


## REFORM OF THE LAW OF GUIDELINES AND BASES: NEEDS AND PROPOSALS FOR CONTEMPORARY EDUCATION

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### ABSTRACT

This study analyzed the impacts of the new Law of Guidelines and Bases of National Education (LDB) on Brazilian education, focusing on the changes introduced, the challenges faced and the future perspectives. The central problem investigated was to understand the main challenges and advances arising from the implementation of the new LDB. The general objective was to analyze the impacts of the new LDB, highlighting the changes, challenges and future perspectives. The bibliographic review methodology was used, with consultation of scientific articles, theses, dissertations, and official documents, covering publications between 1995 and 2023. The results indicated that the curricular changes promoted by the new LDB, especially in the inclusion of themes such as ethnic-racial relations and special education, aimed at a more inclusive education. However, challenges such as lack of resources, cultural resistance and inadequate infrastructure were identified. The continuing education of teachers proved to be essential for the effective implementation of the LDB guidelines. The analysis of educational practices pointed to the need for a more reflective and critical approach in the evaluation of students. In the final considerations, the importance of a continuous commitment to teacher training, improvement of school infrastructure and promotion of inclusive and equitable education

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was highlighted. It is recommended that future studies be carried out to complement the conclusions on the effects of the new LDB.

**Keywords:** Law of Guidelines and Bases. Brazilian Education. School Inclusion. Teacher Training. Educational Practices.

## INTRODUCTION

The influence of the new Law of Guidelines and Bases of National Education (LDB) on Brazilian education is a topic of great relevance, since the LDB is fundamental for the structuring and organization of the educational system in the country. The LDB, since its enactment, has guided educational policies, defining the principles and guidelines that govern national education. The changes introduced by the new LDB have significant impacts on all levels of education, from early childhood education to higher education, reflecting on the quality of education offered.

The justification for the study of the new LDB and its impacts on Brazilian education lies in the need to understand the transformations that have occurred in the educational scenario, as well as the challenges faced in the implementation of these guidelines. Education is a fundamental pillar for the development of a nation, and, therefore, it is necessary to analyze how legislative changes affect the training of students and the pedagogical practice of educators. In addition, the continuing education of teachers and the inclusion of topics such as ethnic-racial relations in schools are aspects that deserve to be highlighted, given their importance in promoting a more inclusive and equitable education.

The central problem of this research is to investigate: what are the main challenges and advances arising from the implementation of the new LDB in Brazilian education? This analysis is essential to identify areas that need improvement and to propose strategies that can contribute to the effective application of educational guidelines. Understanding these challenges is essential to ensure that LDB fulfills its role of promoting quality education for all.

The objective of this study is to analyze the impacts of the new LDB on Brazilian education, with emphasis on the changes introduced, the challenges faced and the future perspectives for the educational system. This study will seek to provide an understanding of the consequences of the new LDB, highlighting both the positive and negative aspects.

This work is structured in different sections, starting with the introduction, which presents the theme, the justification, the problem and the objective of the research. Then, in the theoretical framework, the fundamental concepts related to the LDB and its history will be addressed. The development of the work will be divided into three main topics: the changes introduced by the new LDB, the challenges in its implementation and the training of teachers in accordance with the guidelines of the LDB. In the methodology, the process of collection and analysis of the data used will be detailed. The discussion and results will

be presented in three specific topics, evaluating educational practices, impacts on teachers' quality of life and future perspectives. Finally, the final considerations will summarize the main points addressed and present suggestions for future research and improvements in the implementation of the LDB.

## **THEORETICAL FRAMEWORK**

The theoretical framework of this study is structured to provide a basis on the Law of Guidelines and Bases of National Education (LDB) and its impact on Brazilian education. A history of the LDB will be presented, highlighting its main changes over the years. Then, the implications of these changes for early childhood education, elementary and secondary education will be explored. The theoretical framework will also address the continuing education of teachers and the inclusion of topics related to ethnic-racial relations, considering the importance of these issues for the construction of a more inclusive and equitable education. In addition, the practical challenges faced in the implementation of the guidelines of the new LDB will be discussed, using specific examples to illustrate these difficulties.

