

**Public policies for educational financing and equity:  
the Dinheiro Direto na Escola program**

*Políticas públicas de financiamento Educacional e equidade:  
O exercício do Programa Dinheiro Direto na Escola*

*Políticas públicas de financiación y equidad educativas:  
el programa Dinheiro Direto na Escola*

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**Abstract:** The purpose of this article is to discuss how public education funding policies in Brazil, especially the National Education Fund's (FNDE), Money Directly at School Program (PDDE), have exercised equity in their programs, with a view to improving the quality of quilombola school. Our aim is to reflect on how the PDDE has contributed to the consolidation of a more plural and citizen-based education. It is clear that educational funding policies, especially the PDDE, have made an effort to enable the consolidation of democratic and equitable school management, but there is a need to improve the legislation so that it meets the specific needs of the communities. Should be emphasized that an exercise in change has been carried out in order to guarantee the valorization of ethnic and racial belonging and identities in the context of such a long-lasting public education funding policy as the PDDE.

**Keywords:** Public Policies; PDDE; Equity; Quilombola School Education.

**Resumo:** O artigo tem como proposta discutir como as políticas públicas de financiamento educacionais no Brasil, em especial o Programa Dinheiro Direto na Escola (PDDE), do Fundo Nacional de Educação (FNDE), tem exercitado a equidade em seus Programas, visando a melhoria da qualidade da Educação Escolar Quilombola. Objetivamos refletir sobre como o PDDE tem contribuído para a consolidação de uma educação mais plural e cidadã. É perceptível o esforço das políticas de financiamento educacional, em especial a do PDDE, em possibilitar a consolidação de uma gestão escolar democrática e equânime, porém, é necessário um aprimoramento da sua legislação para que atenda as especificidades das comunidades a serem atendidas pela Política. Ressalta-se que um exercício de mudança tem sido praticado, a

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fim de garantir a valorização dos pertencimentos e das identidades étnico e racial no contexto de uma política pública de financiamento da educação tão duradoura como é o PDDE.

**Palavras-chave:** Políticas Públicas; PDDE; Equidade; Educação Escolar Quilombola.

**Resumen:** El objetivo de este artículo es discutir cómo las políticas públicas de financiación de la educación en Brasil, especialmente el Programa Dinero Directo a la Escuela (PDDE) del Fondo Nacional de Educación (FNDE), han ejercido la equidad en sus programas, con vistas a mejorar la calidad de la educación escolar quilombola. Nuestro objetivo es reflexionar sobre cómo el PDDE ha contribuido a la consolidación de una educación más plural y ciudadana. Es evidente que las políticas de financiamiento de la educación, en especial el PDDE, se esfuerzan por posibilitar la consolidación de una gestión escolar democrática y equitativa, pero es necesario perfeccionar la legislación para que atienda a las necesidades específicas de las comunidades atendidas por la política. Cabe destacar que se ha llevado a cabo un ejercicio de cambio para garantizar la valorización de las pertenencias e identidades étnicas y raciales en el contexto de una política pública de financiación de la educación tan duradera como el PDDE.

**Palabras clave:** Políticas públicas; PDDE; Equidad; Educación Escolar Quilombola.

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**Received on:** August 31, 2024

**Accepted on:** October 29, 2024

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## Introduction

The public policies of Education financing are considered foundations that guide the main changes who occurred in national public education, promoting adjustments that guarantee access to Education for all, prioritizing the constitutional principle of exercising citizenship. In other words:

Public policies in Education consist of programs or actions developed within the government that help to implement the rights provided for in the Federal Constitution; One of its objectives is to put into practice measures that guarantee access to Education for all citizens. They contain devices that guarantee Education for all, as well as evaluating and helping to improve the quality of education in the country (Smarjassi; Arzani, 2021, p. 1).

Our analysis is based on the assumption that supplementary education financing policies are important allies in changing the outlook on education and its different subjects. Here we will reflect on one of the federal government's most enduring programs, aimed at supplementary financing for education, which is the *Dinheiro Direto na Escola* Program (Direct Money on School), through PDDE Equity.

In addition, it's rather important that we think about the Education as a right, aiming on understanding everything that pass through the implementation and practical application of this right, in order to understand how PDDE Equidade fits into the context of PDDE actions.

The right to Education has been the premise of the main demands of organized movements, and is what guides political actions around the changes that have occurred in Brazilian education in recent decades and in the PDDE this is no different.

The Brazilian Federal Constitution of 1988 and other normative legal frameworks, such as the LDBN (Law No. 9,394, of December 20, 1996), for example, are reflections of these demands, above all aiming to ensure that rights and opportunities are for all Brazilians, and that quality education is part of the lives of the entire population. This legal framework endorses the role of the school as the central point for the implementation of education capable of subsidizing students for educational training aimed at social, cultural and political transformations, that is, an education that prepares for life, for citizenship, to the world of work, valuing belongings and identities, valuing individualities and the same opportunities to access and remain in public education.

