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EDUCATIONAL EQUITY: THE ROLE OF STUDENT RETENTION RIGHTS AND POLICIES IN HUMAN DEVELOPMENT

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INTRODUCTION

In almost a decade working within education policy, moving between basic education, higher education and working to prevent and combat intellectual negligence, I have had enough experiences to believe that actions that guarantee students' permanence in studies not only impact training academic and individual professional, but also contribute to the social and economic development of the territory in which they are located.

The right to education is a fundamental right guaranteed by the Brazilian Federal Constitution (BRAZIL, 1988). However, guaranteeing access and retention for students still faces challenges. The student retention policy is an important strategy to ensure the full exercise of this right and to combat dropout rates in education.

We are experiencing a situation of recessions in access to fundamental rights that can impede human development. This reality creates inequalities in access to education, harming the formation of a society based on equity and human emancipation. Therefore, investigating the student retention policy is essential to understand and propose solutions to these inequalities.

To the most critical socio-pedagogical thinking of the last decades we must have taken the analyzes of educational inequalities beyond the supposed intra-school and intra-system determinants, to the social, economic, political, cultural, gender, racial, ethnic, countryside, periphery determinants. Advancing to the determinations of patterns of power, work, accumulation, concentration-exclusion of land and income. We know more about how this set of historical inequalities conditions educational inequalities. Analyzes that are too uncomfortable for the peace of educational institutions that manage and formulate policies, evaluations and analyses. In recent decades we have made progress in showing these close relationships between inequalities. An extremely important advance. (ARROYO, 2010, page 1384) (sic)

In view of this, it is believed that student dropout directly affects the quality of teaching and indirectly the human development indices since the level of knowledge impacts power relations. Furthermore, actions that culminate in or contribute to school dropout are inefficient budgetary management practices for public policies, and abandonment of courses implies the loss of resources invested in these students' training and a reduction in socioeconomic and cultural diversity in academic spaces. The reduction in education also leads to a reduction in specialized labor and a precarious market.

To understand the student retention policy, with a focus on educational law, provides important support for the formulation of more efficient public policies. Based on evidence and the results of in-depth studies, it is possible to propose guidelines and recommendations that assist public managers in creating and implementing more effective and inclusive permanence policies.

Unfortunately, the culture of meritocracy that inhabits some discourses, in practice tends to be exclusive and not inclusive as the contemporary educational system must. Schools that favor students who already have greater cultural capital, that is, those whose families have economic, social and cultural resources to provide them with access to books, museums, educational trips, among other means of acquiring knowledge and developing cognitive skills.

[...] the structure of objective opportunities for advancement through the School conditions the dispositions towards the School and advancement through the School, dispositions that in turn contribute in a decisive way to defining the opportunities to have access to the School, to adhere to its standards and to be successful in them, and, consequently, opportunities for social advancement. (BOURDIEU; PASSERON, 2009, p. 190)

The stay of students at universities not only impacts their academic and professional training, but also affects the social and economic development of the country. Trained professionals contribute to innovation, economic growth and improving the living conditions of society as a whole. Therefore, understanding and analyzing the student retention policy is essential to promote sustainable development and social equity.

Certainly, the most necessary learning for students and educators, in this time of complexity and interdisciplinary intelligence, is to integrate what was dichotomized, reconnect what was disconnected, problematize what was dogmatized and question what was imposed as absolute truth. These are possibly the school's biggest tasks in this movement. (THIESEN, 2008, p. 552).

In short, this article will deal with the public policy of student retention, with a focus on educational rights, highlighting it as fundamental for understanding the challenges faced in the search for equity in access to education, as well as for the development of actions and policies that promote student retention.

The research adopted to prepare this article on public policy and educational law is Bibliographic Research.

Bibliographic review is the essential foundation of all scientific research. To boost progress in a given area of knowledge, it is essential to know in advance what has already been done by other researchers and identify the frontiers of knowledge in that specific domain. (Vianna, 2001). It is fundamental in delimiting the problem in a research project, providing an accurate view of the current state of knowledge on the topic, identifying its gaps and highlighting the contribution of research to the advancement of knowledge. (Lakatos and Marconi, 2010).

Through this methodological approach, we propose the synthesis and critical analysis of the information contained in academic literature regarding public policies in the field of education and their legal basis. The Review Research will enable a systematic mapping and examination of published studies, with the aim of identifying trends, gaps and convergences in the debates that permeate this intersection between public policies and educational law.

EDUCATIONAL LAW IN BRAZIL: LEGISLATION, PLANS AND CHALLENGES

Educational law is an area of great importance in Brazil, as it seeks to guarantee access and quality of education for all citizens. In Brazilian legislation, educational law is regulated mainly by the Federal Constitution of 1988 and by the Law of Guidelines and Bases of National Education (Law, number: 9,394/1996).

