



EDUCAÇÃO DIGITAL 5.0

TheraEdu

*Prevent a learning crisis of becoming a
generational catastrophe requires urgent
action from everyone.*

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Sumario

Abstract	3
The concept of Education	4
Global Goal and national goals	7
Education and communication	13
TheraPad	16
TheraEdu	18

Abstract

Education requires the greatest care, because it influences all life. -Seneca In two years of Covid-19 of the year 2019-2021 there was a decrease in youth education never seen before, without internet, light, connectivity, computer/interface, without teachers, tests canceled weekly, schools and courses going bankrupt, a crisis that caused 148\$ Billion dollars annually in loss to the governments of countries in the third world.

On the other hand, this crisis has stimulated innovation in the education sector. We have seen innovative approaches in support of continuing education and training: radio and television to take home. Distance solutions have been developed thanks to rapid responses from governments and partners around the world supporting the continuity of education, including the Global Education Coalition covered by UNESCO.

Education is a global common good and the main driver of progress in all 17 Development Goals as a foundation of justice, equality, inclusive peaceful societies. When there is a collapse of educational systems, peace, prosperity and productive societies cannot be sustained. To maintain the prosperity of our sovereignty and Latin America, we will use technologies that the Thera Tablet, TheraEdu-X courses and the dynamic score of students can bring to create a reliable educational Score.

The concept of Education

'Basic education is the whole set of educational activities, which take place in various contexts, and which aim to meet the basic learning needs.' (Jomtien Conference, Thailand, 1990).

According to the glossary of curricular terminology of UNESCO-IBE, "basic education is the foundation of learning and human development throughout life, on which countries can systematically develop other levels and modalities of education and training. Typically, basic education covers elementary school and, increasingly, one or more years of early childhood education. Usually, it coincides with compulsory schooling" (UNESCO-IBE, 2013).

ABNT NBR ISO 21001 is a management system standard partially aligned with ISO 9001:2015, of Quality Management Systems. The document specifies the requirements for a management system for educational organizations (SGOE), when that organization: A) need to demonstrate its ability to support the acquisition and development of skills through teaching, learning or research; B) aim to increase the satisfaction of students, other beneficiaries and employees through effective application of their SGOE, including processes to improve the system and ensure compliance with the requirements of students and other beneficiaries.

There is a critical and ongoing need for educational organizations to assess the extent to which they meet the requirements of students and other beneficiaries, as well as other relevant stakeholders and to improve their ability to continue to do so.

ABNT NBR ISO 21001 aims to be useful for all types of educational organizations, from kindergarten to higher education, vocational training centers and e-learning services.

According to the standardization of the International Standard Classification of Education (ISCED), basic education comprises primary education (first stage of basic education) and the first level of secondary education (second stage). And it also covers a wide variety of non-formal and informal public and private activities, with the intention of reaching the basic learning needs of people of all ages. Basic education is the first level of school education in Brazil. It comprises three stages: early childhood education (for children up to 5 years old), elementary school (for students from 6 to 14 years old) and high school (for students from 15 to 17 years old).

Global poverty could be halved in almost a generation if all adults completed upper secondary education (high school), according to recent findings from UNESCO-UIS and global education monitoring reports.

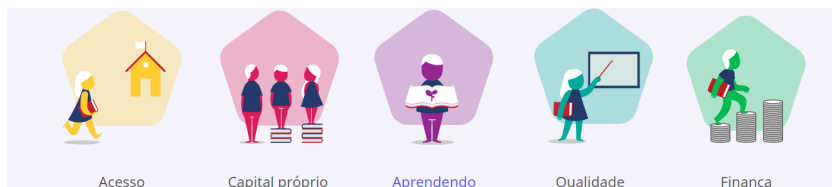
Education is the key to the development of individuals, families, communities and societies. It provides people with the knowledge and skills that increase their productivity and make them less vulnerable to risks. It is

estimated that, on average, each year of schooling could increase salary remuneration by 10%. However, among young people, the chance of staying out of school increases by four times when it comes to children, and by twice when it comes to adolescents.

Global Goal and national goals

‘The democratic management of education must be able to involve educational systems and institutions and to consider the levels of education, stages and modalities, as well as the instances and mechanisms of collective participation.’ (2014)

In 2015, the international community included a goal for education, SDG 4, among the 17 Sustainable Development goals to be achieved by 2030. Since then, an elaborate structure has been put into practice to monitor progress towards the goals of the goal. The Scope of Progress in Education (SCOPE) summarizes the main ones in five themes:



Education illuminates all stages of the journey to a better life. All children need access to good quality education to unlock their learning potential and the broader benefits of education. Special efforts are needed to ensure that all children and young people can benefit equally from their transformative power. This requires sufficient resources, especially to reach those who need more support.

