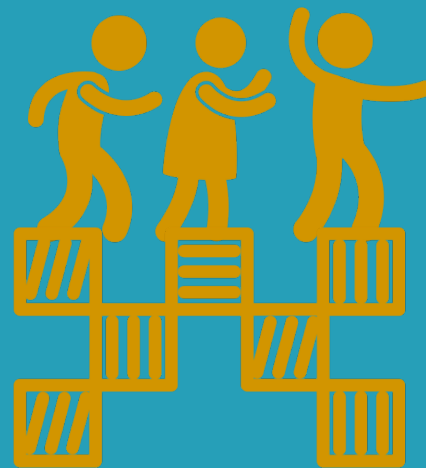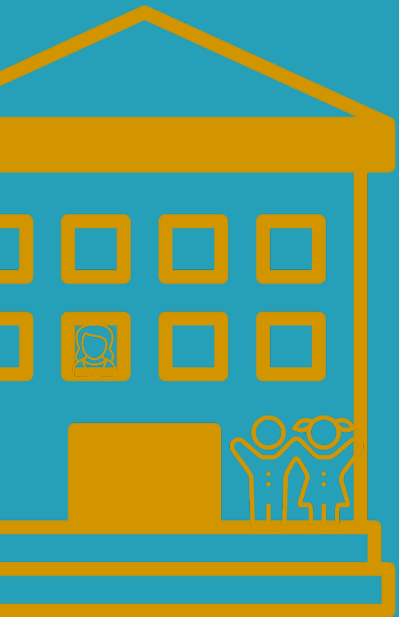#FundTheFuture
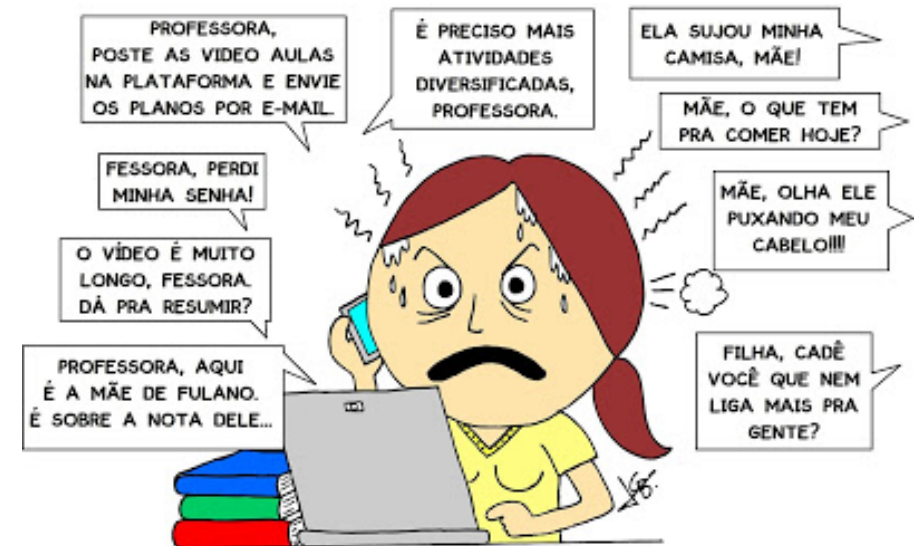
Education Budget and Advocacy in times of COVID-19

Brazilian CAMPAIGN
for the RIGHT to EDUCATION

Distance Learning: lack of resources for public education systems and inequalities

Structural challenges of distance learning:

1. **precarious work for education professionals**, lack of adequate training, overlapping functions at home;

2. **lack of teacher with time to individualize education –** each teacher has an average of 50 students: in an 8-hour workday, each teacher would have 2.5 minutes to dedicate to each student, considering the 2 hours left after preparing and teaching;

3. **lack of access to Internet with reasonable broadband** - more than half of Brazilian states have households with less than 60% access to broadband;

4. **lack of access to decent computer or tablet or related devices** - less than 40% of basic education students in public schools have a computer or tablet at home. And the equipment is not always available to them;

Distance Learning: lack of resources for public education systems and inequalities

Structural challenges of distance learning:

5. **lack of training of parents, who did not have their right to education guaranteed -** this makes it difficult to help resolve the child's needs. There are 38 million adult people in functional illiteracy in Brazil;

6. **lack of a place at home with salubrity and silence** – many homes have only one room and are shared between all family members;

7. **lack of potable water -** there are 35 million people without treated water and 100 million people without sewage collection;

8. **lack of food -** the PNAE (National School Feeding Program) alone reaches 40 million people and is not functioning as it had to be.