The Federal Constitution establishes education as a right for everyone and a duty of the State, guaranteeing equal conditions for access and permanence in school. Furthermore, the Constitution provides that education must be promoted with the collaboration of society, aiming at the full development of the person, the exercise of citizenship and qualification for work. (BRAZIL, 1988)

The National Education Guidelines and Bases Law (LDB) is the main legislation that governs the Brazilian educational system. It establishes the guidelines and bases for national education, from early childhood education to higher education. The LDB defines principles such as equal conditions for access and permanence at school, freedom to learn, teach, research and disseminate thought, in addition to the appreciation of education professionals. (BRAZIL, 1996)

Within the scope of educational law, it is also important to mention the National Education Plan (PNE), which establishes goals and strategies for the development of education in the country. The PNE lasts 10 years and seeks to promote universal access to education, the quality of teaching, the appreciation of education professionals, citizenship training

and the reduction of educational inequalities. (BRAZIL, 2014)

Until the closing of this document, the most recent research on education in Brazil is the 2021 Basic Education Development Index (IDEB), released by the National Institute of Educational Studies and Research Anísio Teixeira (INEP). (BRAZIL, 2022)



Ministry of Education

National Institute of Educational Studies and Research Anísio Teixeira

Regular Elementary Education - Initial Years

Educational indicators composed of: Approval Rate, SAEB and IDEB by education network - Brazil - 2021.

Brazil	Network	Approval Rate - 2021							SAEB Note - 2021			IDEB 2021 (N x P)
		1st to 5th year	1º	2º	3º	4º	5º	Yield Indicator (P)	Mathematics	Portuguese Language	Average Standardized Score (N)	
Brazil	Total	97,6	98,9	98,3	96,8	97,2	97,1	0,98	216,92	208,09	5,89	5,8
Brazil	State	97,8	98,6	98,5	96,8	97,9	97,4	0,98	219,49	211,31	6,00	5,9
Brazil	Municipal	97,2	98,9	98,1	96,2	96,6	96,5	0,97	210,88	202,63	5,68	5,5
Brazil	Public	97,3	98,9	98,2	96,3	96,8	96,7	0,97	210,05	201,43	5,64	5,5
Brazil	Private	99,1	98,9	99,1	99,1	99,2	99,2	0,99	250,45	240,58	7,12	7,1

Source: MEC/Inep.



Ministry of Education

National Institute of Educational Studies and Research Anísio Teixeira

Regular Elementary Education - Final Years

Educational indicators composed of: Approval Rate, SAEB and IDEB by education network - Brazil - 2021.

Brazil	Network	Approval Rate - 2021						SAEB Note - 2021			IDEB 2021 (N x P)
		6th to 9th grade	6º	7º	8º	9º	Performance Indicator (P)	Mathematics	Portuguese Language	Standardized Average Score (N)	
Brazil	Total	95,7	96,2	95,1	95,6	96,1	0,96	258,59	260,41	5,32	5,1
Brazil	State	95,8	96,8	95,4	95,7	95,6	0,96	254,05	256,64	5,18	5,0
Brazil	Municipal	94,7	94,9	93,7	94,5	95,7	0,95	249,15	252,38	5,03	4,8
Brazil	Public	95,2	95,7	94,5	95,1	95,6	0,95	252,04	254,88	5,12	4,9
Brazil	Private	98,6	98,8	98,5	98,5	98,7	0,99	292,22	288,83	6,35	6,3

Source: MEC/Inep.

Regular High School

Educational indicators composed of: Approval Rate, SAEB and IDEB by education network - Brazil - 2021.

Brazil	Network	Approval Rate - 2021						SAEB Note - 2021			IDEB 2021 (N x P)
		Total	1ª	2ª	3ª	4ª	Performance Indicator (P)	Mathematics	Portuguese Language	Average Standardized Score (N)	
Brazil	Total	90,8	91,1	89,3	92,3	87,8	0,90	270,85	275,89	4,62	4,2
Brazil	State	89,8	90,4	88,1	91,2	88,2	0,89	262,37	269,54	4,41	3,9
Brazil	Public	89,8	90,2	88,1	91,2	88,1	0,89	262,71	269,79	4,42	3,9
Brazil	Private	98,5	97,9	98,4	99,3	83,2	0,94	322,25	314,46	5,92	5,6

Source: MEC/Inep.

With the outbreak of the newly identified coronavirus (SARS-CoV-2) in December 2019 and the subsequent pandemic configuration that characterized the years 2020 and 2021, a myriad of challenges on a global scale were introduced. In the Brazilian national scenario, the first record of COVID-19 was made on February 26, 2020. Due to the epidemiological dynamics of the disease, which witnessed a sharp increase in the number of confirmed cases in March 2020, several Units of the Federation began implementing social distancing strategies and limiting in-person activities. (BRAZIL, 2022)

The measures to combat the new coronavirus led to the suspension of in-person public events that brought together a significant flow of people, as well as part of the economic activities and the regular functioning of educational institutions. However, even amid the suspension of face-to-face activities in schools, several education networks organized themselves to facilitate the continuity of pedagogical activities during the pandemic period. Although a diversity of pedagogical and health approaches has been adopted, it is undeniable that the pandemic directly impacted the full development of pedagogical activities, as well

as the participation and learning of students. (BRAZIL, 2022)

