

# URGENT, EMERGING AND NECESSARY TASKS FOR BRAZILIAN EDUCATION: DECONSTRUCTING, RECONSTRUCTING AND CONSTRUCTING

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*The equilibrist hope  
You know that every artist's show  
Must go on  
(João Bosco & Aldir Blanc)*

The avalanche of reasons that made us occupy a large part of our time to analyze, denounce and fight to defend education and life in a dramatic historical-social conjuncture, configured by the advance of conservative and reactionary thought, has been recurrent in recent years. From budget cuts to authoritarian offensives against public schools and their workers. The effects of policies adopted (or not adopted) during the pandemic to guarantee and reaffirm students' right to learning. The attempt to undermine the advancement of school inclusion with the extinction of the Secretariat for Continuing Education, Literacy, Diversity and Inclusion (SECADI) and Decree No. 10,502 (Brasil, 2020). Countless were the problems to which we were called to position ourselves ethically, scientifically and pedagogically. As if all this were not enough, yet another problem emerges, not disarticulated from that conjuncture, and which is added to the old triad – violence at school, violence at school and the school of violence – violence against school!

Thus, all those who are committed to the historic task of building a radically democratic and emancipatory education, which fulfills the function of socializing the knowledge produced by humanity in all its expressions, providing all students with an effective learning and full development, which in various ways resisted the attacks on education and science in recent years, face colossal tasks for the deconstruction

of the authoritarian policies adopted in recent times, the reconstruction of everything that was built over the course of decades, and destroyed in a few years, and the production of knowledge that supports educational policies and practices that overcome its chronic problems and advance towards the ethical-political construction of an education that has as its horizon to contribute to the realization of the human-generic condition.

It is necessary to deconstruct anti-democratic policies. Among them, the expansion of militarized schools; attempts to establish homeschooling; the misinformation promoted by preaching against “ideologies”; persecution of educators; armed violence against students and teachers fueled by hate speech generated by Nazi-fascist ideals; projects for the privatization of public schools, currently booming in some Brazilian states; the Reform of the “New” Secondary Education – NEM, with a neoliberal vocation and promoting the deepening of social inequality. This list is certainly incomplete, but it must be on the agenda of defenders of education for all. On the first of January of this year, Decree nº 10.502/2020 (Brasil, 2020) was finally revoked, which became one of the expressions of the various dismantling of public policies that have taken place in recent times in the country. In the scope of Special-Inclusive Education, such revocation took place through the implementation of Decree 11.370/2023 (Brasil, 2023). It is worth mentioning that during the process of concluding this editorial, Decree nº 11.611/2023 (Brasil, 2023) was published, which revokes the authoritarian educational project circumscribed by Decree nº 10.004, of September

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5, 2019, which establishes the National Program of Civic-Military Schools (Brazil, 2019). In turn, such decisions respond to collective mobilizations in the fight for social rights that aim to ensure the exercise of citizenship through democratic education at its different levels, guided by principles of ethical-political commitment to the achievement of a humanizing and educational education. emancipatory.

We have to walk the same path of struggle when we talk about the NEM Reform, which has been rightly called the “Deform” of Secondary Education, given its explicit intention of impoverishing student training, accompanied by the precariousness of teaching work. We have already won a first victory, which was his suspension, but it is not enough. We cannot give way for this educational obscenity to be given life, as an improvement. The inexorably reactionary character of NEM impels us to fight for its absolute repeal: teachers, students and society committed together in this task!

NEM is cunningly using falsehoods about its implementation and results. There is no way to imagine that the gap between the school of the rich and the school of the poor will not widen further. The possibility of freedom of choice will only be viable for the former, as only for them will there be (as there always have been) the necessary conditions for it; to the poor, practical classes of subordinated professionalization, with lightened contents and subjected to the meritocratic fallacy; the curricular components of Arts, Philosophy, Physical Education, History, Sociology, Geography, etc., which make up the scientific knowledge accumulated by societies over millennia, will be withdrawn from them, being replaced by disciplines of poor content, taught by this phantasmagoria of professionals of “notorious to know». Noting that the so-called professional training aims to satisfy the needs of the workforce for capital accumulation and the eligible “contents” in general do not contribute to the humanization process, on the contrary, they can, together with the so-called “socio-emotional skills” fulfill the task of making bodies docile.