The goals of the National Education Plan aim to:

1. Universalize, until 2016, early childhood education in preschool for children from 4 (four) to 5 (five) years of age and expand the offer of early childhood education in daycare centers in order to serve at least 50% (fifty percent) of children up to 3 (three) years old by the end of the term of this PNE.
2. Universalize the elementary school of 9 (nine) years for the entire population from 6 (six) to 14 (fourteen) years and ensure that at least 95% (ninety-five percent) of students complete this stage at the recommended age, until the last year of validity of this PNE.
3. Universalize, by 2016, school attendance for the entire population from 15 (fifteen) to 17 (seventeen) years and raise, until the end of the period of validity of this PNE, the net rate of enrollment in high school to 85% (eighty-five percent).
4. Universalize, for the population of 4 (four) to 17 (seventeen) years with disabilities, global developmental disorders and high skills or giftedness, access to basic education and specialized educational service, preferably in the regular education network, with the guarantee of an inclusive educational system, multifunctional resource rooms, classes, schools or specialized services, public or contracted.
5. Alphabetize all children, at most, until the end of the 3rd (third) year of elementary school.

6. Offer full-time education in at least 50% (fifty percent) of public schools, in order to serve at least 25% (twenty-five percent) of basic education students.
7. Promote the quality of basic education in all stages and modalities, with improvement of school flow and learning in order to achieve the following national averages for Ideb(5.0 - 6.0)
8. Raise the average education of the population from 18 (eighteen) to 29 (twenty-nine) years, in order to reach at least 12 (twelve) years of study in the last year of validity of this Plan, for the populations of the countryside, the region of lower education in the country and the 25% (twenty-five percent) poorest, and equal the average education between blacks and non-blacks declared to the Brazilian Institute of Geography and Statistics - IBGE.
9. Raise the literacy rate of the population aged 15 (fifteen) years or more to 93.5% (ninety-three whole and five tenths percent) by 2015 and, by the end of the term of this PNE, eradicate absolute illiteracy and reduce the functional illiteracy rate by 50% (fifty percent).
10. Offer at least 25% (twenty-five percent) of youth and adult education enrollments, in elementary and secondary schools, in a form integrated with professional education.
11. Triple the enrollment of middle-level technical professional education, ensuring the quality of the offer

and at least 50% (fifty percent) of the expansion in the public segment.

12. Raise the gross enrollment rate in higher education to 50% (fifty percent) and the net rate to 33% (thirty-three percent) of the population from 18 (eighteen) to 24 (twenty-four) years, ensuring the quality of the offer and expansion to at least 40% (forty percent) of the new enrollments in the public segment.
13. Raise the quality of higher education and expand the proportion of masters and doctors of the faculty in effective exercise in the whole of the higher education system to 75% (seventy-five percent), being, of the total, at least 35% (thirty-five percent) doctors.
14. Gradually raise the number of enrollments in graduate studies in order to reach the annual degree of 60,000 (sixty thousand) masters and 25,000 (twenty-five thousand) doctors.
15. Ensure, in a regime of collaboration between the Union, the States, the Federal District and the Municipalities, within a period of 1 (one) year of validity of this PNE, a national policy for the training of education professionals referred to in items I, II and III of the caput of art. 61 of Law No. 9,394, of December 20, 1996, ensured that all teachers and teachers of basic education have specific training of higher level, obtained in a degree course in the area of knowledge in which they work.

16. Form, at the postgraduate level, 50% (fifty percent) of the teachers of basic education, until the last year of validity of this PNE, and guarantee all the professionals of basic education continuing education in their area of operation, considering the needs, demands and contextualizations of the education systems.
17. Value the professionals of the teaching of the public networks of basic education in order to equate their average income to that of the other professionals with equivalent education, until the end of the sixth year of validity of this PNE.
18. Ensure, within 2 (two) years, the existence of Career plans for the professionals of public basic and higher education of all education systems and, for the Career plan of the professionals of public basic education, take as a reference the national professional salary floor, defined in federal law, in accordance with item VIII of art. 206 of the Federal Constitution.
19. Ensure conditions, within 2 (two) years, for the effectiveness of the democratic management of education, associated with technical criteria of merit and performance and the public consultation of the school community, within the scope of public schools, providing resources and technical support of the Union for this.
20. Expand public investment in public education in order to reach, at least, the level of 7% (seven percent) of the Gross Domestic Product - GDP of the Country in the 5th (fifth) year of validity of this Law and, at least, the

equivalent of 10% (ten percent) of GDP at the end of the decade.

Education and communication

'Teachers also need to learn how to use technology.'(Global education monitoring report)

Countries in Latin America, the Caribbean and South America responded to the COVID-19 educational crisis, the region has the largest global potential reach of the student population in distance learning (91%), well above the global average (69%). The potential reach was greater through television (86%) and radio (50%). Of the 26 countries, 7 had learning platforms, 22 sent digital content, 13 used physical content and social networks and 20 offered education through radio or television. Countries have used communication tools such as chat platforms, text messaging services and social media. El Salvador and Honduras have curated educational content on YouTube.