In light of the research “Educational Response to the Covid-19 Pandemic”, promoted by the National Institute of Educational Studies and Research Anísio Teixeira (Inep) in collaboration with education networks, in the years 2020 and 2021, it was evidenced that, in the In the first year of the pandemic, practically all educational institutions suspended their face-to-face activities (99.3%), with only a tiny proportion resuming classes in physical environments throughout the academic year (9.9%). On the other hand, during 2021, a significant portion of Brazilian schools (82.6%) chose to undertake hybrid or face-to-face activities at certain times during the school period. Worthy of note, with the aim of promoting face-to-face activities in the 2021 school year, the overwhelming majority of schools in Brazil (99.7%) implemented Covid-19 prevention and control measures, ranging from basic actions, such as the use constant use of masks (98%) and temperature monitoring (94.2%), to aspects related to the training of teaching staff (78.2%) and the optimization or expansion of the physical infrastructure of institutions (57.7%). (BRAZIL, 2022)

In 2020, Brazilian schools experienced an average of 279 days of suspension of face-to-face activities. Despite the progressive resumption of activities in physical locations, compared to other nations, Brazil continued to record a notable number of days dedicated to remote teaching. On average, the country experienced approximately 100 days of remote activities in the 2021 academic year, considering public and private educational institutions at different educational levels. Aiming to lessen the impact of the pandemic, schools unveiled pedagogical and management strategies that were implemented in the 2021 school year, among which the following stand out: active search as an instrument to combat school dropout (76.5%); the assessment of students' learning gaps (70.9%); offering classes or reinforcement activities (46.2%); the increase in the daily workload of face-to-face activities (5.7%); curricular reorganization with prioritization of skills and content (72.3%) and curricular complementation with an extension of the school day in the 2022 academic year (17.2%). (BRAZIL, 2022)

By knowing the context, public policies were essential to mitigate the damage. Public policy is a term used to refer to the actions and decisions taken by governments, at the local, state or national level, to solve collective problems and meet the demands of society in different areas, such as health, education, security, environment, among others. others.

Its laws and policies are the result of a complex system of social forces, of which public bureaucracy is just one. The State, therefore, is never autonomous; it reflects or expresses society. (...) The laws and policies that constitute the State itself, together with the apparatus that defines and guarantees them, express the way in which society wants to organize itself, how it wants to distribute power and wealth among its members – a 'want' that essentially depends on the social powers of those who want. (BRESSER-PEREIRA, 2007, 07p. and 10p.)

Therefore, public policies are created in response to problems and challenges faced by society, such as lack of access to basic services, social inequality, violence, environmental problems, among others. They are developed based on a complex process of analysis and diagnosis of the situation, considering economic, social, political and cultural aspects.

It is plausible, directional to propose and ratify public policies, linked to the identification by managers of the socio-territorial reality, which is how to know the expressions of the social issue present in a given geographic space. From this information, priority needs can be identified and objectives to be achieved can be established.

It can be said that public policy is a government management tool to meet the demands and needs of society, seeking to promote equitable development and improve people's quality of life. They are fundamental to building a more fair, egalitarian and sustainable society. Having a direct link with educational law, since Education is one of the main sectors in which the government acts to promote the human, social and economic development of a country.

I believe that public education policy is directly related to the tripod of social security. Let's see: social security is made up of the triad of health, social assistance and social security. In practice, security provides for the guarantee that the population has health conditions and access to services that provide adequate social conditions for those in need, due to their particularities, and social security ensures economic support for those who have reached the limit of your working life.

There is a consensus among these three instances on the need for permanent education, that is, they are in accordance with the maxim of Brazilian education law that brings the principle of training for

work and citizenship. Now, there is no way to guarantee health conditions if, in early childhood education, the first moment in which we interact with society is not oriented on personal hygiene, environmental sanitary conditions, food introduction and concepts of socio-environment and healthy relationships. Inserting these concepts into the minimum educational curriculum for children is the basis for building a citizen who has access to health in its broadest sense, encompassing physical, mental and social health, as described in Law 8080/90, which defines the Unified Health System.

The general skills of basic education encompass the appreciation and use of historical knowledge about the physical, social, cultural and digital world to understand reality, continually learn and contribute to a fair and inclusive society. Intellectual curiosity and an approach to science are exercised to investigate causes, develop hypotheses and solve problems.

Furthermore, appreciation of artistic and cultural manifestations, the use of different languages to express oneself and share information, as well as the ethical use of digital technologies are valued. The diversity of knowledge and cultural experiences is valued, allowing the understanding of relationships in the world of work and the exercise of citizenship with freedom and autonomy.

The ability to argue based on reliable information, promoting respect for human rights and the environment, is encouraged. Self-knowledge, care for physical and emotional health, empathy, dialogue, conflict resolution, cooperation and appreciation of diversity are also encouraged, acting with autonomy, responsibility, flexibility and resilience based on ethical, democratic and supportive principles.