Even though this premise is thought of as a guideline, it is worth trying to guarantee the same opportunities for all people to be at school and have access to quality education, in which they see themselves as subjects of this process and not as mere spectators of other people's stories. However, when the understanding of citizenship education is not implemented through the lens of diversity, it reinforces universal rights and does not demonstrate quality education. The narrative that moves is much more tied to the principle of equality than guaranteeing the same opportunities for all people.

The equalization, equity and inclusion are processes to be exercised continuously, but not in a fragmented, isolated way, inserted within philosophical frameworks. It must be practiced, providing people with the same opportunities and guarantees of access to public, quality and civic education, which does not occur in Brazil, and is a historical problem that is still being fought.

In other words, equality is an ideal that standardizes people and ensures that they all have the same rights, without taking into account their social, cultural, political, economic and racial specificities, among others. When we talk about the same opportunities, we understand that they will only happen if they are part of a political movement, a continuous demand, providing people with the same conditions of access to sectors of social life and that they see themselves represented there and see themselves as part of the process and not as mere passive extras.

In this understanding, what needs to be enforced, in the educational field, is the guarantee of access to the same rights and opportunities, thus ensuring the permanence and entry of all less privileged people into the spaces of knowledge production.

Public policies, in the eyes of Andrade (2019), have assumed, throughout history, increasingly significant importance in the development of the State and in the lives of individuals. Quality education, free and for all, is a constitutional commitment, however, little exercised. Let's see how public policies are understood in the Brazilian political context.

The term "public policies" gained visibility in the main studies and research on education from the 1980s onwards, as a result of efforts to build a project for a country whose Brazilian education assumes a political role and, with this, the discussions and demands for Visibility of social groups takes over the discussion scenario. There are countless examples of demands, here we highlight the demands of social movements during the Brazilian Pre-Constituent Assembly. Much of what was discussed and claimed there was not endorsed in the 1988 Constitution, but it guided the process and fueled other demands.

In this way, we appropriate the vision of Andrade (2019, p. 303), which translates the understanding of public policies as being "a set of actions, programs and decisions of public authorities, with the direct or indirect participation of public or private entities, aiming to ensure or promote a certain social right, constitutionally guaranteed".

Within this scenario, from the 1990s onwards, several moments of changes in direction in Brazilian educational policies took place and the State began to adopt a more neoliberal stance, focusing on the privatization and decentralization of educational policies, as Oliveira tells us (2010).

In the liberal perspective established in Brazil during the governments of presidents Fernando Collor de Melo (1990-1992) and Fernando Henrique Cardoso (1994-2002), we had the deregulation of the economy, privatization of state-owned companies, opening of markets, reforms in pension systems social, health and education, decentralization of services and reduction in social spending.

According to Yanaguita (2013), during the governments of Fernando Collor de Melo and Itamar Franco, educational policies, in a certain way, had albeit in tiny proportions participation from society (even in the form of resistance) and, therefore, a certain control about neoliberal actions proposed by international financial incentive bodies.

However, with the rise of Fernando Henrique Cardoso to the country's presidency, Brazilian educational policies were focused, particularly by new trends, the result of international education financing, making them follow the guidelines imposed by international capital, taking new directions and gaining prominence. In educational legislation. Therefore, from this scenario,

various reforms began in different governments, promoting a reduction in public spending aimed at social spheres. Education does not emerge unscathed, being the target of numerous changes by the Brazilian government, even if contrary to the philosophy of the 1988 Magna Carta. Seeking to provide an understanding of these educational changes.

According to Menezes (2001), the most evident changes in the Government's educational proposals was the transfer of responsibility for the administration of financial resources from the State to that of school managers. The Direct Money at School Program-PDDE was the pioneer in implementing this process of decentralization of financial resources to states and municipalities. This decentralizing process is the result of discussions and positions taken influenced by discussions that took place during the World Conference on Education for All, held in Jomtien, Thailand, in 1990.

In 1993, reflections continued at the New Delhi Conference and at Latin American and Caribbean meetings, with agendas focused on discussions involving Education. Educational guidelines were created and agreements on changes in the educational scenario of each participating country were signed, in particular guidelines aimed at implementing practices that encouraged citizenship, social equality, interaction, democratization of access to technologies and decentralization of financial resources for promote the implementation of this basic intention (CEPAL, UNESCO, 1995, p. 4).

