution.

**Strategies:**

18.1) structure the public networks of basic education so that by the beginning of the third year of this PEN, 90% (ninety percent) at least of their professional teaching and 50% (fifty percent) in least of their professional education teachers are not occupants of effective appointment to offices and are in office on school networks that are bound;

18.2) establish, in public networks of basic and higher education, monitoring of entry-level professionals, supervised by a team of experienced professionals in order to justify, based on documented assessment, the decision for conducting after probation and offer during this period , deepening studies course on the scope of (a) teacher (a), highlighting the contents to be taught and teaching methodologies of each discipline;

18.3) to carry on the initiative of the Ministry of Education every two (2) years from the second year of this PEN, national event to support the states, the Federal District and the municipalities, through membership in the calls for tender teaching professionals intake of basic public education;

18.4) provide, in the career plans of education professionals the States, the Federal District and the municipalities, paid leave and incentives for professional qualifications, including level strictly speaking graduate;

18.5) carried out each year from the second year of this PEN, initiated by the Ministry of Education, in collaboration arrangements, the census of (the) Professional basic education in other segments than those of the Magisterium;

18.6) consider the socio-cultural specificities of the schools of the field and of indigenous and quilombo communities in providing effective positions for these schools;

18.7) prioritize voluntary transfer of federal transfers, in education, to the states, the Federal District and the municipalities that have adopted specific law establishing career plans for (the) education professionals;

18.8) encouraging the existence of professional standing committees of education of all educational systems at all levels of the Federation, to support the relevant bodies in the development, restructuring

and implementation of career plans.

**Goal 19:** to ensure conditions within two (2) years, for the realization of democratic management of education, coupled with technical criteria of merit and performance and the public consultation to the school community, within the public schools, providing resources and support Union coach to do so.

**Strategies:**

19.1) prioritize the transfer of EU voluntary transfers in education for the federal agencies that have adopted specific legislation governing the matter in its coverage area, respecting national legislation, and to consider, together, for the appointment of principals and school directors, technical criteria of merit and performance as well as the participation of the school community;

19.2) expand the programs of support and training to (to) directors (as) the accompanying advice and social control Fundeb, the school feeding councils, regional councils and other and (the) educational representatives in other councils monitoring of public policies, ensuring these collegiate financial resources, adequate space, equipment and means of

transport for visits to the school system, with a view to the good performance of its functions;

19.3) encourage the states, the Federal District and the municipalities to form Permanent Forum on Education, in order to coordinate local, state and district conferences and to make monitoring the implementation of this PNE and their education plans;

19.4) stimulate in all basic education networks, the establishment and strengthening of student unions and parents' associations, ensuring them, including appropriate spaces and working conditions in schools and promoting its organic connection with the advice school, through their representations;

19.5) encourage the formation and strengthening of school boards and municipal education councils as instruments of participation and supervision in school and educational management, including through training programs advisers, ensuring autonomous operating conditions;

19.6) encourage participation and education professionals consultation, students (as) and their families in formulating the political-pedagogical

projects, curricula, school management plans and school regulations, ensuring the participation of parents in the evaluation of teachers and managers school;

19.7) promote processes of pedagogical autonomy, administrative and financial management in schools;

19.8) to develop training programs for school principals and managers as well as apply specific national test in order to support the definition of objective criteria for the provision of offices, whose results can be used by accession.

**Goal 20:** expand public investment in public education in order to reach at least the level of 7% (seven percent) of gross domestic product - the country's GDP in the 5th (fifth) year of this Act and at least , equivalent to 10% (ten percent) of GDP at the end of the decade.

**Strategies:**

20.1) ensure permanent and sustainable sources of funding for all levels, stages and types of basic education, observing collaboration policies between federal entities, in particular those under the art. 60

of the Act of Transitory Constitutional Provisions and § 1 of art. 75 of Law 9.394, of December 20, 1996, dealing with service capacity and fiscal effort of each federal entity, in order to meet their educational demands in the light of national quality standard;

20.2) improve and expand the monitoring mechanisms of the collection of the social contribution for education;

20.3) intended for the maintenance and development of education, in addition to the resources linked pursuant to art. 212 of the Federal Constitution, according to the specific law, the share of profit sharing or financial compensation for oil and natural gas and other resources, with the goal of fulfillment of purpose provided for in section VI of the caption to art. 214 of the Federal Constitution;

20.4) strengthen the mechanisms and instruments to ensure, pursuant to the sole paragraph of art. 48 of Complementary Law 101, of May 4, 2000, transparency and social control in the use of public resources invested in education, especially the holding of public hearings, the creation of electronic portals of transparency and the training of board members for social control and monitoring - Fundeb,



with the collaboration between the Ministry of Education, the Education Departments of the States and Municipalities and the Audit Courts of the Union, states and municipalities;

20.5) develop, through the National Institute of Educational Studies and Research Anísio Teixeira - INEP, studies and regular monitoring of investments and costs per student of public basic education and higher education in all its stages and conditions;