Since human development is constant, the educational curriculum is also constant.

Early Childhood Education, as the first stage of Basic Education, plays a fundamental role in children's educational process. When they enter daycare or preschool, they often face the first separation from their family emotional ties to integrate into a structured socialization environment. In recent decades, the concept that associates care with education has been increasingly consolidated in Early Childhood Education. Care is seen as inseparable from the educational process. In this context, daycare centers and preschools aim to welcome the experiences and knowledge built by children in their families and communities, articulating them in their pedagogical proposals. This way, we seek to expand the universe of children's experiences, knowledge and skills, consolidating new learning and acting in a complementary way to family education. Especially in the case of the education of babies and very young children, which involves learning close to family and school contexts, such as socialization, autonomy and communication, dialogue and sharing of responsibilities between the Early Childhood Education institution and the family is essential to enhance children's development. Furthermore, the institution must value and work with the different cultures present in the community, dialoguing with the cultural richness and diversity of families. (BRAZIL, 2018)

This universe comprises bodily knowledge, aesthetic, emotional, playful and agonistic experiences, which are part of, but are not restricted to, the typical rationality of scientific knowledge that commonly guides pedagogical practices at school. Experimenting and analyzing different forms of expression that are not based solely on this rationality is one of the potentialities of this component in Basic Education. In addition to the experience, the effective experience of bodily practices gives students the opportunity to participate, autonomously, in leisure and health contexts. There are three

fundamental elements common to bodily practices: bodily movement as an essential element; internal organization (to a greater or lesser degree), guided by a specific logic; and cultural product linked to leisure/entertainment and/or body and health care. Thus, I understand that the triad of social security is at the basis of education policy, symbolically defined as the foundation of society's development in its dimensions of health, assistance and pensions. (...) During Elementary Education, research procedures in Human Sciences must contribute to students developing the ability to observe different individuals, situations and objects that bring to light social dynamics due to their own nature (technological, morphological, functional). Geography and History, throughout this stage, work on the recognition of the Self and the students' sense of belonging to family and community life. (BRAZIL, 2018, 213p.; 355p.)

In Elementary School I and II, by introducing the concepts of Brazilian history, students acquire knowledge about colonization and its impacts on contemporary times. When we see the basic geography, we understand the environmental and social differences between the different Brazilian states and, even, the different countries around the world. Here, children and adolescents are beginning to see how the State was formed and the reasons for defending social assistance.

These experiences, as pointed out, favor basic preparation for work and citizenship, which does not mean the early or precarious professionalization of young people or meeting the immediate needs of the job market. On the contrary, it presupposes the development of skills that enable students to insert themselves in an active, critical, creative and responsible way in an increasingly complex and unpredictable world of work, creating possibilities to make their life project viable and continue learning, in a to be able to adapt flexibly to new conditions of occupation or subsequent improvement. To this end, the school that welcomes young people needs to be

structured in such a way as to: guarantee the contextualization of knowledge, articulating the dimensions of work, science, technology and culture; enable students' access to the scientific and technological bases of production processes in the contemporary world, relating theory and practice – or theoretical knowledge to solving problems in social, cultural or natural reality; reveal the contexts in which different forms of production and work occur, their constant modification and updating in contemporary societies and, especially, in Brazil; provide a culture favorable to the development of attitudes, capabilities and values that promote entrepreneurship (creativity, innovation, organization, planning, responsibility, leadership, collaboration, future vision, risk-taking, resilience and scientific curiosity, among others), understood as essential competence for personal development, active citizenship, social inclusion and employability; and provide support for young people so that they recognize their potential and vocations, identify perspectives and possibilities, build present and/or future aspirations and goals for training and professional insertion, and develop an entrepreneurial, ethical and responsible attitude to navigate the world of work and the society in general. (BRAZIL, 2018, 465,466p.)

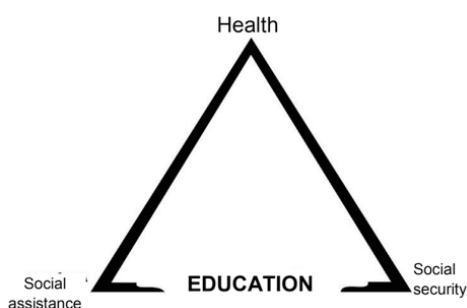
In high school, when we begin the introduction to biology, physics and chemistry, we are improving knowledge about physical health and health surveillance, getting to know the environment through content related to botany, chemical elements and physics applied to everyday life. Here, we understand how health can be positively or negatively impacted based on how human beings handle acquired knowledge. All subjects in high school revolve around the introduction to the field of work.

It is no coincidence that here we improve our writing and rhetoric, expand our knowledge of a foreign language, improve our reading and text comprehension, receive

an introduction to financial mathematics and learn about geography and contemporary world history. Here, the student is receiving a draft of what they will find in the field of work, which in turn will be directly linked to social security or its precariousness.