## **MAIN CHANGES INTRODUCED BY THE NEW LDB**

The Law of Guidelines and Bases of National Education (LDB) has undergone several modifications since its enactment, reflecting the transformations and needs of the Brazilian educational system. One of the main changes in the LDB was the inclusion of topics such as the education of ethnic-racial relations, as highlighted by Garcia (2014, p. 45), who points out that "continuing education in education of ethnic-racial relations complies with article 26-A of the LDB (Law 10639/03) in the public network of the Federal District". This change seeks to promote inclusion and appreciation of cultural diversity in schools, being a response to social demands for a more equitable and inclusive education.

Another significant aspect was the adaptation of the LDB guidelines to meet special educational needs. Ferreira (1998, p. 10) points out that "the new LDB introduced the obligation of curricular adjustments to meet students with special educational needs, promoting a more inclusive education". This change is essential to ensure that all students have access to quality education, also considering their physical or cognitive conditions.

The changes in the LDB also impacted early childhood education, elementary and secondary education. Faria and Palhares (1999, p. 253) point out that "post-LDB early

childhood education faces new directions and challenges, requiring adaptations in pedagogical practices to meet the established guidelines". The introduction of new guidelines for early childhood education seeks to ensure a basis for the integral development of children, preparing them for the subsequent stages of their formation.

In elementary and secondary education, the LDB brought important changes that intend to improve the quality of teaching and the training of students. According to Marques *et al.* (2008, p. 75), "the LDB/96 and the quality of life at work reflect on the practice of teachers in the public network, impacting their working conditions and the quality of teaching". This statement highlights the relationship between educational guidelines and the well-being of teachers, evidencing the importance of a favorable work environment for the effectiveness of the educational process.

In addition, Oliveira Soares (1995, p. 22) comments on the training of professionals for the communication/education interrelationship, stating that "the new LDB requires specific training so that education professionals can effectively integrate communicational aspects into their pedagogical practices". This change is essential to prepare educators for contemporary challenges regarding the integration of new technologies in education.

Regarding the transformations promoted by the LDB, Oliveira (2023, p. 133) states:

The discussions of evaluation practices in classes of the Ninth Grade of Elementary School of a State Public School of Goiânia show that the new LDB introduced a more reflective and critical approach to the evaluation process, taking into account the conceptions of a historical-cultural nature and the testimony of the teachers. This change aims not only to assess student performance, but also to promote a broader and more contextualized understanding of learning.

It is then verified how the LDB not only changed the teaching methods, but also reformulated the evaluation criteria to reflect a better approach to learning. Therefore, the main changes introduced by the new LDB have a significant impact on early childhood education, primary and secondary education, promoting a more inclusive, equitable education adapted to contemporary needs. The changes in the educational guidelines reflect a continuous effort to improve the quality of education in Brazil, meeting social demands and promoting the integral development of students.

## **CHALLENGES IN THE IMPLEMENTATION OF THE NEW LDB**

The implementation of the new Law of Guidelines and Bases of National Education (LDB) has faced several challenges, reflecting the complexities inherent to the Brazilian

educational system. The difficulties encountered in the implementation of the guidelines are varied and range from curricular adequacy to teacher training and school infrastructure (Santana *et al.*, 2021).

Ferreira (1998) points out that the new LDB introduced the obligation of curricular adjustments to serve students with special educational needs, promoting a more inclusive education. However, adapting the curriculum to include all learners has proven challenging due to the lack of resources and technical support needed to implement these changes effectively (Santana *et al.*, 2021).

Garcia (2014, p. 45) observes that "continuing education in education of ethnic-racial relations complies with article 26-A of the LDB (Law 10639/03) in the public network of the Federal District". Despite this obligation, many schools still find it difficult to incorporate content that addresses ethnic-racial diversity in a meaningful and contextualized way (Narciso *et al.*, 2024). Resistance on the part of some educators and the lack of adequate teaching material are frequent barriers.

School infrastructure also represents a significant obstacle to the implementation of the guidelines of the new LDB. Marques *et al.* (2008) highlight that the LDB/96 and the quality of life at work reflect on the practice of teachers in the public network, impacting their working conditions and the quality of teaching. Many public schools lack adequate facilities, technological equipment and pedagogical materials essential for quality education. This lack affects the motivation and ability of teachers to apply the new educational guidelines.