20.6) within two (2) years of the term of this PEN, will be deployed the Cost of Initial Quality Education per Student - CAQi, referenced in the set of minimum standards in educational legislation and for which funding is calculated based on their inputs essential to the process teaching and learning and will be progressively adjusted to the full implementation of the Cost of Quality Education per Student - CAQ;

20.7) implement the Cost of Quality Education per Student - CAQ as a parameter to finance the education of all stages and types of basic education, from the calculation and the regular monitoring of educational expenditure indicators by investing in training and remuneration of teaching staff and other Professional public education, acquisition,

maintenance, construction and maintenance of facilities and equipment necessary for teaching and acquisition of school material, food and school transport;

20.8) The CWC will be set within three (3) years and will be continuously adjusted based on methodology formulated by the Ministry of Education - MEC, and accompanied by the National Education Forum - FNE, the National Education Council - CNE and the Board of Education Commissions of Representatives and of Education, Culture and Sports of the Federal Senate;

20.9) regulate the sole paragraph of art. 23 and Art. 211 of the Federal Constitution, within two (2) years, by a supplementary law, in order to establish rules for cooperation between the Union, the states, the Federal District and the municipalities, in educational matters, and the articulation of the national system education in collaboration arrangements with balance in the distribution of responsibilities and resources and effective implementation of redistributive and supplementary functions of the Union in the fight against regional educational inequalities, with special attention to North and Northeast.

20.10) it will be up to the Union, as provided by law, the supplementary funding to all states, the Federal District and the municipalities that fail to achieve the value of CAQi and later the CWC;

20:11) approve, within one (1) year, Educational Accountability Act, ensuring quality standards in basic education in each system, school system, measured by the process of quality targets measured by official institutes of educational assessment;

20.12) set criteria for allocation of additional resources directed to education over the decade, to consider the equalization of educational opportunities, socioeconomic vulnerability and technical commitment and education system management, to be agreed upon in the instance provided for in § 5 of art. 7 of this Law.

Law n° 13.005/2014



# SAM 2015

June 21 to 27 – Nationwide . Brazil

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First year of the implementation of the  
National Education Plan (PNE)

Balance of the Program Education for All (EPT)  
Proposal for post 2015

SAM is an initiative of the Global Campaign for Education (CGE) and takes place in over 100 countries, since 2003. In 2015, the international slogan of SAM will be “Balance of the Program Education for All (EPT) and Proposal for Post 2015” and the Week will take place from April 26 to May 2, in the same period as the Global Education Forum, in South Korea.

In Brazil, SAM 2015 will take place on June 21 and 27 – remembering that on June 25, 2014 Law 13.005/2014 was sanctioned, setting forth the PNE for the next 10 years. Therefore, the theme will be

contextualized with the discussion around the first year of the PNE implementation. The purpose is to make a great international pressure on the leaders and politicians so they comply with the treaties and national and international laws, in order to ensure the free and quality public education for everyone.

Among the subjects that will be discussed, stand out the central points

- Cost of Initial Quality Education per Student (CAQi) and Cost Quality Education per Student (CAQ)
- Elaboration of the State and City Education Plans
- Educational Responsibility Law
- National Education System
- Democratic Management of Education
- Career Plan for the education professionals
- National Police for the Qualification of education professionals

## Education for All (EPT)

The new goals must be approved in the Global Education Forum, in May 2015, in South Korea. There-

fore, in addition to guiding the PNE, the Campaign will have the strategic role of acting on the direct incidence of the Forum, as well as bringing to the national scenario its break downs through the realization of the Global Action Week in Brazil.

The EFA program was signed by 164 States, including Brazil, during the World Education Forum in Dakar (2000). Its goal is to ensure all children, youth and adults the right to education. In Brazil, the “EPT Program Review and Proposition of new targets for the post-2015 period” is a great opportunity to discuss and, more importantly, ensure the implementation of the new PNE and other legislation that already standardize the right to education in the Country, in a very way.

## How to participate of SAM 2015?

Any person, group or organization can participate in SAM, discussing the topic and performing activities in kindergartens, schools, universities, trade unions, squares, libraries, councils and secretariats, involving everyone who is interested in the defense of free and quality public education in Brazil.

## **Technical Committee of the Global Action Week 2015**

Ação Educativa/ ActionAid/ CCFL (Centro de Cultura Luiz Freire)/ CEDECA/CE (Child and Adolescent Defense Center) / CNTE (National Confederation of the Education Workers)/ Consed (National Council of the State Education Secretaries)/ De Olho nos Planos/ Escola de Gente/ Fineduca (National Association of Research in Education Financing)/ FNCEE (National Forum of the State and Federal District Counselors)/ Fundação Abrinq pelos Direitos da Criança e do Adolescente/ More Differences / Mieib (Movement Interforuns Child Education in Brazil)/ MST (Landless Rural Workers' Movement)/ Uncme (National Union of the City Education Counselors)/ Undime (National Union of City Education Managers)/ Unesco (United Nations Educational, Scientific and Cultural Organization)/ Unicef (United Nations Children's Fund)

## **Sponsors of the Global Action Week 2015**

ActionAid, Flacso Brasil, Instituto C&A, Instituto Natura, Instituto Unibanco, Campanha Global, CESE, Fundação SM, Unicef e Unesco