Brazil was part of this process, with a series of weaknesses were mapped in relation to Brazilian economic, sociocultural and educational growth in comparison to the global context of other countries in the same Brazilian condition, leading the country to enter into negotiations with UNESCO and World Bank, in order to implement a series of provocative actions to improve the living conditions of its population.

A commitment was then made to invest in education, but an education aimed at significant transformations in the 21st century, guided by educational pillars and competencies, which valued teamwork, collective participation in/in school administration and definition of the school's pedagogical proposal, among other aspects.

The provision of economic resources by international partners such as the World Bank and the International Monetary Fund-IMF came in conjunction, that is, to improve infrastructure, alleviate social ills, reduce high levels of illiteracy and reverse the precariousness of the Brazilian educational system, Brazil should open its doors to international capital and establish agreements of other natures that favor partner countries. According to Padilha (1998), Brazil emerged amid a context of structural changes, especially from the second half of the 1990s.

Several modifications were born from attempts to connect the management, financing and evaluation of Education in a unified process. One of these restructuring processes took place through the 1993 Ten-Year Plan for Education for All. The Ministry of Education, during this period, began to strengthen the integration of actions between the Union, the States and the Municipalities, aiming to bring closer and, with this, to implement a network of collective and collaborative implementation of educational processes, aiming at the recovery of basic education in the country.

The Ten-Year Education Plan allowed the direct participation of different sectors of public society and civil society in defining a target plan that was capable of meeting the points agreed with UNESCO. In education, the School Development Plan was implemented to promote the development and implementation of new standards of educational management, consolidating a process of autonomy and implementation of decentralized educational policy (Padilha, 1998).

At the end of the 1990s, Federal governments validated the School Development Plans (PDE), aligning with states and municipalities the consolidation of an x-ray of schools, so that they could carry out collective studies and define their strengths and points. critics and, with this, build an action plan that would increase the improvement of the education offered. The PDE, linked to the Ministry of Education-Mec/Fundescola, was the channel used by the federal government to sensitize states and municipalities to accept the challenge of this diagnosis, in compliance with international agreements signed with the World Bank, in order to improve indices and statistics school management and national education.

The implementation of the PDE, from the 1990s onwards, was based on the Garret Ecommerce SWOT Analysis – a strategic planning tool used in the business sphere to map weaknesses and direct attention to the potential of the business sector. Its use in education was a parameter for understanding and possible adjustments to education, not only in the educational field but also in management, providing decision-making in a collective and collegiate manner. This SWOT analysis sought to carry out a diagnosis of educational establishments, so that the Union, States and Municipalities had an “X-Ray” of the problems and also ways of resolving them based on the specificities of each school in order to then use the resources decentralized and transferred by the federal government to reverse the situation revealed (Katrib, Costa and Teodoro, 2022).

The PDDE as a public policy has been in operation since 1995, forming part of a decentralized model of financial management of educational programs, which is based on the expansion and diversity of educational actions and the direct transfer of financial resources to

public schools, endorsing the legal changes established by the implemented normative framework, implementing political practices, the result of international agreements that have been redefined to promote the improvement of the quality of education and school management, always in dialogue with legislation, in order to provide changes that guarantee, to In the eyes of the State, the exercise of improving Brazilian education.

The PDDE, is governed by Resolution CD/FNDE/MEC n° 15, of September 16, 2021. It provides guidelines for technical and financial support, inspection and monitoring in the execution of the Program, in compliance with the provisions of Law No. 11,947, of June 16, 2009” (FNDE, 2021). Thus, the program was a pioneer in Brazil by establishing the direct transfer of financial resources from the Union to public schools, where this transfer model represented an important step in promoting the autonomy of schools, by managing the money destined for the maintenance of their physical and pedagogical.

It is worth highlighting that this model's distinguishing feature is to guarantee greater autonomy for schools in managing resources, allowing them to meet their specific needs and promote improvements in the educational environment, contributing to greater efficiency in the execution of programs. We know that public educational financing policies in our country are a primary instrument to promote and guarantee a channel of access to quality education for all students, but that they were implemented in light of political and economic interests of the time.

The PDDE is accompanied by the FNDE (National Education Development Fund), which is a federal agency created by Law N.o 5,537, of November 21, 1968, and amended by Decree-Law N.o 872, of September 15, 1969, and is responsible for implementing educational policies of the Ministry of Education (MEC). Over time, the body underwent several changes that expanded its functions and programs carried out, in addition to increasing the amount of resources under its management. With the premise of achieving improvement and guaranteeing quality education for all, especially basic education in the public network, the FNDE has become the largest partner of Brazilian states and municipalities. In this context, money transfers are divided into constitutional, automatic and voluntary (agreements), (Brasil, 2021).

