1) What are the main barriers to public pre-primary education available free to all in law, policy, and practice in your country, and what is their impact on the rights of the child? Please consider the specific situation of marginalized children and those in vulnerable situations in your response. Main barriers to public pre-primary education in Brazil and their impact on children's rights:

1.1. Regional and Socioeconomic Inequality: Data from the Brazilian Institute of Geography and Statistics (IBGE) and the 2023 School Census reveal that while the enrollment rate in daycare centers is approximately 50% in the South and Southeast regions, it drops to less than 30% in the North and Northeast. This inequality reflects the concentration of resources and opportunities, making it difficult for millions of vulnerable children to access quality early childhood education. This disparity is further aggravated by the lack of effective redistributive policies, compromising the comprehensive development and long-term academic success of these children.

1.2. Insufficient Availability of Spaces: Despite the National Education Plan (PNE) setting a goal to universalize pre-primary education (ages 4 to 5) by 2016, data from 2024 indicate that approximately 20% of children in this age group are still not enrolled in school. The situation is even more critical for daycare (ages 0 to 3), with coverage below 40%, far short of the 50% target established by the PNE for 2024.

1.3. Infrastructure and Educational Quality: According to the School Census, 40% of institutions offering early childhood education in Brazil lack basic infrastructure, such as libraries, playgrounds, and appropriate teaching materials. Additionally, only 60% of early childhood education teachers have specific training for the age group they teach, which compromises the quality of education. The rapid growth of homeschooling has become a significant factor in improving educational quality in the country. In frequent surveys of homeschooling communities in Brazil, which now exceed 150,000 students, it has been found that many families choose homeschooling due to the lack of infrastructure and educational quality in traditional schools. Homeschoolers in Brazil have achieved notable academic results.

1.4. Impact on Children's Rights: The lack of access to quality early childhood education undermines the cognitive, emotional, and social development of children, reducing their chances of academic success and increasing social inequalities over their lifetimes. This situation also violates the principles of Article 4 of the Statute of the Child and Adolescent (ECA) and the Brazilian Federal Constitution, which guarantee the right to education from early childhood. In this regard, I return to the Universal Declaration of Human Rights (UDHR), which in Article 26 recognizes the right to education and, in particular, the prior right of parents to choose the kind of education that shall be given to their children. It is urgent in Brazil that the rights of homeschooled children be preserved. Currently, homeschooling has been approved by the

Chamber of Deputies and has been awaiting approval in the Senate for two years, following the Brazilian Supreme Court's decision that the matter requires national regulation. Until this legislation is passed, thousands of families are being deprived of their rights, and consequently, the rights of their children are being violated.

2) What are the main barriers to public secondary education available free to all in law, policy, and practice in your country, and what is their impact on the rights of the child? Please consider the specific situation of marginalized children and those in vulnerable situations in your response. Main barriers to free public secondary education in Brazil and their impact on children's rights

2.1. School Dropout and Disengagement: Brazil still has a concerning dropout rate in secondary education, with data from INEP indicating that approximately 10% of students leave school before completing this stage. The reasons include the need to work to supplement family income, the low attractiveness of the curriculum (even after the implementation of the New Secondary Education model), and the lack of psychological and pedagogical support. The high school reform, which was intended to make the curriculum more flexible and connected to the job market, has been criticized for failing to consider the reality of low-income youth and for potentially deepening educational inequalities.

2.2. Overcrowding and Inadequate Infrastructure: According to the OECD, the ideal class size for effective learning is between 20 and 25 students. However, the Brazilian average is 36 students per class, which compromises the quality of education and makes it more challenging for teachers to manage their classrooms effectively. This overcrowding is a direct result of the lack of continuous investment in new school facilities and the insufficient appreciation of education professionals.

2.3. Inequality of Access: Students in rural areas, indigenous communities, and quilombola settlements face additional challenges, such as long distances to schools, inadequate transportation, and a lack of teaching materials adapted to their cultural realities. Data from IBGE indicate that these students have significantly lower secondary school completion rates than the national average.

2.4. Impact on Children's Rights: These conditions violate the fundamental rights guaranteed by the Brazilian Constitution and international treaties, including the right to quality education and social inclusion, compromising the personal and professional development of these young people. One clear sign of this is the increasing number of young people, at age 17, taking the ENCCEJA (National Exam for the Certification of Youth and Adult Skills) or enrolling in adult education programs (EJA), which indicates a trend of early dropout from the regular education

system. This shift is often driven by the immediate need for survival and the pressure to join the labor market.

3) What are examples of innovative and sustainable financial mechanisms to support the full and effective implementation of public pre-primary and secondary education available free to all children in your country? Examples of innovative financial mechanisms to support free public education

3.1. Fundeb (Fund for the Maintenance and Development of Basic Education): While essential, Fundeb still faces challenges in its implementation. Recent data indicate that, despite the planned increase in federal contributions to 23% by 2026, the distribution of resources has not been sufficient to address deep regional inequalities. Additionally, many experts criticize the inefficient use of these funds, with a significant portion consumed by administrative expenses rather than directly improving teaching conditions.

3.2. Public-Private Partnerships (PPPs): Although promoted as innovative solutions, PPPs have been criticized for prioritizing private interests over the public good, often resulting in increased costs and reduced service quality. Examples include contracts that prioritize profit over universal access to education.

3.3. Conditional Cash Transfer Programs Linked to Education: Initiatives like Bolsa Família (now Auxílio Brasil) have contributed to improving school attendance rates but face criticism for failing to address the structural causes of poverty that lead to school dropout. Moreover, frequent changes to these programs create uncertainty for the most vulnerable families.

4) What steps is the Government taking to remove barriers and make public pre-primary and secondary education available free to all, including the allocation of adequate resources and cross-sectoral and international cooperation? Please provide examples of specific laws and regulations, measures, policies, and programmes. Government measures to remove barriers and promote free public education

4.1. New Secondary Education: The reform, implemented in 2022, has faced criticism for failing to adequately involve the school community in its planning. INEP data indicate that in many states, student enrollment in the new curricular tracks has been low, reflecting a disconnect between student expectations and the curricular offerings.

4.2. Expansion of Early Childhood Education: Despite promises of expansion, data indicate that the universalization of access to early childhood education is still far from reality, with significant deficits in peripheral regions and vulnerable communities.

4.3. Financial Support Programs: While the permanence of the Fundeb represents progress, many states and municipalities continue to struggle to meet the goals of the National Education Plan (PNE) due to a lack of resources and technical support. 4.4. Support for Digital Inclusion: Despite initiatives to expand access to technology, research indicates that less than 40% of public schools have access to high-quality internet, and many teachers still lack adequate training for the pedagogical use of these resources. In my master's thesis, *What Touches This Touch Generation?*, I highlight this need, as well as the challenges posed by generational conflicts. 4.5. Strengthening International Partnerships: While promising, these partnerships often fail to produce concrete results due to a lack of continuity and integration with national policies.