The education encompasses and takes upon itself the introduction of individuals to the minimum concepts of social security - health, social assistance and social security - so that at the end of the course they will have the basic knowledge for civic life.

Therefore, symbolically I see:



Where education is the basis for other social security policies to be efficiently implemented.

The right to education is internationally recognized as a fundamental right of every individual, and it is up to the State to guarantee equal and quality access to this right. Educational public policies are the means by which the government seeks to realize this right, through the formulation of guidelines, plans, programs and projects that aim to improve access to education, the quality of teaching, the training of professionals in the area, and the management of educational institutions.

Educational policies can cover several aspects, such as the creation of universities, public schools and the promotion of free education, the implementation of scholarship programs, the development of educational curricula, the training and training of teachers, the inclusion of people with disability, among others.

Furthermore, public educational policies also aim to reduce disparities and inequalities, ensuring that all individuals have equal opportunities and access to education, regardless of their socioeconomic origin, gender, race or geographic location.

The evaluation of educational policies is extremely important to verify whether the objectives are being achieved and whether the established goals are being met. It is essential to analyze the results of the policy in terms of improving access, advancing learning rates, expanding educational inclusion and improving school infrastructure, among other relevant indicators.

Thus, educational law and public policies complement each other, since access to the right to education depends on the implementation of public policies that guarantee access, quality and equity in education, taking into consideration, the needs and demands of the society in question. relation to education.

STUDENT PERMANENCE: PUBLIC POLICY, EDUCATIONAL LAW AND HUMAN DEVELOPMENT

In Brazil, in 2010, the PNAES was implemented in partnership between the Ministry of Education (MEC) and educational institutions, which receive resources from the federal government to offer services and benefits to students in socioeconomic vulnerability.

From the perspective of social equity, the National Student Assistance Program (PNAES) has as its primary objective to expand the conditions for young people to remain in federal public higher education. To this end, PNAES seeks to democratize access to higher education, minimizing the effects of social and regional inequalities on retention and completion of courses. (BRAZIL, 2010)

The program aims to reduce retention and dropout rates, in addition to contributing to

the promotion of social inclusion through education. The implementation of PNAES is guided by coordination with teaching, research and extension activities in federal higher education institutions, with a focus on serving students regularly enrolled in in-person graduation courses. (BRAZIL, 2010)

Student assistance actions, covering areas such as housing, food, transport, health, digital inclusion, culture, sport, daycare, pedagogical support and access for students with disabilities and high abilities, are fundamental to enabling equal opportunities and contributing to the academic performance of students, preventing situations of retention and dropout caused by financial difficulties. (BRAZIL, 2010)

The PNAES prioritizes assistance to students from the public basic education network or with a per capita family income of up to one and a half minimum wages. Federal higher education institutions are responsible for defining criteria and methodology for selecting beneficiaries, in addition to establishing requirements for the perception of student assistance and mechanisms for monitoring and evaluating the program. (BRAZIL, 2010)

The resources for the PNAES are transferred to federal higher education institutions, and the program's expenses are covered by budget allocations from the Ministry of Education or the institutions themselves, in accordance with the limits established in current budgetary and financial legislation. This way, PNAES plays an important role in the search for a more inclusive and egalitarian higher education, guaranteeing opportunities for students who face financial difficulties and come from different socioeconomic backgrounds. (BRAZIL, 2010)

The late 90s and early 2000s were marked by intense debates about the democratization of higher education in Brazil. During this

period, the expansion of access to higher education gained prominence, with the creation of programs such as the University for All Program (ProUni) and the Student Financing Fund (Fies). However, it was realized that, in addition to access, it was also important to guarantee adequate conditions for students' permanence and success.

In this sense, the creation of PNAES took place in response to the demands of student and social movements, which highlighted the need for student assistance policies as a way of reducing socioeconomic inequalities and promoting equity in higher education.

Furthermore, the PNAES is also based on international human rights protection treaties, of which Brazil is a signatory, which recognize the importance of student assistance as a guarantee of the right to quality education and equal opportunities.

Thus, Federal Decree 7,234/10 was created in 2010 as a result of a process of struggle and mobilization of students and social actors involved with the issue of student assistance. It represents an important milestone in the implementation of measures that aim to ensure the inclusion and retention of low-income students in higher education, contributing to the reduction of inequalities and the promotion of social justice in the field of education. (BRAZIL, 2010)

By offering financial and structural support to low-income students, we contribute to creating equal conditions so that all students can fully participate in the academic environment. This reduces socioeconomic disparities between students, ensuring that their opportunities for academic success are not limited by financial inequalities.

By enabling these students to complete their training, student retention helps them access better job opportunities in the future, breaking the cycle of inequality and poverty. Student retention is a key factor in promoting

social mobility, this means that they will have the opportunity to improve their living conditions, breaking socioeconomic barriers and contributing to the reduction of social inequality in Brazil.