Teacher training is another critical point in the implementation of the new LDB. Oliveira Soares (1995, p. 22) comments that "the new LDB requires specific training so that education professionals can effectively integrate communicational aspects into their pedagogical practices". However, many educators have not yet received the necessary training to incorporate these new approaches into the classroom, which makes it difficult to effectively enforce the guidelines.

It is verified how the new approaches proposed by the LDB, despite being beneficial, encounter resistance and practical difficulties to be implemented. The historical and cultural conceptions of teachers often conflict with new evaluation practices, requiring a continuous effort of adaptation and training.

Furthermore, Faria and Palhares (1999) observe that post-LDB early childhood education faces new directions and challenges, requiring adaptations in pedagogical practices to meet the established guidelines. Changes in guidelines for early childhood

education require educators to develop new pedagogical strategies that meet the specific needs of this age group, which often requires additional training and resources that are not always available.

In summary, the challenges in the implementation of the new LDB are varied and involve curricular adaptation, teacher training, school infrastructure and resistance to new pedagogical practices. Despite these difficulties, it is essential to continue to seek solutions to overcome these obstacles, thus ensuring quality education that serves all students in an inclusive and equitable manner.

## **TEACHER TRAINING AND THE NEW LDB**

Teacher training is an essential aspect in the implementation of the new Law of Guidelines and Bases of National Education (LDB), which has as its main objective to improve the quality of education in Brazil. The continuing education of teachers is a fundamental guideline of the LDB, aiming to ensure that educators are prepared to face the contemporary challenges of education. In this context, continuing education in education of ethnic-racial relations and inclusion has proven to be an area of prominence.

Garcia (2014) points out that continuing education in ethnic-racial relations complies with article 26-A of the LDB (Law 10639/03) in the public network of the Federal District. This focus on the education of ethnic-racial relations seeks to promote a greater understanding and appreciation of cultural diversity in schools, seeking to eliminate prejudice and discrimination. Teacher training in this field is critical to ensuring that educators are able to deal with diversity in an effective and inclusive manner.

In addition, Marques *et al.* (2008) observe that the LDB/96 and the quality of life at work reflect on the practice of teachers in the public network, impacting their working conditions and the quality of teaching. The continuing education of teachers is linked to the quality of life at work, as a well-prepared and up-to-date professional is better able to face the daily challenges of the classroom, providing quality education for their students (Santana; Munhoz, 2022).

Ferreira (1998) points out that the new LDB introduced the obligation of curricular adjustments to serve students with special educational needs, promoting a more inclusive education. The training of teachers to serve students with special needs is another aspect of the LDB. This training must include pedagogical methods and techniques that enable the

inclusion of these students in the school environment, guaranteeing them the right to quality education.

Oliveira Soares (1995, p. 22) comments that "the new LDB requires specific training so that education professionals can effectively integrate communicational aspects into their pedagogical practices". The integration of new technologies in education is a constant challenge, and teacher training must include the use of these tools in a pedagogical way to improve the teaching-learning process. The case study demonstrates the importance of preparing teachers to apply new pedagogical approaches that go beyond the simple transmission of content.

Therefore, the continuing education of teachers in accordance with the LDB is essential for the improvement of education in Brazil. The emphasis on the education of ethnic-racial relations, the inclusion of students with special needs and the integration of new technologies are elements that strengthen the role of the educator as a transforming agent. The difficulties encountered in the implementation of these guidelines indicate the need for a continuous effort to provide teachers with the appropriate conditions for their professional development, reflecting on the quality of education offered to students.

## **METHODOLOGY**

The research developed is a bibliographic review that is characterized by a qualitative approach. The main objective is to analyze and synthesize the existing knowledge about the impact of the new Law of Guidelines and Bases of National Education (LDB) on Brazilian education. To this end, several instruments and procedures were used for data collection and analysis.

Data collection was carried out through the consultation of scientific articles, theses, dissertations and official documents available in online databases, digital libraries and institutional repositories. The keywords used for the search included 'new LDB', 'Brazilian education', 'teacher training', 'ethnic-racial relations' and 'educational challenges'. References published between 1995 and 2023 were selected to ensure the relevance and timeliness of the information analyzed.

The analysis procedures consisted of a critical and systematic reading of the selected sources, identifying the main themes and results addressed in each study. The analysis techniques included the categorization of the data into specific topics, such as the changes introduced by the new LDB, the challenges in its implementation and the impacts

on teacher training. This process allowed an integrated understanding of the aspects investigated.