In this sense, the PDDE has a supplementary nature and consists of the allocation of financial resources passed on to participating entities, the purposes of which are to contribute to: “1. meeting the priority needs of beneficiary educational establishments that contribute to ensuring their functioning; 2. promoting improvements in its physical and pedagogical infrastructure; 3. encouraging school self-management and the exercise of citizenship, with community participation in social control” (Brazil, 2021).

The Fund annually transfers all the resources allocated to the PDDE into the bank accounts of each school unit in Brazil, in installments, providing opportunities for the use of these resources according to the reality of each school, based on decisions made by its collegiate bodies, promoting the decentralization of resources and more democratic management, respecting the purposes of the Program.

Therefore, we understand that the PDDE is part of a decentralized model of financial management of educational programs, taking into account mainly the expansion and diversification of federal government actions that benefit from this mechanism of direct transfer of financial resources to public schools. It serves the implementation of decentralized transfers, as introduced in the country from the 1990s onwards in compliance with the international guidelines of neoliberal economic policy, however redefined, for plural, conscious use and in line with the needs of the school and its students.

In short, the PDDE stands out for directing its resources directly to public basic education schools, promoting the decentralization of the value. These resources can be used in different ways, such as for the acquisition of permanent material, maintenance, conservation and minor repairs to school facilities, purchase of essential consumables for the functioning of the school, training and improvement of education professionals, evaluation of learning, implementation of pedagogical projects and development of educational activities.

If we take into account the motto that the Program meets, it opens doors for the insertion of the equity theme within the Program as one of its integrated actions, in order to enable changes in views and perspectives on the application of the resource with the purpose of promoting actions that endorse the fulfillment of an education that promotes ethnic-racial diversity and citizenship.

It is clear that just legally endorsing the financial decentralization of resources would not solve the existing gaps in Brazilian education, especially those focused on educational equality and the promotion of education for diversity. Other scenarios also interfere in this exercise, such as the geographical condition, cultural, local, economic specificities and the political will to ensure that education, in general, contributes to students not only in terms of schooling, but also by demonstrating a guided training in inclusion and differences, guiding principles of PDDE Equity. Here we start from the understanding that normative advances have been made in recent decades in relation to educational policies, mainly through legislation that meets ethnic and racial specificities, such as that recommended for the quilombola population.



## The PDDE and the exercise of equity

Following the constitutional principle of the universalization of education in accordance with the provisions of the Law of Guidelines and Bases of National Education, which revolves around guaranteeing the right to citizen education, we understand that Law 10,639/03 has promoted the fulfillment of an education that values, in a positive way, the history of Africans and people of African descent and, consequently, has produced numerous developments which serve as a foundation for understanding the exercise and the resignifications surrounding the implementation of policies of education financing, including that they can meet local and regional specificities, as well as pedagogical proposals, providing the valorization and strengthening of the identities of the groups served.

The National Curricular Guidelines for Quilombola School Education, for example, helps us in implementing different perspectives for the Direct Money Program at school-PDDE, which, through supplementary resources, contributes to the implementation of pedagogical actions and the improvement of the school space, meeting the pressing needs of the groups served, because in addition to guaranteeing direct resources at school, it is necessary to understand the real meaning of valuing the specificities of identity and belonging given by these communities.

Therefore, demanding that such policies direct attention to the specificities of each community served is to assert the equalizing principle of the right to the same opportunities historically required by the black movement and which also guides the continued exercise of quilombola communities in Brazil.

However, the materialization of an education that is more equitable and at the same time anti-racist demands, in addition to political will from those who are working inside and outside the school space, whose obligation is to promote the establishment of connections between public policies and the realities of these populations.

This exercise of demands comes with more emphasis since the promulgation of the Federal Constitution of 1988, giving rise to some legal developments that have contributed to a closer look at issues of diversity in the educational context, as a result of the role of the black movement in discussions surrounding the guarantee of rights, the recognition and appreciation of black people in the historical, economic and cultural formation of Brazil.

In PDDEs case, additional financing resources can be applied to guarantee infrastructure and pedagogical improvements in school education and quilombola school

education. In addition to this service, it can promote educational proposals discussed in a collaborative way between school and community, implementing pedagogies that value those who are different, their stories and their educational and human needs.

The main objective of this policy is to serve these social groups with the educational manager, who, through the application of PDDE financial resources, directs amounts towards the real and effective exercise of equity, carrying out active listening among their peers, listening to the community and prioritizing what is significant for the social and educational transformation of the students served.