9. **lack of financing -** In 2019 alone, education lost R $ 32.6 billion (USD 5 bi) to austerity. If we maintain austerity, public investment in education will continue to fall in 2020.
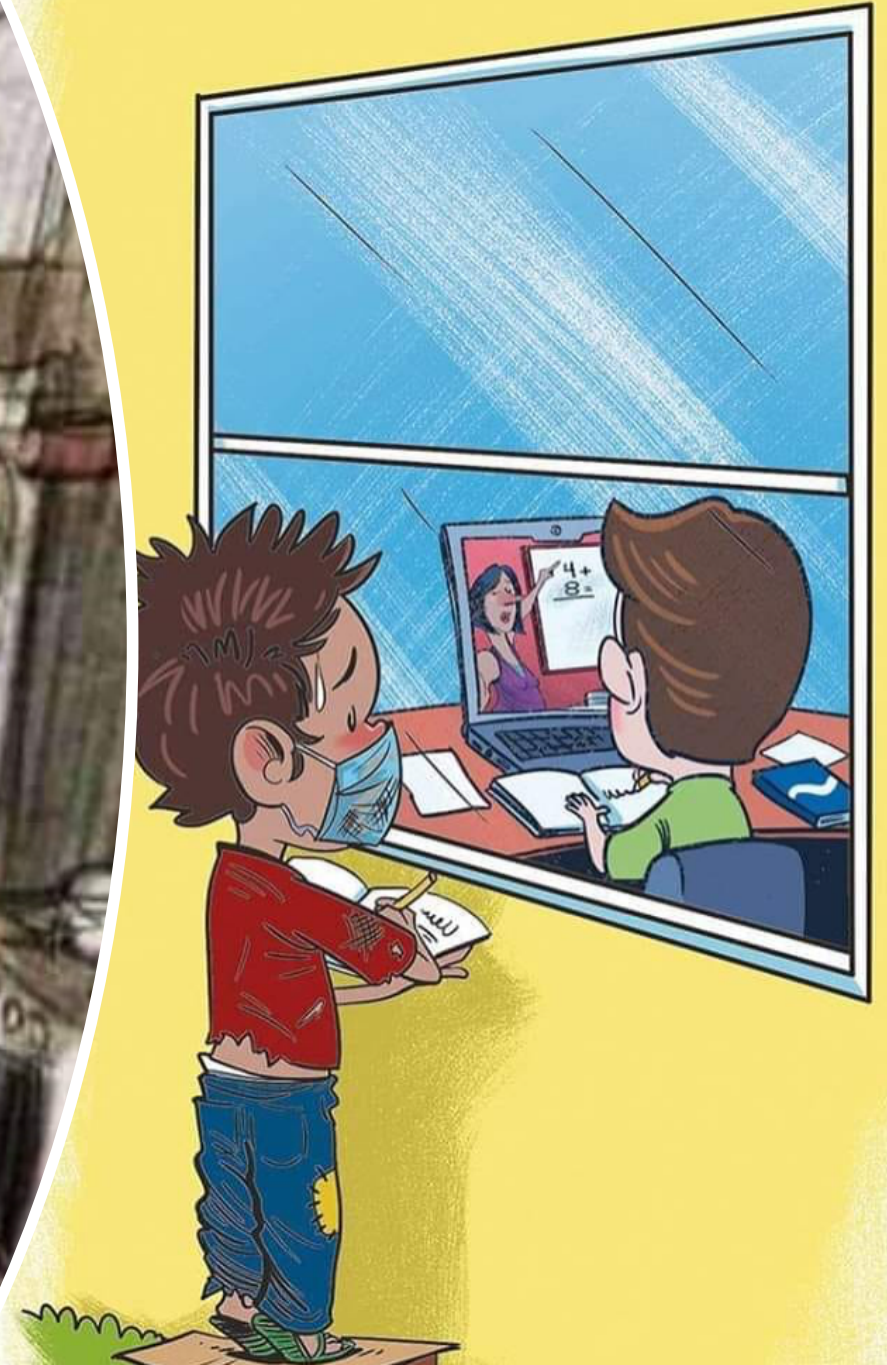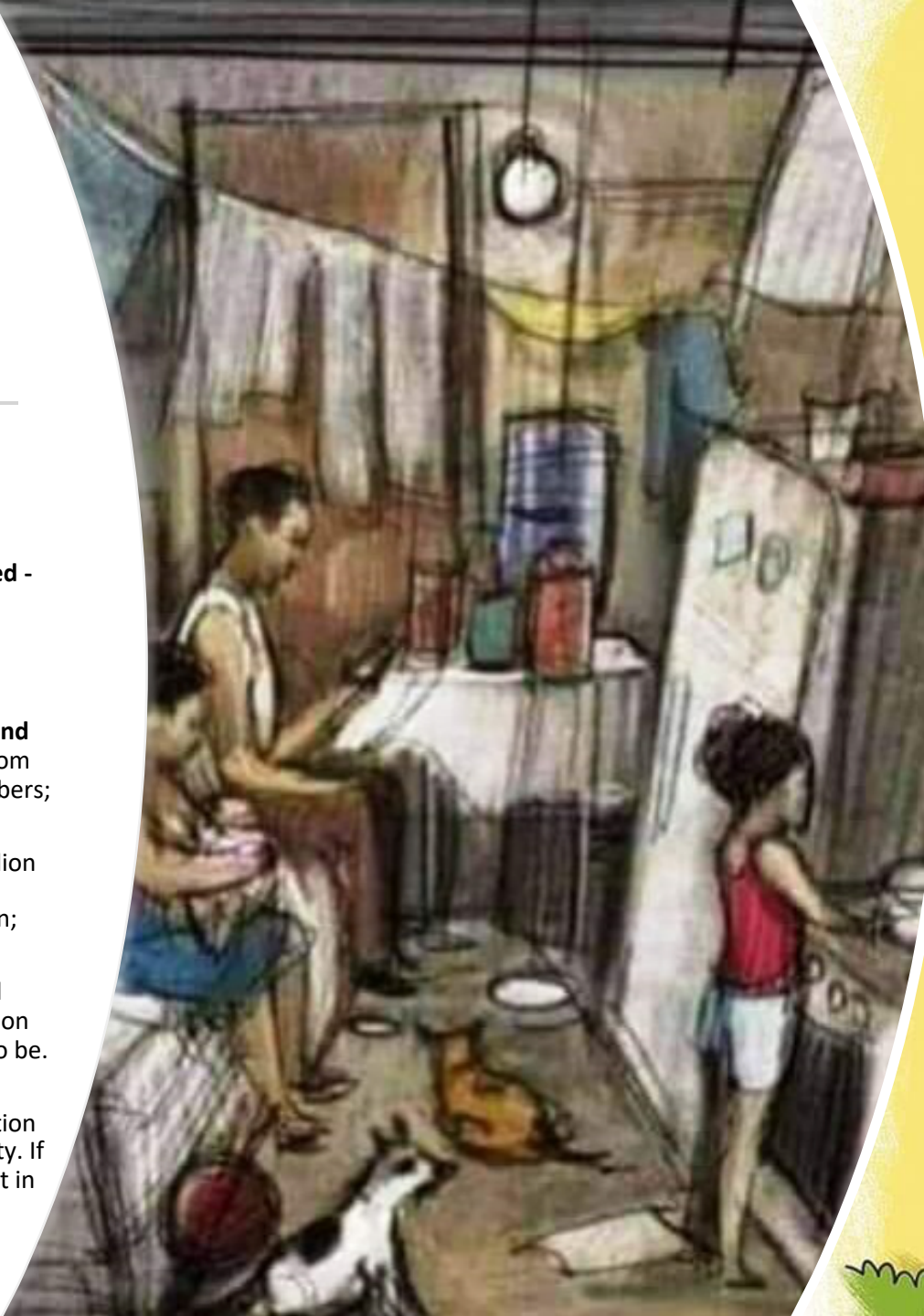
Threaten of Privatization of Education: digital issues must be used for inclusion and not the contrary