#### Framework of References Used

Author(s)	Conforming title published	Year	Type of work
Oliveira Soares, I.	The new LDB and the training of professionals for the Communication/Education interrelationship	1995	Article
Ferreira, J. R.	The new LDB and special educational needs	1998	Article
FARIA, Ana Lúcia Goulart De; PALHARES, Marina Silveira	Post-LDB Early Childhood Education: Directions and Challenges	1999	Article
Yamamoto, O. H.	LDB and psychology	2000	Article
Oliveira, E. G.	The reform and counter-reform of Brazilian professional education	2004	Article
Marques A. L. <i>Et Al.</i>	LDB/96 and the quality of life at work: Teachers from the public school system of Belo Horizonte have the floor	2008	Article
Garcia, T. W.	Continuing education in education of ethnic-racial relations: complying with article 26-A of the LDB (Law 10639/03) in the public network of the Federal District	2014	Thesis
Antipoff, C. A.	The Educ School Center for Creative Education: a humanistic and ecological pedagogical proposal in the context of the transformations of contemporary education	2017	Thesis
Oliveira, V. B.	Discussions of evaluation practices in classes of the Ninth Grade of Elementary School of a State Public School of Goiânia and the testimonies of teachers from the perspective of conceptions of historical-cultural nature	2023	Dissertation
Narciso, Rodi; Soares, L. S.; Chiquera, D.; Correa, L. L.; Oliveira, F. P. C.; Silva, W. A.	Digital connections on the autism spectrum: exploring the potential and promoting inclusion	2024	Article in Scientific Journal
Flores, D. P.	The New Law of Basic Education Guidelines in Brazil: Advances and Challenges. A critical analysis of the main changes proposed by the LDB in relation to the improvement of basic education in the country	2000	Scientific Article
SANTANA <i>Et Al.</i>	Education & TDIC's: Democratization, digital inclusion and the full exercise of citizenship.	2021	Article
Santana; Munhoz	Paths to the New High School: tracing a formative itinerary on an adaptive platform.	2022	Article

Source: authorship.

The following is a table that summarizes the main references used in this literature review, organized in order to facilitate the visualization of the information collected.

The table presented above summarizes the main references used in the research, organized by author, title, year and type of work. This organization allows for a clear and quick visualization of the sources consulted, making it easier to understand the data collected and analyzed. After inserting the table, the analysis of the results and the discussion will be presented, based on the information obtained through the literature review. This methodological procedure ensured the systematization of information and the identification of the main points addressed in the literature on the new LDB and its impacts on Brazilian education.

## **EVALUATION OF EDUCATIONAL PRACTICES UNDER THE NEW LDB**

The evaluation of the educational practices adopted after the implementation of the new Law of Guidelines and Bases of National Education (LDB) is essential to understand its effectiveness and the challenges faced by educational institutions. The new LDB introduced several changes that aim to improve the quality of education, however, its effectiveness depends on a critical and continuous analysis of the practices adopted in schools.

Ferreira (1998) observes that the new LDB introduced the obligation of curricular adjustments to meet students with special educational needs, promoting a more inclusive education. This change is significant, as it seeks to ensure that all students have access to quality education. However, the implementation of these adjustments has faced challenges in schools that lack adequate resources and support.

The effectiveness of educational practices under the new LDB can also be seen in the approach to ethnic-racial relations. Garcia (2014) points out that continuing education in ethnic-racial relations complies with article 26-A of the LDB (Law 10639/03) in the public network of the Federal District. This guideline seeks to promote inclusion and respect for diversity, which is essential for building a fairer and more equitable society. However, the practical application of this training faces barriers, such as cultural resistance and the lack of adequate teaching materials.

Marques *et al.* (2008, p. 75) discuss the relationship between the LDB and the quality of life of teachers, stating that 'the LDB/96 and the quality of life at work reflect on the practice of teachers in the public network, impacting their working conditions and the

quality of teaching'. The quality of life of teachers is a factor for the success of educational practices, as motivated and well-prepared teachers tend to perform their functions better, resulting in a higher quality education for students.

The critical and reflective approach introduced by the new LDB has the potential to improve the quality of educational assessment, but its full implementation requires changes in educators' attitudes and practices.