Carvalho and Castilho (2015), highlight that from 2003 onwards, ethnic-racial relations began to occupy a place of attention in Brazilian education and especially in the national political scenario, contributing to the institutionalization of quilombola education. In order to understand what this normative context was, the authors highlight some important legislation such as:

- Law No. 10,639/03, - which makes the teaching of African and Afro-Brazilian history and culture mandatory in the school curriculum
- Decree No. 4,887/ 2003), - which regulated the titling of lands occupied by quilombola communities through normative guidelines;
- The creation of the Special Secretariat for Policies to Promote Racial Equality/SEPPPIR, in 2003; the publication of Resolution CNE/CP n° 1/2004, which defines National Curricular Guidelines for the Education of Ethnic-Racial Relations and for the Teaching of Afro-Brazilian and African History and Culture;
- The launch of the Brazil Quilombola Program, developed by SEPPPIR, in December 2004;
- The institutionalization of the Secretariat of Continuing Education, Literacy, Diversity and Inclusion/SECADI, in 2004, in which Quilombola School Education finds an institutional place for discussion (Carvalho; Castilho, 2015, p. 357).

This entire normative process starts to be re-imagined as a necessary possibility of implementing legislation with a concern for valuing Brazilian diversities. We will contextualize some from here.

Law n° 10.639/2003 (Brazil, 2003), when enacted, opened a new horizon of possibilities for the implementation of ethnic and racial issues in education, since it changed LDB n.9394/96, constitutionally guaranteeing the mandatory teaching of Afro-Brazilian and African History and Culture and more recently, among others, the National Curricular Guidelines for Quilombola School Education in Basic Education came to pedagogically guide and provide the protagonism of quilombola subjects and cultural practices in Brazilian educational processes (Brazil, 2012).

CNE/CEB Opinion No.: 16/2012 established the objectives of the National Curricular Guidelines for Quilombola School Education in Basic Education:

- I - Guide education systems and Basic Education schools in the Union, Federal District and Municipalities in the preparation, development and evaluation of their educational projects;
- II - Guide the processes of construction of normative instruments of education systems aiming to guarantee Quilombola School Education in the different stages and modalities of Basic Education, respecting its specificities;
- III - Ensure that quilombola schools and schools that serve students from quilombola territories consider the sociocultural, political and economic practices of quilombola communities, as well as their own teaching-learning processes and their forms of production and technological knowledge;
- IV - Ensure that the organization and management model of quilombola schools and schools that serve students from these territories considers the right to consultation and participation of the community and its leaders, in accordance with the provisions of ILO Convention 169;
- V - Raise the collaboration regime between the education systems of the Union, the States, the Federal District and the Municipalities in the provision of Quilombola School Education Quilombola School Education;
- VI - Ensure the right to Quilombola School Education for rural and urban quilombola communities, respecting history, territory, memory, ancestry and traditional knowledge;
- VII - Support the approach to quilombola themes in all stages of Basic Education, public and private, understood as an integral part of Afro-Brazilian culture and heritage, knowledge of which is essential for understanding Brazilian history, culture and reality.

In this context, the objectives highlighted in the Guidelines reinforce compliance with the right and guarantee quality education for all social actors, however, the history of invisibility of black people still generates the intensification of inequalities, discrimination and interferes with guaranteeing their right to education than in its exercise. Their belongings and identities are silenced in the face of the official education offered.

We emphasize that current educational policies with a racial focus not only meet the validation of constitutional precepts, but also ensure a civic school education that values diversity and cultural differences, which enables the political exercise of providing the same opportunities to all people, but also showing respect for differences.

Thinking about an education that prioritizes diversity, belonging and cultural identity marks as an essential foundation for complying with the guidelines for implementing Education for Ethnic-Racial Relations and Quilombola School Education in Basic Education, has been an exercise that is not only educational but also legal, precisely because of the paths aimed at making this education count and for prioritizing differentiated attention to the reality of these social groups, as we have previously highlighted.

Along this path, if the Law guarantees diversity, the school must promote the protagonism of racial and cultural differences. However, this guarantee has revealed to us that, historically, all the actions taken in educational legislation were not and are not sufficient to promote the same opportunities for all people, especially black people, as their implementation goes beyond the compliance with legal dictates and come up against the social commitment of those who directly work in school spaces, as this commitment is not always for an equitable education.

In other words, current legislation, even legally instituted, is not yet effective in breaking racial silencing within school practices. Many of these spaces still maintain effective educational practices anchored in homogeneous education and do not practice education that highlights differences and for those who are different, reiterating the historical exclusion of the Afro-descendant population from education.

When we analyse Resolution CEB/CNE n° 08/2012 and the National Curricular Guidelines for Quilombola School Education in Basic Education, it is noticeable that they prioritize a close look at the reality of Quilombola schools, precisely to meet the need to guarantee the effectiveness of an education citizen, of supplementary financing that supports access to adequate infrastructure, to curricula consistent with what is explained in the law 10,639/2003 and compliance with the constitutional precepts of “education for all”, but also with opportunities for all people.

