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## CONTEXT OF VIOLENCE AGAINST CHILDREN AND THE SCHOOL'S CORONING, AFTER SOCIAL ISOLATION: INTERFACES WITH CURRICULUM JUSTICE

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**Abstract:** The problem that triggered this research refers to the worsening of violence against children during social isolation that emerged at school when resuming face-to-face activities. The objective of this work is to analyze the interfaces with curricular justice, present in public policies to face violence against children, through school, after social isolation. The methodology involves field research with participant observation that collected data in the first half of 2022. The content analysis of the records produced in continuing education by managers and teachers from the municipal networks of Diadema and São Paulo involved categories inspired by the dimensions of Curricular Justice. The results demonstrate the need for deepening the theme in training and greater insertion of the principles of Curricular Justice in educational public policies so that the school curriculum promotes child protection and violence prevention, characteristic of a humanizing education. It is possible to conclude that the possibilities built in the training are feasible and can be included in the schools' PPP, as principles and actions that must be monitored by the entire school community in order to strengthen the collective dream of the territory in the making of schools.

**Keywords:** Educational Public Policies. Violence Against Children. Violations of Rights. Social isolation. Political-Pedagogical Project.

## INTRODUCTION

Violence against children, which already affected the curriculum before the Covid-19 pandemic, worsened and changed during the period of social isolation. This demanded differentiated attention from educational public policies to address the issue, in the resumption of face-to-face activities. The phenomenon can be observed more closely in

the municipal network of Diadema and São Paulo. Curricular justice and comprehensive education have been important inspirations in rescuing humanizing educational principles and guaranteeing the right to education. In addition, the interfaces of the dimensions of curricular justice – knowledge, care and democratic coexistence – are also important and relevant both as categories of analysis and as inspiration for the elaboration of educational public policies.

In the years 2020 and 2021, without face-to-face public interaction, there was an increase in reports of violence against children (BUENO; LIMA, 2021; BUENO; LIMA, 2022). Alarming situation, especially considering there are unreported cases. There was an increase in bodily injury (4.03%), abuse (21.6%), rape (6.9%) and sexual exploitation (14.8%) (BUENO; LIMA, 2022). Added to this are the violations of rights caused by the serious economic crisis, which doubled the number of people who had nothing to eat in 2022 (33.1 million people) and 125.2 million living in food insecurity; that is, 58.7% of the country's population (SILVEIRA, 2022).

Faced with this problem, the challenges highlighted by teachers and administrators in the continuing education meetings that took place in the first half of 2022 were related to the dimensions of curricular justice, since violations of rights and violence experienced by students directly affected the curriculum. The spaces, the routine, the learning expectations, the methodologies and the social function of the school were modified. There was a recurrent report of the need for readjustment and innovation in the curriculum, so that the experiences and learning constructed at school made sense for the students.

In this context, educational public policies also needed to be reviewed. The priorities for allocating resources, programs and projects needed to meet the new needs of students and

territories modified by the pandemic, in the view of the training participants.

When resuming face-to-face activities, students' challenging behavior, families' aggressiveness towards the school, difficulty in resuming routine and maintaining regular attendance were observed. Even with the participatory construction of guidelines for recomposing learning and the schools' PPP, the reality that showed itself throughout the first half of 2022 was more arduous than expected. There was greater cognitive, motor and socio-emotional difficulty than observed in remote activities. There were more situations of hunger, food insecurity and violence than anticipated in current public policies. The reinvention of the school, in the three dimensions of curricular justice (knowledge, care and democratic coexistence), was urgent.

## **METHODOLOGY**

The methodological design used in the training process analyzed in this study consists of continuing education meetings held during working hours for teachers and managers of the municipal education networks of Diadema and São Paulo. Such training takes place in the context of the pedagogical assistance provided by the author to the referred networks.

In advisory, the work plan and training plans are constructed in dialogue with teams from the education secretariats and school management, according to the demands that emerge in everyday life. Plans are readjusted whenever necessary.

The subjects participating in the research are managers elected by the school community in the municipal network of Diadema, while in the municipal network of São Paulo, they are professionals who go through an access contest and choose the school according to the classification. Teachers participating in training courses in both networks are public servants, with around 90% of them already

having more than 5 years of experience in the network in which they work and were teaching during the period of social isolation.

The participating schools offer Kindergarten (children from 0 to 3 years old full-time and 4 and 5 years old part-time) and the early years of Elementary School (children from 6 years old).

The field research carried out during the training process described here collected qualitative data, through participant observation, according to Chizzotti (2000) and also collected the records produced during training sessions carried out with teachers and administrators.

The instruments used were records of collective and individual texts, in which challenges observed throughout the first half of 2022 were listed, as well as proposals and strategies to be incorporated into the curriculum and PPPs. In the training evaluations, the participants also recorded new demands for educational public policies.

The collected material underwent categorization through content analysis (BARDIN, 1977), based on the dimensions of curricular justice – knowledge, care and democratic coexistence – as defined by Ponce and Neri (2015).

## **SUMMARY OF THE THEORETICAL FRAMEWORK**

The principles that supported the formative processes of this work are anchored in the dimensions of curricular justice – knowledge, care and democratic coexistence –, which also justifies the interface as a category of analysis.