The student permanence policy is not just limited to financial aid measures, student housing and food, but must be understood as a fundamental educational right. (...) student assistance permeates all areas of human rights, as it comprises actions that involve ideal health conditions, access to pedagogical tools for professional training, monitoring of special educational needs, in addition to basic needs of students, such as such as housing, food, transportation and financial resources. (FINATTI et al., 2007, p. 248)

In summary, student retention is extremely important for reducing social inequality in Brazil, as it offers opportunities for access to education, equal opportunities, social inclusion and promotion of social mobility. Investing in student retention policies is essential to guarantee a more egalitarian and fair society, where all individuals have equal chances of achieving educational and professional success, regardless of their socioeconomic origin, which in turn directly contributes to human development indices.

The United Nations Development Program (UNDP) is one of the main bodies that research the Human Development Index - HDI, which takes into consideration, indicators such as life expectancy (which is linked to quality of health), education and per capita income. capita (which is linked to functional stability and social security).

Based on published research, most developed countries have student retention policies that aim to facilitate students' access and retention in the educational system. These policies vary in terms of benefits offered, such as scholarships, grants, financial assistance, student housing, medical

assistance, transportation, and academic and psychological support.

The relationship between student retention and the increase in the Human Development Index (HDI) in Brazil is a complex and multifaceted issue. Education is one of the fundamental pillars for human development, and student retention is a factor that can influence positively or negatively in this regard.

When investing in student retention policies, it is possible to reduce obstacles and socioeconomic inequalities that can lead to school dropout and interruption of studies. By ensuring students remain in educational institutions, there is an increase in the course completion rate, which contributes to the formation of qualified human capital.

The increase in human capital, in turn, is directly related to the development of a country and the increase in HDI. The more people have access to quality education, they will also acquire the knowledge necessary for work and citizenship, therefore the greater the potential to contribute to the economic, social and human development of the country.

Despite the recognition of economic support actions, such as the payment of aid grants, the problem of permanence is far from being limited to the material dimension. The discussion developed is in line with sociological literature by highlighting the multidimensionality of the problem and the need for investments by universities in other forms of assistance such as pedagogical and psychological support and the symbolic insertion of students, especially those called "first generation", the first in their families to be able to enter higher education. (...) One of the biggest challenges is overcoming a limited vision that understands permanence as an extension of social assistance. The pedagogical dimension of the problem is often underestimated or left in the background to the detriment of actions aimed at financial aid. Despite this, it was possible to identify that pedagogical support policies have

gained more space in universities. Activities such as the construction of study programs, incentives for participation in research groups, scientific initiation, scientific events, internships and other activities central to the development of important skills and abilities have received attention (BORGES et al. 2022, page 73 and 74)

The implementation of student retention policies, which seek to promote equal opportunities in education, can contribute to increasing the HDI in Brazil, playing a crucial role in the growth of the economy in Brazil. It allows students to continue their studies at a higher level, acquiring the knowledge and skills necessary to occupy high-level positions in various economic sectors. This contributes to the development of qualified human capital, which is essential to boost productivity and innovation in the country.

Education plays a crucial role in the economic and social transformation of a country. Investing in quality education is investing in human development and training individuals to participate actively and productively in the economy. In addition to providing the skills needed for the job market, education also promotes social inclusion, reducing inequalities and creating opportunities for all citizens. Therefore, educational policies that seek to promote equitable access to education and guarantee the quality of teaching are fundamental to boost economic growth and build a more just and egalitarian society. (Martins, 2020, p. 27)

Student stay allows students to engage in research and innovation activities, contributing to the country's scientific and technological advancement. This is essential to boost the competitiveness and innovation capacity of Brazilian companies, generating sustainable economic growth.

To promote human development involves actions that consider both the economic and social aspects of a society. The creation of public policies that seek economic and social equity is essential to guarantee the well-being of all individuals and the sustainable progress of a nation. In this sense, measures such as reducing income inequalities, creating employment opportunities and universal access to basic services, such as health and education, are fundamental in the process of building a socially responsible economy focused on human development (Silva, 2019, p. 42)

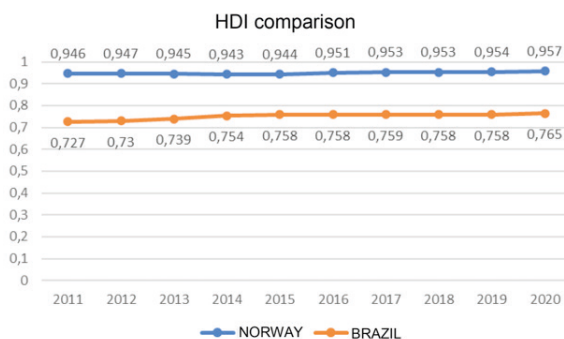
Student retention can also encourage an entrepreneurial spirit among students. By providing favorable conditions for students to develop their ideas and projects, support for student retention can generate an entrepreneurial culture and encourage the creation of new businesses and startups, which are important drivers of the economy.