If, on the one hand, this normative framework promotes the articulation of all current legislation to guarantee the same rights to education for black and Quilombola, indigenous, rural and riverside populations, we highlight that Quilombola School Education must be re-read from the perspective of its own dynamics, that is, to guarantee its effectiveness, whether in school spaces that offer regular formal education, or in schools with a differentiated pedagogical point of view, with a quilombola racial profile, it must be promoted, through its educational work, the positive visibility of the black population, combating racism, discrimination and prejudice through knowledge and awareness of everyone who makes up the school space, in addition to valuing belonging and identities, cultural brands and communities. This strengthens the right to education and the exercise of citizenship, promotes the understanding of cultural specificities, and the implementation of a Quilombola School Education referenced by the principles of equity.

Education from the perspective of equity provides students with an understanding of their private and collective individualities, an educational process of equal access with the same opportunities to learn and give new meaning to their knowledge without imposing

knowledge, combating all forms of prejudice, discrimination and inequalities that interfere with the right to education, constitutionally guaranteed.

Therefore, in addition to a normative legal framework to be followed, educational legislation must guarantee that quilombola communities have the same opportunities to access and remain in school education, offered throughout the national territory. We know that such a guarantee, as we have already shown, goes beyond official compliance with a given legislation; requires political will, constant exercise of understanding and appreciation of the identity belongings that are represented in the curricula and contents worked on, which is the backbone of educational proposals and a central concern of the school management of establishments that serve or are in a quilombola area and the appreciation of the sociocultural and economic context of quilombola communities.

In the words of Oliveira (2022, p. 1), quilombolas face a constant struggle to defend their territories and cultures; are threatened by different forms of violence and exploitation. They are not passive victims of this process, they are active subjects who resist and demand their rights. In view of this, Oliveira (2022) highlights that Quilombola territories are not only physical spaces, but also symbolic spaces, where the identities, memories, knowledge, cosmologies, religions of quilombolas are expressed, highlighting the plural meaning of knowledge, local doings and practices in ways of resisting, (re)affirming and valuing the identity and diversity of traditional communities. Such references need to encourage not only pedagogical practices, but also be a parameter for the creation and implementation of legislation.

Even though Quilombola School Education is legally recognized in Brazil, Miranda (2012) draws attention to the fact that, in Brazil, an education that prioritizes the different, black and quilombola people, has never been a priority in the Brazilian educational scenario. Corroborating this assertion, we add that, only since the beginning of the 2000s have we had the official implementation of legislation with a racial focus directing the paths of Brazilian education, but its implementation has been a trickle. Quilombola School Education, as a teaching modality, fits into this context of transformations.

With it, we were able to break with the historical stigmas that created an image of the black population based on subordination, reinforcing the universalizing idea that this population did not need to be included in the school system nor be protagonists of the stories or content studied.

In view this, it is worth highlighting that the existence of a legal framework for the inclusion of racial issues in national education does not fill the historical gaps that interfere in educational models and processes. Having a specific law does not guarantee its effective compliance nor the daily exercise of valuing diversity and racial, cultural and ethnic

differences in the school experience or in society itself. The legislation surrounding Quilombola School education is an evident example of the distance that still persists in the exercise of an education that is ethnically and racially referenced.

School education that reaches quilombos or quilombolas, in most cases, reinforces an educational process fostered in historical, cultural and identity distance that does not highlight the knowledge, practices and understanding that move quilombola communities. The school education received does not allow these communities to be seen, nor does it see the stories of their ancestors or those inherited by them. Everything that is taught comes from a vertical vision of education that places all people in the same cultural, social, economic and political scenario, which does not validate plural and civic education. What is taught remains incomplete and distant from the communities.

When we highlight the need for equitable education, driven by the PDDE, we take into account the reflections of Santos (2023), who draws our attention to the specificities of these spaces. According to him, in quilombo people are sharers, because there they practice sharing, exchange, cooperativism, strengthening their identity values and care for others. He highlights that this process is driven by affections, by shared experiences that come to fruition collectively and collaboratively, endorsing deeper relationships, bonds and connections.

Santos (2023, p.38), also reinforces the importance of collective identity value, highlighting that belonging is experience; and it is only made present when experienced among peers, in the place lived. In this way, we understand why there is a need for an education representative of quilombola values, as they are what feed the driving force that gives identity to the group.

Quilombola school education must be anchored in these values and not bring something standardized in a vertical way, as this will not meet the guiding principles of these communities, which is shared walking. Quilombola School Education advocates the need to value culture, traditions, orality, memory, ancestry, the world of work, aesthetics, struggles for land and territory (Brazil, 2012, p. 42).