About 63% of Chilean, 69% Mexican and 71% Colombian secondary education teachers reported allowing students to frequently use information and communication technology for projects or classwork before the pandemic. Still, 88% of teachers in Brazil reported that they had never taught remotely before the pandemic in Haiti, as part of a \$7 million donation from the Global Partnership for Education, is being, offered training to 15,000 teachers to support distance learning.

"In an inclusive school, every student is welcome and engaged in school life; all students feel that they belong and

can realize their potential. Students learn better when their learning environment is positive, with visual learning, applying the concepts in exercises and offering them support." (GEM Report, 2020)

The decentralization of education services can allow them to adjust to local needs and to collaborate with communities (Global Education Monitoring Report). ISO 21001 classified through an international standard, tools and indicators for a "Management System for Educational Organizations (SGOE)" that serves as guidelines for acting in the types of educational organizations, from kindergarten to higher education, vocational training centers and e-learning services.

In Brazil, the allocation of the National Education Development Fund for students from rural schools is 15% higher than for students from urban schools. FUNDEB, a basic education equalization fund, which redistributes federal, state and municipal resources, reduced inequality between municipalities by 12% in five years.

Non-governmental organizations have education services offered, either under contract with the government or on its own initiative, ready to reach disadvantaged groups that the government has neglected. Governments should maintain a dialogue with these associations to ensure that standards are met and actions are aligned with national policy - and to allow successful non-state practices to be adopted in national policies, where relevant.

This reminds us that, no matter what argument can be constructed to the contrary, we have the moral imperative

to ensure that all children have the right to adequate high-quality education.

TheraPad

‘Managing the educational crisis requires continuous monitoring of data at the student, teacher and school levels.’(UN 2020)

With the first world connecting via networks and establishing new methods of education TheraPad comes with this follow-up of developing an application that transforms the education of all young people in Latin America, visualizing a new continent that is prepared for the century that is still beginning and developing new and playful ways to achieve the Global and national goals of Education.

The TheraPad concept was developed thinking about the change of stimuli that has occurred in the last two decades, the student today prefers to visualize the classes, learn from dynamic courses, accelerated and compact readings, the teachers will be better selected, etc...

We will use emergency buttons to call the police if the student gets lost, if his family members are at risk or fighting, the tablet will also come equipped with wi-fi, 4G telecommunication, 150 megas of educational application, scoring system connected to the ministry and much more. Using the base of the MEC, disruptive, linguistic, technical courses and more all compacted in a tablet that costs less than the annual price of books we can develop our young people with the best and direct them to the future they dream of.

AlphaProduct: Three colors for students to choose



7 inches of display, 1.4 quad core, 32 rams, camera 5 mega pixels, LTE 4g, 128 gigas, price below 400 reais, well below the average in annual book.



‘The modern world has entered the era of the Fourth Industrial Revolution, marked by the mass digitization of all spheres of life.’(E-Mentor 2023)

The importance of these courses is multifaceted. First, they provide access to the specialized knowledge and skills needed to understand and deal with the complex environmental challenges that affect the Amazon. Through educational modules that cover topics such as biodiversity conservation, sustainable forest management and environmental monitoring techniques, the inhabitants of the Amazon can become active agents in the protection of their natural environment.

In addition, EAD courses enable local communities to adapt to the changes induced by digitization in the economy and society. As the Fourth Industrial Revolution advances, new employment opportunities arise in the field of technology and innovation. By offering courses that address digital skills, such as programming, data analysis and geospatial information management, the inhabitants of the Amazon can prepare to actively participate in the global digital economy, thus reducing dependence on activities that can cause damage to the forest.

In addition, distance learning courses promote social inclusion and sustainable development by empowering marginalized groups, such as indigenous peoples and

riverside communities, which often have limited access to conventional education. By providing educational materials adapted to the local reality and offering flexibility of schedules, distance learning courses ensure that no one is left behind in the development process.

Thera Edu courses play a key role in mitigating the impacts of the Fourth Industrial Revolution in the Amazon, while empowering local communities to become active advocates of environmental conservation and active participants in the global digital economy. They represent a unique opportunity to align the goals of sustainable development with the demands of the digital age, ensuring a prosperous and equitable future for the Amazon and its inhabitants.

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“A maioria dos professores gastam seu tempo fazendo perguntas que têm como objetivo descobrir se o aluno não sabe algo, enquanto a verdadeira arte de fazer perguntas é para descobrir o que o aluno sabe ou o que ele é capaz de saber”. (Do livro: Conversas com Albert Einstein, de 1920).

THERA
Amazon