In summary, student retention is fundamental to the growth of the Brazilian economy, as it contributes to the development of human capital, reduction of social inequalities, stimulation of research and innovation, and promotion of entrepreneurship.

Student retention at all levels is fundamental to overcoming poverty. Investing in the inclusion of people is an essential strategy to combat inequality of opportunities and achieve a fairer society. Early, quality interventions, like preschool education and social-emotional programs, level the playing field by equipping children with skills needed for future success. This smart investment can generate substantial returns, improving productivity, reducing social costs and strengthening social cohesion, ensuring a brighter future for all. (HECKMAN, 2018)

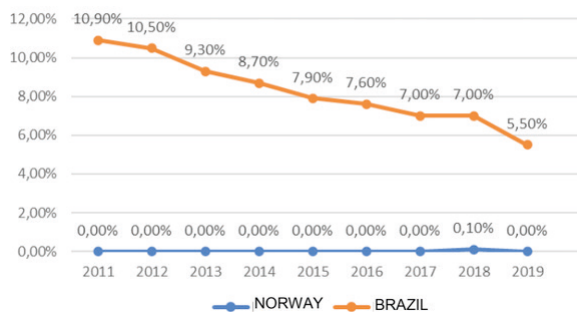
A BRIEF COMPARISON OF STUDENT PERMANENCE AND HUMAN DEVELOPMENT IN THE COUNTRY

According to the latest United Nations Human Development Report (2020), the countries with the highest Human Development Indexes (HDI) are Norway, Switzerland, Ireland, Germany and Hong Kong, China (Special Administrative Region). Norway, an independent nation since 872, has gone through a long process of political and territorial formation, standing out for student retention policies, such as the Student Loan and Aid Fund and the Norwegian Government Scholarship program. With a diversified economy and high employment rate, Norway prioritizes social well-being. On the other hand, Brazil currently has an HDI of 0.758, with inequalities in income distribution, access to education and health care. In the global HDI ranking, Brazil occupies 84th position among 189 countries evaluated in 2020, however in the last decade Brazil has sought to improve these numbers as shown in the following graphs.



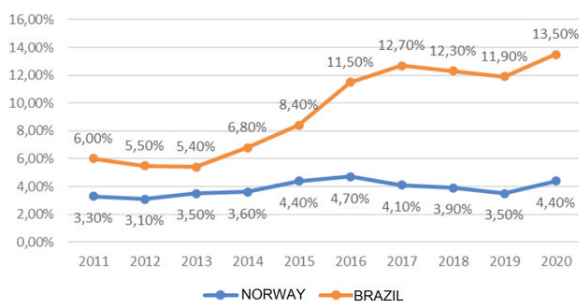
Sources: <https://pt.countryeconomy.com/demografia/idh/brasil>;
<https://pt.countryeconomy.com/demografia/idh/Norway>

ILLITERACY RATE



Sources: <https://agenciadenoticias.ibge.gov.br/>; <https://www.ssb.no/en/statbank/table/09429/tableViewLayout1/>;
<https://www.ssb.no/en/utdanning>

UNEMPLOYMENT RATE



From the analysis of the graph, it is understood that the right to education is extremely important for the human development of a country. During the last decade, both Brazil and Norway managed to keep their Human Development Indexes (HDI) stable, which may be linked to the fact that illiteracy rates have declined, which may indicate advances in educational policies in both countries.

In Brazil, the scenario still presents challenges to be overcome. Although we have made progress in reducing illiteracy over the years, we still have a considerable rate of people without access to basic education. Furthermore, the increase in the unemployment rate in recent years highlights the importance of investing in education and vocational training to improve labor market conditions and boost the economy.

Between 2011 and 2016, we observed that there was a process of overcoming the educational deficit, which had a positive effect on curbing the increase in unemployment and in 2017 having the lowest levels of unemployment among the years analyzed.

The high unemployment rate present in 2020, despite the decrease in the illiteracy rate in 2019, is believed to be due to COVID-19, where the educational system can be restructured through distance learning, while the job market work was affected by social distancing, facts that probably guaranteed the maintenance and even increase of the HDI in 2020.

Observing Norway, it is clear how investment in education has significant positive impacts. The relatively low unemployment rate and low illiteracy rate in Norway are reflections of the population's commitment to educational training. Student retention and financial assistance policies have enabled Norwegians to have access to quality education, which, in turn, opens doors to opportunities in the job market.

The data presented reinforce the idea that access to education is a key factor for human and social development. Norway is an inspiring example of how continued investment in education can raise the HDI, reduce unemployment and practically eliminate illiteracy.

The data presented reinforce the idea that access to education is fundamental for human and social development. Meanwhile, the development of education policy in Brazil, driven by specific legislation and government programs since 1934, seeks to promote equal access to education in the country, facing contradictions in advances and challenges over the years.

The development of education policy in Brazil has been driven by specific legislation and government programs, which aimed

to help low-income students, including accommodation and food, until today, several legal frameworks and programs have been established to promote equal access to education in the country.