CNE/CEB Opinion No. 2/2020 updates the National Curricular Guidelines for Quilombola School Education in Basic Education, reaffirming the place of the historical contribution of the black population to the country, reiterating that Quilombola School Education must highlight, in addition to the historical aspect, the identities, ancestral roots, the valorization of traditional knowledge and practices and that it is organized by the logic of

the guiding needs of these communities in relation to the narratives and representations that need to be updated and redefined (Brazil, 2020, p. 4).

Advances have also been achieved, meeting a set of regulations that connect to the guiding principles of a plural education aimed at those who are different. The recently created CNE/CEB Resolution No. 1, of October 17, 2024, establishes the National Operational Guidelines for Quality and Equity for Early Childhood Education. It reinforced several guidelines contained in the National Curricular Guidelines for Quilombola School Education in Basic Education (Brazil, 2012), however, some points highlighted in this document are essential for promoting equity in education, especially in children's education.

In its First Article, it is expressed what should be put into practice with the aforementioned resolution:

This Resolution establishes the Operational Guidelines for Quality and Equity for Early Childhood Education, which must be implemented throughout the national territory, taking into account the various dimensions proposed by the National Quality Parameters for Early Childhood Education, published by the Ministry of Education - MEC in the year 2024, through combined efforts by the Union, the States, the Federal District and the Municipalities, with the aim of guaranteeing all babies and children, from birth to 5 (five) years, access and retention in Early Childhood Education, as well as the quality and equity of the educational offer in terms of educational management, infrastructure and educational environments, pedagogical processes and other conditions that promote their learning and development. (Brazil, 2024, p. 1).

In Article 13, it is endorsed that the planning and implementation of actions and programs that encourage equity must consider:

I - the singularities and specificities associated with the modalities of indigenous school education, quilombola school education, bilingual education for the deaf, rural education and inclusive special education;  
II - the need to ensure the continuity of learning and development processes, based on the parameters established in the BNCC, in the curricular proposals of education systems and in the pedagogical proposals of educational institutions;  
III - attention to the development of the child's multiple languages and the commitment to intentional pedagogical investment in the processes of appropriation of reading and writing and development of orality, aimed at guaranteeing the human right to literacy and literacy; in accordance with item XI of article 4 of Law No. 9,394, of 1996; [...] (Brazil, 2024, p. 6).

In this way, the singularities that make up Quilombola School Education are reinforced in this Resolution, which leads us to understand the coexistence of a dialogue at the federal level that has provided for the fulfillment of requirements outlined by the current LDB, the Ten-Year Education Plan and the Law n.10.639/03, among others, as it reinforces the need to value the elements of identity, ancestry and traditional wisdom and the recovery of the history and culture of traditional communities.

The implementation of Quilombola School Education requires the participation and consultation of quilombola communities in decision-making processes. Such aspects must be part of the teaching-learning process within quilombola schools. This movement involves sharing of knowledge, sharing of knowledge, resizing of school knowledge that in most cases the traditional curriculum cannot meet, as the understanding of curriculum occurs in order to highlight a hierarchy of knowledge, framed within a perspective of knowledge universalizing, verticalized and without connections with the students' reality.

### **The Direct Money at School Program (PDDE) and strengthening equity in Public Education**

The PDDE, as already emphasized, is the Program responsible for transferring additional financial resources to Brazilian public schools. Recently, the Ministry of Education, through the FNDE, made official, through resolutions focusing on comprehensive education and the valorization of identity belonging, two new modalities of service with the transfer of resources via PDDE, which are: the School and Community Program – Proec (Resolution nº 16/2024) and PDDE Equity (Resolution nº 17/2024). The first focuses on actions aimed at establishing ties between the school, the family and the community, with the participation of students, education professionals and family members in taking attitudes and choices that encourage, through educational actions, the formation global communities, aiming to promote citizenship by combating violence, encouraging a culture of peace; democracy; and improving the quality of Brazilian public education (Brazil, 2024).

The PDDE Equity, very close to that proclaimed by Proec, allocates additional financial resources to public basic education schools, encouraging the improvement of the physical and pedagogical infrastructure of schools to guarantee the right to education for all students, overcoming educational inequalities and the promotion of diversity” (Brazil, 2024). The FNDE, by prioritizing attention to equity issues, provides visibility and encourages



diversity, through pedagogical actions focusing on ethnic-racial relations in regular schools and quilombola school education.

The FNDE (National Development and Education Fund), through Resolution No. 17/2024, provides for the guidelines, objectives and target audience for the resources transferred through PDDE Equity, focused on improving the infrastructure of schools with multifunctional resource rooms, water supply and sanitary sewage for remote access schools, pedagogical improvement with incentives for the implementation of education for ethnic-racial relations, and, in this process of inclusion, it also opens up the offer and promotion of “special education; bilingual for the deaf; of young people and adults; from the field; indigenous; and quilombola” (Brazil, 2024).