It is worth mentioning that the proposition of such an educational reform is part of the restriction of students and other actors of the school community in the constitution of the contents approached in the NEM; in the expressive manifestation of interests of the business community in different stages of

implementation of the model, as well as the process of strengthening and maintaining the social inequalities that engender it (Cássio & Goulart, 2022).

NEM opens up the interests of the giants of the private sector, the largest business groups in Brazil, which already dominate a substantial part of Higher Education and are migrating their investments to Basic Education, expanding a larger plane of dominance and hegemony. We have, unavoidably, to reflect on the type of society we want to build, shoulder to shoulder with the youth, the workers, the disinherited of the system. It is certainly not a society that prioritizes profit and training students and workers to the laws of capital that we defend.

In this sense, it is also necessary to rebuild what was destroyed, abandoned or precarious. Firstly, it is necessary to restore funds for education at all levels, including those of Universities and Federal Institutes of Education, Science and Technology, as well as restore the democratic management of several of these institutions, which suffered administrative and academic interference. With regard to Basic Education, many programs need to be resumed and urgently re-established, such as the training of teachers in general and, specifically, those focused on the education of riverside and quilombola populations; actions to build an anti-racist and anti-capacity education; the educational approach to sexuality and gender; the multiple actions for educational inclusion in all segments, following an intersectoral perspective. It should be reiterated that these points do not exhaust the many problems that demand an urgent resumption.

It is also necessary to build policies and implement actions to overcome the historical, chronic and profound problems of Brazilian education, to advance towards the consolidation of a radically democratic, egalitarian school, which guarantees ALL STUDENTS ) the learning of knowledge historically produced by humanity in all its expressions, an inalienable human right and a condition for confronting all anti-democratic attacks. However, to these tasks is added the need to build policies and implement urgent actions, such as overcoming the losses suffered by students from the popular classes during the pandemic, due to the lack of access to digital platforms, the precariousness of the education offered, by the working conditions of the teachers who did everything possible (and the impossible) to guarantee the continuity of their students’ schooling and which, among other

consequences, produced an increase in the process of teachers' illness. The learning and full development of these students were severely compromised, which requires an urgent program to overcome this gap, not only in the educational field, but also in an intersectoral way.

That said, let us not forget Freire (1974), for whom education has to be liberating so that the oppressed do not dream of being an oppressor; It is necessary to break the recalcitrant production cycle of alienation to overcome oppression and move towards the emancipation of mankind.

It would not be possible to finish this new issue without the immense collaboration of our master's students, masters, doctoral students and doctors who spare no efforts to make this Journal available to the public. We reaffirm our deep gratitude to each and every one whose work materializes this issue of our journal: Profas. Drs. Priscila Lambach Ferreira da Costa and Regina Célia Rego Prandini, responsible for proofreading English and Spanish; professor Carolina Tellis Garcia, who has been fundamental in solving problems related to computerization and who has reaffirmed its potential for system administration; our veteran collaborators and, now, co-editors of the Journal, Profas. Dras. Luciana de Oliveira Rocha Magalhães and Ruzia Chaouchar dos Santos. The professionalism and competence of Waldir Alves, from EDUC, and Edilaine Correa and Delzimar Pereira da Silva, from the Portal de Revistas da PUC-SP, have been our secure base for bringing the Journal to the public and overcoming the problems that emerge in the process of publishing. In particular, we are very grateful to PIPEq, whose resources have allowed our Journal to continue its mission of welcoming and disseminating the knowledge produced by the field of Educational Psychology.

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