The lack of coexistence in the public space, necessary for the prevention of Covid-19, was problematized in the training courses, with an analysis of the signs of damage to the bonds (PICHON-RIVIÈRE, 1986) established with students and families, in the impact on the socio-emotional development (VYGOTSKY,

1998; COGNETI; BOLSONI-SILVA, 2019; LINHARES; ENUMO, 2020), in situations of racism (FERRARI, 2021; NERI; PINI, 2020) and mainly in the invisibility of situations of violence against children (BUENO ; LIMA, 2021; BUENO; LIMA, 2022). As possibilities for strengthening non-violent relationships, the pillars of non-violent communication (ROSENBERG, 2006), positive discipline (NELSEN, 2015; NELSEN; LOTT; GLENN, 2017), participatory planning (GANDIN, 2001) and democratic management (FREIRE, 1999). The aim was to sensitize training participants to the situation experienced by students and their families during the pandemic period. In addition, it was necessary to expand the repertoire of teachers and managers to deal with the challenging behaviors presented by both students and family members. School workers needed to know and equip themselves with strategies to deal with each other in a non-violent, encouraging and democratic way. It was necessary to regain the sense of collectivity, of public interaction.

The care that the context requires was approached from a systemic perspective (BOFF, 1999; TORO-ARANGO, 2018), so that public policies pay attention to the subjects, spaces, relationships, emotions and protection necessary to face violence (PONCE; NERI, 2018) and violations that enable the integral development of the child.

Care is also aimed at enabling the social quality of education as a full right, accessible to all. In this sense, care was also present in the dialogue about the active search of students (SILVA; ALMEIDA, 2020), given the high number of absences, irregular attendance and school dropout.

Significant knowledge was present in the training, based on Ausubel (1982), in order to sensitize the participants to the construction of knowledge linked to life, to the new needs of

the territory (FREIRE, 1987), considering the knowledge built in the pandemic period and the need for innovation. In the sense addressed by Arroyo (1999), innovation is a deliberate and consciously assumed change, aimed at improving educational action, which requires persistent action in which the innovative core is based on the daily practices of teachers themselves as subjects of pedagogical action and actors of the innovation.

Knowledge was approached in the training courses, contemplating the different dimensions of the subject in order to guarantee the uniqueness of the student as well as their integral development (DIADEMA, 2022).

The analysis of educational public policies that supported the formative proposal and this study is anchored in the perspective that the texts of the policies result from disputes (BOWE; BALL; GOLD, 1992) and express contradictions, conflicts and struggles in the contexts of the policy cycle (MAINARDES; MARCONDES, 2009).

The discussion and results that will be presented below are based on this movement of recognizing disputes, analyzing conflicts, strengthening struggles for a humanizing education and announcing possibilities for new directions in the policy cycle.

## **RESULTS AND DISCUSSION**

Throughout the research, it became evident that the educational public policies of the post-social isolation period need to strengthen the principles of curricular justice and attention to the reinvention of the curriculum, according to the needs of knowledge, care and democratic coexistence that emerge in the school.

The lack of coexistence in the public space, the difficulties of social interaction and the development of socio-emotional skills directly impacted the curriculum, generating the need to relearn the territory, students, families and use other strategies to strengthen bonds and

to promote an anti-racist education.

The construction of knowledge necessary for the production of a dignified life also needed to be re-signified to include knowledge built in isolation and resume the learning rights provided nationally. In order to contemplate the integral development and not just the recomposition of Portuguese language and mathematics learning recommended by the National Council of Education (Opinions CNE/CP nº 5, 11 and 19 of 2020), in addition to reflections on methodologies that promote learning, curricular policies needed to resume reflections on the what, why and why of each action in the school curriculum.

Care also needed to be reinvented. The signs of violence changed in this context. The behavior of students and families requires a sensitive look from teachers and administrators to understand this context without confusing them with indiscipline, animosity or even disability.

The results demonstrate the subjects' great interest in deepening the theme, so that the school curriculum promotes child protection and violence prevention.

Although the training participants showed in the training records and dialogues the individual commitment to seek knowledge to better understand the signs of violence, know how to proceed with the victim and refer the cases to the social protection network of the territory, the the need for greater commitment by the government to the issue. There was a recurrent demand for normative documents that base and support the school to act in the face of violence in terms of prevention, identification, adequate reception of the victim and adequate referrals to the territory network.

And also regarding public policies, in the analysis of this training process, it was also evident the request for the production or sharing of materials that can contribute to

the studies and expansion of the repertoire of teachers and managers to be able to deal with challenging behaviors, situations of violence and violations of rights. rights that are consistent with humanist principles.

In all training courses, the theoretical framework that encompassed reflections and discussions was the starting point for the construction of possible proposals to be put into practice immediately in the classroom or to be based on school planning and incorporated into the PPP.

The process demonstrates that there is relevance in deepening reflections on the dimensions, with reflections on coexistence, based on Ponce and Araújo (2021), anti-racist education (FERRARI, 2018), human rights education (BRITO JÚNIOR, 2022), as well as deepening theories on non-violent communication, positive discipline and the development of socio-emotional skills.

## CONCLUSIONS

It is possible to conclude that the training process built feasible possibilities to be included in the schools' PPP, such as principles and actions that must be monitored by the entire school community, aiming at strengthening the collective dream of the territory in the schools' activities.

The analysis allows us to conclude that the inspiration in the principles of curricular justice is pertinent for the elaboration of educational public policies consistent with the demands that emerge in the territories. A careful look by the government towards the need for new knowledge and the use of active methodologies for this construction are promising to promote meaningful learning, which help subjects to intervene in their reality and their territory.

It must be noted that in Diadema and São Paulo, public policies continued to advance in the subjects dealt with in training, directing

efforts to try to reduce the problems denounced in the training process and analyzed in this study. In the second half of 2022, the Municipal Education Council of Diadema approved a new text for the network's Curriculum in which the inspiration in Curriculum Justice and the school's commitment to confronting violence and violations of rights are strongly marked.

The path to be followed in confronting violence against children that has worsened in the pandemic context will still be long and laborious. Even so, the inspiration in humanist principles and the search for curricular justice show promise for us to move forward in the resumption of promoting the integral development and human dignity of children and adolescents.

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