PDDE equity works as an aggregating program to reduce inequalities and approach themes that aim to achieve education that is more equitable. It presents very broad and generic directions, supporting the Basic PDDE guidelines given its breadth of coverage. Even if it does not bring innovations, it has social relevance, as it opens up gaps to meet the real needs experienced by the schools covered by these resources, since geographic, cultural and social specificities, even as exceptionalities need to be observed by the Program in addition to the bias of possible differentials for adhering to the Program. However, what about how to deal with the execution of resources taking into account these multiple specificities?

It is a path that needs to be followed at the level of the Ministry of Education and the FNDE itself, as it meets and expands adherence due to the specificities of the public served and the geographical location, among other aspects, but it does not meet or understand the difficulties in implementation and, consequently for accountability, when difficulties in accessing local commerce, large centers and the simple use of technology to send documentation are huge obstacles in implementing the Program.

The skein of difficulties needs to have its knots untied. Preliminarily we can say that some current actions lead to this. CNE/CEB Resolution No. 1, of October 17, 2024, by establishing national operational guidelines for quality and equity for early childhood education, in a way opens gaps for necessary modifications in the scope of the national PDDE policy, as it presents in its Article 23, the following:

Art. 23 - In the pedagogical proposals of Early Childhood Education institutions, the planning and organization of educational environments (reference rooms, internal and external courtyards, library, multipurpose rooms, cafeteria and others that are used for working with babies and

children) must guarantee: I - a diverse supply of toys, books and materials, representative of the diversity of childhoods and accessible to different disabilities, which favor the organization of work with learning and development rights, as well as different fields of experience; II - quality books and magazines, with diverse formats and genres, which cover topics of interest to babies and children of different ages and the diversity and specificities of the countryside, waters and forests; III - specific furniture for organizing environments for babies and children, preferably with natural/naturalized resources, as well as adapted to babies and children in special education for different activities (example: activities sitting, lying down, etc.); IV - airy and bright spaces, taking advantage of natural ventilation and lighting; safe, clean and healthy; V - sufficient space for the number of babies, children and adults, which allows them (including babies who are still crawling) to move around calmly and safely; and VI - external areas for coexistence, with shaded and sunny spaces and elements of nature (Brazil, 2024, p. 09).

If we assume that the implementation of Quilombola school education and the implementation of equity as a guiding element of pedagogical processes, whether in Early Childhood Education or Basic Education, both PDDE Básico and PDDE Equidade will provide additional financial support for the implementation of educational and improvement of school infrastructure to enforce this set of new guidelines recently implemented, as they converge towards a specific purpose, which is the redefinition of pedagogical practices aimed at valuing those who are different and the diversity that surrounds them. For this to actually happen, adjustments are needed.

## Conclusion

The PDDE Equity can even create changes in the breadth of public educational policies, but it needs adjustments on the core of process, as its implementation depends on the directive regulations of the PDDE Program, which also needs to be adjusted to guarantee real commitment to the implementation of the purpose for which it was created.

Why do we say that? We say because of the normative framework of PDDE uses the adherence-execution-accountability marked by the policies normative pattern. Even if eligibility criteria exists like those who look to attend the schools that weren't previously benefited, in regions or areas of greater social vulnerability, the path to be followed for the application of resources comes up against geographic issues of access to suppliers of goods and services with the same ease as schools that are in areas with better road communication.

The schools of Quilombola education show own didactic and pedagogical specificities. The manager needs to have the sensibility to understand that the Program execution guidelines aren't inflexible. If there is this understanding, the school can promote education for diversity, against social, racial and geographic vulnerabilities and by promoting the appreciation of identities and belongings that need to be guided by pedagogical actions and, ethnic, cultural and racial specificities of the schools covered, actions to be carried out with the additional financial resources from the PDDE may be incorporated.

If the law says that “acquisition of teaching materials and school furniture; purchase of accessibility items; hiring labor and services; learning assessment; implementation of a pedagogical project; and development of educational activities, aiming to implement the National Curricular Guidelines for each modality and theme”, these communities must facilitate activities to value local identity, promoting more equitable education. In addition to mitigating infrastructure or pedagogical problems with the transfers received.

The promotion of a diverse and plural education, the exercise of democracy are markers proposing changes in the scenario and compliance with the public educational policies created, however, we need a closer look at the school realities of the spaces that represent and require an education with positive visibility for racial issues. Encouraging changes to effectively serve the communities that the Program aims to serve is also provoking effective social commitment to education in states and municipalities, enforcing the constitutional right to an education for all that values diversity and encourages the active citizenship, having the PDDE as an ally for school management that is inclusive, equitable and active.

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