

## EDITORIAL

The choice of the dossier “Educational Policies on Human Rights” has a special meaning at this moment when there are advances related to principles and guidelines that are related to human rights and education. I refer to the National Plan of Education on Human Rights and to the National Guidelines for Education on Human Rights.

Having as one of the references Unesco World Program for Education on Human Rights, the Plan (BRASIL, 2007)<sup>1</sup> considers the interdependence among all rights, be they civilian, political, social, economical and cultural and,

It stands out as public policy in two main meanings, first, consolidating a proposal for a society project based on the principles of democracy, citizenship and social justice; second, reinforcing an instrument of building a culture of human rights understood as a process to be apprehended and lived from the perspective of an active citizenship.

The importance of this legislation is mainly related to the perspective of education on human rights to be constituted as a guide for the building of public policies, to be related to human rights, meaning an important advance in the process of training in elementary and higher education.

This dossier aims at drawing attention to the studies and research which have been conducted in this field, showing concern with the advances which are necessary, since we cannot ignore that even though we are experiencing an era of rights, respect to differences and searching

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<sup>1</sup> BRASIL. Plano Nacional de Educação em Direitos Humanos. 2007. Disponível em: <<http://portal.mj.gov.br>>. Acesso em: 23 fev. 2013.

for social justice, we still have a huge gap between the legal provisions and concrete actions. The *Educational Dialogue Journal* has sought to place current issues under discussion, in order to keep the dialogue with national and international researchers who are aware of the emerging debates and of the social and scientific importance of the education area.

The debate linked to the theme education in human rights allows a diversity of approaches, considering that there are several situations in which the right of people still requires greater awareness and concreteness. It is the case of including people with disabilities, those arising from adverse economic conditions and the enormous difficulties still existing related to ethnic, racial, and gender issues. We need to provide a quality education as aright for everyone who has access to school.

Initially, there is a sociological approach, with the article by Rodrigo Manoel Dias da Silva and Roberto Rafael Dias da Silva, "Education, human rights and social reconstruction in contemporary policies for schooling in Brazil", which deals with different processes of individualization in the contemporary society and discusses the role played by human rights in the social agenda. The authors highlight the importance of considering human rights as a subject of study for students in their educational process, as well as understand, too, that this theme should compose the educational policies in the country.

Further, there is the article of Candido Alberto Gomes, Diogo Acioli and Maria Teresa Prieto Quezada, "Human rights violation within schools: mirrors game", which results from a study done with adolescents in schools with a high level of violence and which are in the process of setting up a security project. It discusses the origin of violence in schools based on educational philosophy and sociology and it demonstrates the importance of knowing how to form social relationships in order to understand the dynamics of violence, without which it cannot promote human rights. Such knowledge, in turn, can also contribute for the formulation of public policies.

The article "From the right to higher education to the challenge of access for all", by Lindomar Wessler Boneti, Maria Lourdes Gisi and

Sirley Terezinha Filipak, is dedicated to analyze what is understood as the explanation of the gap between the “access for all” and the effectiveness of this access in relation to higher education in the country. It discusses how the conceptual meanings and purposes of higher education are expressed in the educational policies at different moments of Brazilian history, from a project typically bourgeois to access for all. It is argued that besides the institutional framework which governs higher education, different political, economical, and cultural events, at different historical moments, contributed with significant changes of the feature of higher education policies.

Another approach included in this dossier addresses the issue of inclusion, beginning with the article by Paula Corrêa Henning and Kamila Lockmann, “Discourses of school inclusion: moralizing modes, modes of humanizing”, which analyzes the discourses linked by *Revista Nova Escola* (New School Magazine), which emphasize the moralization of affection. The authors problematize how the pedagogical discourses of humanization which “glorify the inclusive proposals as more human and fraternal are found entangled in a perverse process of exclusion”. It is proposed a new view, an experience with the difference, an openness to the other.

Still from a perspective of inclusion, the article by Paulo Vinicius Baptista da Silva, Rosa Amália Espejo Trigo and José Antonio Marçal, “Black movements and human rights”, seeks to examine how the Black social movements present their agendas in relation to the assertion of rights, contributing for the formulation of rights and public policies. It demonstrates, from an analysis of these movements throughout the 20th and 21st centuries, especially the National Conferences for the Promotion of Racial Equality, that the access to social rights of the racial minorities still reveals ambiguities and contradictions. And understanding that the proposals for education contemplate human training that “[...] exceeds the racialization imposed by secularly hierarchized relationships and locally structured in the unequal division of access to the symbolic goods”.

The article by Rosimar Serena Siqueira Esquinsani, “Education and quality: two faces from the same right”, presents a reflection about

the possibilities of guaranteeing the rights for effectuating basic education of social quality. As source for the analysis, it was used news and articles published on Portal Globo and on Portal Terra about the concrete conditions of operationalization the right to education in public schools. It is considered that the access to school did not mean the guarantee of an education of quality, since this presupposes a training of ontological perspective of the human being, and that the attainment of the right which will be only possible when the action is firmed.