- Many partnerships have been made with private sector – specially from tech co. – without common deliberation from the schools' communities, at a medium/long term base, and allowing space for them to define how education systems should respond to the crisis;

- The use of digital platforms must follow data security standards, as well as free software and other types of mechanisms that guarantee an adequate, free, public and safe use for all students and school communities.

What should be done?

1. Regarding the fact that education is a human right, an emergency situation should not destroy it, especially for children and families in different situations of vulnerability. This situation is increasing the social inequalities that we already had. **It is therefore necessary to think of everyone.**

2. In this situation of emergency and confinement, we believe that the **measures taken must be flexible**. Thus, it is necessary to make the **school calendar more flexible** and to **propose complementary activities** that involve families and the school community.

3. **An intervention is required at all levels and in both intersectional** - raising the specificities of race, gender, class, etc. - **and intersectoral** ways - in collaboration with the areas of health, education, and social security.

4. **It is important though to address emotional health needs of children, child protection, risks of dropout from school and other challenges**. Spreading and enforcing safeguarding, inclusion and protection in all education services are also essential measures.

5. **A participatory decision-making process is also needed**, in order to involve from managers to those directly affected, so that the actions are as efficient and effective as possible and do not promote further violations.

6. **Increasing and guaranteeing public financing to strengthen public sector response** – austerity programs and laws must be suspended immediately and public-private partnerships must be avoided.