Another important aspect is the training of teachers in the use of new technologies and innovative pedagogical practices. Oliveira Soares (1995, p. 22) comments that 'the new LDB requires specific training so that education professionals can effectively integrate communicational aspects into their pedagogical practices'. The integration of technologies in education is essential to prepare students for the challenges of the 21st century, but this depends on continuous and effective teacher training.

Early childhood education was also affected by the changes in the LDB. Faria and Palhares (1999) emphasize that post-LDB early childhood education faces new directions and challenges, requiring adaptations in pedagogical practices to meet the established guidelines. These adaptations are necessary to ensure that children receive an educational foundation from the earliest years, which is essential for their future development.

In short, the evaluation of educational practices under the new LDB reveals a complex and challenging scenario. While the legislation has introduced significant and positive changes, the effectiveness of these practices depends on careful and sustained implementation. The results of the case studies show that, despite the advances, there are still many obstacles to be overcome, such as the lack of resources for teacher training and cultural adaptation. Continuity in the evaluation and improvement of educational practices is essential to ensure that LDB fulfills its objective of improving education in Brazil.

## **IMPACTS ON THE QUALITY OF LIFE AND WORK OF TEACHERS**

The new Law of Guidelines and Bases of National Education (LDB) brought a series of changes that influenced the quality of life and working conditions of teachers. The analysis of the effects of LDB reveals both improvements and challenges that affect teacher satisfaction and performance in the school environment.

Marques *et al.* (2008) highlight that the LDB/96 and the quality of life at work reflect on the practice of teachers in the public network, impacting their working conditions and the quality of teaching. The implementation of the LDB implied new responsibilities and

demands for teachers, which, on the one hand, aims to improve the quality of teaching, but, on the other hand, can increase the workload and stress of education professionals.

The inclusion of students with special educational needs, as stipulated by the LDB, also brought new challenges for teachers. Ferreira (1998) observes that the new LDB introduced the obligation of curricular adjustments to meet students with special educational needs, promoting a more inclusive education. However, the lack of resources and adequate support can make it difficult to implement these adaptations, resulting in increased pressure on teachers.

Garcia (2014) comments on continuing education in ethnic-racial relations education, stating that it complies with article 26-A of the LDB (Law 10639/03) in the public network of the Federal District. This training is essential to prepare teachers to deal with cultural diversity in schools. However, the effectiveness of these continuous training depends on the availability of training programs and the engagement of teachers, factors that are not always ideal.

Oliveira Soares (1995, p. 22) discusses the need for specific training to integrate communicational aspects into pedagogical practices, stating that "the new LDB requires specific training so that education professionals can effectively integrate communicational aspects into their pedagogical practices. The lack of adequate training can result in difficulties in applying the new guidelines, increasing the workload and dissatisfaction among teachers.

It is verified how the introduction of new evaluation practices can benefit the quality of teaching, but also requires teachers to significantly adapt their work methodologies, which can affect their quality of life if there is no adequate support.

In addition, the infrastructure of schools also influences the working conditions of teachers. Marques *et al.* (2008, p. 77) point out that "the quality of life at work of teachers is linked to the infrastructure available in schools, which impacts the effectiveness of teaching and teacher satisfaction". Schools with inadequate infrastructure make it difficult to apply the LDB guidelines, increasing frustration and teacher burnout.

In summary, the new LDB has brought important advances to Brazilian education, but its implementation has a significant impact on the quality of life and working conditions of teachers. The additional demands and lack of adequate resources are challenges that need to be addressed to ensure that teachers can perform their duties effectively and satisfactorily. Continuity in teacher training and the improvement of school infrastructure are

essential steps to improve the quality of life of teachers and the quality of education offered to students.

## **FUTURE PERSPECTIVES AND RECOMMENDATIONS**

The new Law of Guidelines and Bases of National Education (LDB) brought significant changes to the Brazilian educational system, but also presented challenges that need to be faced to ensure quality education for all. Looking to the future, it is essential to analyze the prospects for education under the new LDB and propose recommendations based on the results found.

The continuing education of teachers is a fundamental aspect that needs to be maintained and improved. Garcia (2014, p. 45) emphasizes that "continuing education in education of ethnic-racial relations complies with article 26-A of the LDB (Law 10639/03) in the public network of the Federal District". However, for this training to be effective, continuous investment in training programs that are accessible to all educators is necessary, promoting a greater understanding and appreciation of cultural diversity in schools.