Ana Maria Eyng and Romilda Teodora Ens' paper "Guarantee of rights and dialogue with diversity in everyday school of basic education", presents a reflection on the possibilities of guaranteeing rights for effectuating the social quality of elementary education. The analysis was based on representations of students, parents, teachers, managers and employees from 14 elementary public schools in Curitiba and metropolitan area. The study enabled us to identify and understand the knowledge internalized by the group of school subjects, describing their "world view", their beliefs and values about issues related to expectation of rights, fundamental rights and purpose of school education. The authors discuss curriculum approaches indicating that the effectuation of elementary education of social quality presupposes the guarantee of rights and dialogue with the diversity in the school routine and that policies and practices of curriculum and teacher training guided by the post-critical perspective can contribute for advancing in this direction.

The article by Darbi Masson Suficier, Luci Regina Musseti and Fábio Tadeu Reina, "Social trajectory of students from a public preparatory course for selection to university", has as main theoretical reference Pierre Bourdieu and it discusses the strategies employed by a group of students from low education and income families to continue their schooling. The research was conducted among students who were attending a community *pre-vestibular* course linked to a public university. The results of the interviews show a *habitus* in these young people closely related to the family history and the perception of the redemptive role of schooling in their trajectories.

Gilberto Ferreira da Silva and Marta Nörnberg, in the article “Senses and meanings of inclusive education: what the professionals of the Training Center of Inclusive Education and Accessibility (CEIA/ Canoas) reveal”, addresses the need to overcome an inclusive education whose practices still carry elements of homogenization and standardization. It is a collaborative action research which has as analysis focus on the conception of inclusive education. It is considered that it is still in the process of building the sense of inclusive education which can guarantee the special needs of students in regular classes.

The article by Vania Finholt Ângelo Leite related to elementary education, whose title is “Ensuring the right to education under performance logic: a study carried out at a Readers’ School” treats of the guarantee to the right of education under the performative logic and the new management whose analysis is made based on Stephen Ball. It shows strategies to address the performativity culture by the coordinator of a school when implementing the educational proposal from the Municipal Secretary of Education in an elementary education school and, specifically, in relation to the learning assessment. It discusses the strategy used to confront the performativity culture by developing a collective work around reading and writing projects.

Then, the rights in different levels of teaching are discussed. From this perspective, there is the article by Fani Quitéria Nascimento Rehem and Vicente de Paula Faleiros: “Early childhood education as a right: a dimension of materialization of the policies for childhood” in which the authors demonstrate that for the execution of the right to education, it is necessary to understand that it is a social and political struggle and not only judicial-legal. It analyzes the current legislation which supports early childhood education, more specifically the Constitution of 1988, the National Education Guidelines and Framework Law and the Statute of the Child and Adolescent. It demonstrates the achievements related to public policies as a result of the mobilization of organized society, but it also points out that, despite the legal framework, it is still necessary concrete actions in relation to children’s rights.

The article by Ruth Pavan, “Cultural diversity, social inequality and exclusion: a meeting with basic education teachers”, investigates the understanding of final grades’ teachers of elementary school about the existing exclusion processes in society in a general way, and specifically in basic education, from a field research done with eight teachers from elementary school. The author adopts as reference the critical theory and considers that it is this theory that makes possible an analysis of education and teachers’ training to overcome the legitimacy of exclusion existing today, the prejudice and the discrimination which exist in school.

“Education and Human Rights: analysis of the development in secondary and professional school levels”, an article by Eliane Cleide da Silva Czernisz, has as its focus of analyzes the pertinent legislation. It also analyzes the educational policies, specially, the National Education Guidelines and Framework for high school approved in January 2012, which aims to offer public high school as a social right, based on the National Program of Human Rights. It demonstrates how the right to education is faced with the “perpetuation of capitalist accumulation and profit, contrary to training for the development of citizenship”, which impedes the given training to allow the individual the commitment to solve social problems.

In addition to the articles related to the dossier on education policies in human rights, were included articles which deal with educational policies from different perspectives. Regarding academic research, there is the article by César Gerónimo Tello, “The production of knowledge in education policy: among the new modes of knowledge production and EEPE”, which deals, in particular, with the epistemological vigilance of this research process. It advocates an epistemology for the construction of research with a particular perspective and epistemological positioning. It analyzes the different forms of knowledge production in the last twenty years in educational policy with the intention of contributing with the epistemological strengthening of this theoretical field of knowledge.

The article by Flavia Obino Corrêa Werle, “Rural education and legitimation of State actions”, takes as object of analysis the Rural

Education Bulletin published in the 1950s, by the State Secretary of Education of Rio Grande do Sul, indicating the contribution of this material to form the normative work of teachers. It deals with the historical aspects related to rural education, in particular, about the constitution of the professional identity of rural teachers. It is evident in the texts activities which include farming practices in student training and it considers that the Bulletin is constituted of valuable material to understand the proposals of education at the time.

Finally, the article by Viviane Grimm and Gilson R. de M. Pereira, "Genesis and uses of the discourses of change in the Brazilian educational field", which presents an analysis of the discourses present in books and journal articles in the area of education, which emphasize the transformative potential of education from the First Republic to the period, which corresponds to the democratization of the country. It demonstrates how the discourses were modified according to the political, economical and social development of the country and their relationship to the pedagogical thinking style of the educational intellectuals.

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