The 1970s were marked by the creation of the National Student Assistance Program Grant (PNAES), initially provided for through Law Number: 6,494/1977, providing financial support to low-income students in higher education institutions. Subsequently, in 1998, Law Number: 9,394/1996 regulated the National Student Food Program (PNAE), guaranteeing the provision of quality school meals in basic and higher education institutions.

At the beginning of the 21st century, new programs were established to expand access to education for low-income students. Law Number: 10,881/2004 created the University for All Program (ProUni), which offers full and partial scholarships at private higher education institutions. In 2005, the federal government established the Student Assistance Program (PAE) through Decree Number: 5,788/2006, designed to increase the permanence and completion of studies by low-income students at federal higher education institutions.

In 2007, through Decree Number: 7,234/2010, the Permanence Grant Program (PBP) was created, with the aim of providing monthly financial assistance to indigenous, quilombola and socioeconomically vulnerable students in federal higher education institutions.

A significant milestone in Brazilian education policy was the promulgation of Law Number: 12,711/2012, known as the Quota Law, which established racial and social quotas for entry into federal universities and federal education institutes across the country, seeking to promote the inclusion of historically marginalized groups.

Currently, Brazil continues to invest in student retention policies, such as PNAES, ProUni, PAE and PBP, with the aim of ensuring equal access and retention of low-income students in the country's higher education institutions. Furthermore, emergency actions during the Covid-19 pandemic were also implemented to try to mitigate the negative impacts on education.

Despite the advances achieved, education policy in Brazil still faces significant challenges, such as improving the quality of basic education, reducing school dropouts and the search for more resources to improve teaching and training of education professionals. The continued commitment to investing in and improving the educational system is essential for the country's social and economic development.

CONCLUSION

Throughout this document, it was possible to see the importance of expanding public policies in the area of education to guarantee the educational rights of all citizens. In this sense, one of the fundamental ways to ensure access and retention of individuals at school is through the implementation of retention policies.

Guaranteeing educational rights is not just limited to the opportunity to enter school, but also involves ensuring adequate conditions so that students can remain and complete their studies satisfactorily. Permanence policies cover a series of strategies that aim to offer the support and resources necessary for students to overcome obstacles and face adverse situations throughout their educational journey.

By expanding these retention policies, it is possible to provide an inclusive and welcoming environment for all students, regardless of their socioeconomic origin, race, gender or any other characteristic. Access to financial

support programs, scholarships, school transport, adequate food, student housing and psychological and social support are examples of measures that can be implemented to promote students' retention in school.

Furthermore, it is necessary to invest in the qualification of education professionals, offer continuing training and structure a school curriculum that is inclusive and significantly stimulates learning. Creating spaces for dialogue and student participation is also essential for them to feel valued and engaged in their own education.

It is important to emphasize that the expansion of permanence policies must not only be seen as a social investment, but also as a driving factor for the economic and social development of a nation. Studies show that countries that invest in public education policies have greater potential to achieve and maintain sustainable development, based on the knowledge and training of their population.

The need to expand public policies in the area of education is evident, especially through the implementation of permanence policies, to guarantee the educational right of all individuals. It is the responsibility of the State and society to promote an inclusive environment conducive to learning, offering material, psychosocial and pedagogical support to students. Only this way will it be possible to build a more egalitarian society prepared to face the challenges of the 21st century.

It can also be concluded that education plays an extremely important role in guaranteeing social security and improving the Human Development Index (HDI) in the Brazilian context. This prerogative is based on intrinsic foundations of educational science that are anchored in the transformative potential of knowledge and the capacity for empowerment that the educational process confers on individuals.

When we delve into the complexities of this topic, we see that investment in education acts as an essential driver in promoting a fairer and more equitable society. The establishment of a quality educational system reveals equal opportunities for the entire community, promoting social inclusion and upward mobility, regardless of their socioeconomic background.

Furthermore, education plays a central role in forming a healthy and conscious population. The dissemination of knowledge in health, hygiene and nutrition promotes a better-informed society, capable of making conscious decisions regarding its own health and well-being. This aspect results in a more resilient population and a reduction in health service costs, directly impacting the improvement of HDI indicators.

In the economic field, investing in education has undeniable benefits. The formation of highly qualified and talented human resources is a key factor for economic growth and promoting the competitiveness of organizations. A qualified student body

enhances innovation, entrepreneurship and productive efficiency, favoring the country's economic progress and increasing its power to attract investment.

Education transcends its economic function and reinforces the concept of full citizenship. Educated and educated citizens are more likely to engage actively and responsibly in the political and social life of the country, contributing to the construction of a solid and participatory democracy.

In summary, we can state that education emerges as the primary foundation for achieving social security and boosting the Human Development Index in Brazilian territory. Its transformative potential acts to mitigate inequalities, promote health and well-being, foster economic development and empower citizens to participate fully and meaningfully in society. Therefore, investing in education, based on research and evidence, represents a moral and strategic imperative for building a prosperous, inclusive and sustainable nation.

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