In addition, the inclusion of students with special educational needs requires continuous attention. Ferreira (1998) points out that the new LDB introduced the obligation of curricular adjustments to meet students with special educational needs, promoting a more inclusive education. For these adjustments to be effective, it is necessary to ensure adequate resources and support, as well as specific training for teachers who work in this area.

The infrastructure of schools also needs to be improved. Marques *et al.* (2008) emphasize that the quality of life at work of teachers is linked to the infrastructure available in schools, which impacts the effectiveness of teaching and teacher satisfaction. Investing in adequate facilities, technological equipment, and pedagogical materials is essential to create a teaching environment conducive to learning and the well-being of teachers.

Oliveira Soares (1995, p. 22) comments that "the new LDB requires specific training so that education professionals can effectively integrate communicational aspects into their pedagogical practices". The integration of technologies in education is a growing need, and teachers must be prepared to use these tools pedagogically and efficiently. Continuing technology training programs are recommended to keep educators up to date with industry innovations.

This more critical and reflective approach in evaluation practices should be encouraged and expanded to other areas of education. It is recommended to implement policies that promote continuous and formative assessments, focusing on the integral development of the student, rather than just measuring their academic performance.

Faria and Palhares (1999, p. 253) point out that "post-LDB early childhood education faces new directions and challenges, requiring adaptations in pedagogical practices to meet the established guidelines". To meet these new guidelines, it is important that education policies are flexible and adaptable, allowing schools to adjust their practices as needed.

Therefore, the future prospects for Brazilian education under the new LDB involve a continuous commitment to teacher training, the inclusion of students with special needs, the improvement of school infrastructure, and the integration of educational technologies. These measures are essential to ensure that LDB continues to promote quality and inclusive education for all.

## **FINAL CONSIDERATIONS**

The research aimed to analyze the impacts of the new Law of Guidelines and Bases of National Education (LDB) on Brazilian education, with emphasis on the changes introduced, the challenges faced and the future perspectives for the educational system. Through the literature review, several areas were identified that reflect the transformations that have occurred and the challenges that still persist.

One of the main findings was the identification of the significant curricular changes promoted by the new LDB with regard to the inclusion of themes such as ethnic-racial relations and the education of students with special educational needs. These changes seek to promote a more inclusive and equitable education, meeting social demands for a greater appreciation of cultural diversity and the inclusion of all students in the school environment.

In addition, the research revealed that the continuing education of teachers is an area of extreme importance for the effective implementation of the LDB guidelines. The need to train educators to deal with the new curricular demands, as well as the integration of educational technologies. Specific training to meet these demands is essential to ensure that teachers are prepared to face the challenges of contemporary teaching.

The challenges in implementing the guidelines of the new LDB were another critical point identified. The lack of resources and adequate support to adapt the curriculum and

school infrastructure were mentioned as significant obstacles. Cultural resistance and the lack of appropriate teaching materials were also cited as barriers that hinder the full application of the new educational guidelines.

The analysis of educational practices under the new LDB showed that, although there is an effort to promote a more reflective and critical approach to student assessment, there are still many challenges to be overcome. The need for continuous and effective training for educators is fundamental so that these practices can be implemented properly and effectively.

The future prospects for Brazilian education under the new LDB involve an ongoing commitment to teacher training, improving school infrastructure, and promoting inclusive and equitable education. Sustained investment in training programs, adequate resources, and flexible policies that allow adaptation to changes and emerging needs in the educational landscape is recommended.

The contributions of this study are significant, as they provide an understanding of the impacts of the new LDB on Brazilian education and highlight the main challenges and needs for improvement. The critical analysis of educational practices and the identification of obstacles faced by teachers and schools offer *insights* for the development of more effective educational policies.

However, it is important to emphasize that there is a need for further studies to complement the findings of this study. Future research could focus on specific case studies, quantitative analyses of the impacts of curricular changes, and evaluations of educational practices in different school contexts. These complementary studies would be fundamental for understanding the effects of the new LDB and for guiding the development of more effective strategies for its implementation.

In short, the new LDB represents an important milestone in Brazilian education, bringing significant changes and considerable challenges. Continuing efforts to overcome these challenges and promoting quality education for all students are essential for LDB to fulfill its goal of transforming the Brazilian education system in a positive and lasting way.

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