

EDITORIAL

VIOLENCE AND EDUCATION: RESISTANCE AND INVENTIVENESS TO MORAL PANIC, MEDIA ATTACKS, AND THREATS TO SCHOOLS

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In recent years, we have witnessed, experienced, and suffered from different forms of violence in Education. Some examples include the dismantling of public policies aimed at supporting minorities, persecutions of Human Rights and gender and sexuality discussions in documents like the National Common Curricular Base (BNCC), encouragement of filming and threats against teachers accused of indoctrination, physical assaults on teaching staff, the depoliticization of high school as an investment in a less critical type of subject following the New High School Reform, persistent and increasing cuts to funding and research incentives in public universities, and more recently, the escalation of attacks and violence in schools that has generated fear and insecurity. This broad set involves various social spaces, not only within schools and universities but also media and public spaces.

However, these violences are not serving to silence or end discussions. Quite the opposite, they have contributed to refuting repression, fostering the production of knowledge, encouraging research, and building creative and inventive resistances. Therefore, these violences do not only produce fear and insecurity but also resistance and life, because they speak to the creation of possibilities within these power and force relations. This recent scenario calls us to confront forms of action that go beyond simply

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“saying no.” It unites different fields of knowledge in an invitation to produce resistances that transcend mere rejection or reaction, moving towards creation and inventiveness as affirmations of life. Fields such as curriculum, teacher training, gender and sexuality, early childhood education, race and ethnicity, art education — indeed, various areas of knowledge — are resisting and questioning the power relations that organize what we call reality.

With these connections in mind, we propose and organize this Special issuespecial issue titled “VIOLENCE AND EDUCATION: RESISTANCES AND INVENTIVENESS IN THE FACE OF MORAL PANIC, MEDIA ATTACKS, AND SCHOOL THREATS” which aims to understand and disseminate images, knowledge, problematizations, resistances, and inventiveness within the field of education as ways to confront the violences that afflict us. A special issue that seeks to establish relationships between violence, images, and education opens up many possibilities for interaction, embracing the complexity of intersections between society, culture, and history.

Furthermore, considering that these violences reflect a scenario that transcends geographical borders, we want to include the production of resistance and inventiveness from other countries that are also facing this wave of conservatism and far-right attacks against democratic education. Lastly, it is important to reinforce our understanding that a Special issuespecial issue serves a purpose beyond academic issues, broadening the meaning of education to encompass the entire process of subject formation. Thus, this thematic editorial on violence and images also offers an opportunity to include works discussing gender and sexuality relations, race and ethnicity issues, social movement actions and organization, and the construction of subjects in their multiple aspects.

Therefore, this special issuespecial issue has served both as a provocation and an invitation to researchers from different fields of knowledge and diverse theoretical-methodological perspectives to reflect on this current scenario of resistances, confrontations, and inventiveness against violence, moral panic, and threats to schools—affirming our capacity to produce alternative realities and to see education as a space for questioning what we call reality. This special issuespecial issue is an

investment in knowledge production as a way to multiply meanings, problematizations, and experiences, thus circulating, sharing, and spreading alternative images of education.

In response to this call, many authors submitted articles that were approved, which required us to select a few to compose this Special issuespecial issue. Out of of eighteen submitted and approved articles, we selected ten that, together, provide an analytical portrait of the current landscape of challenges we are experiencing in schools. These are the articles we now present.

Eight are from Brazilian researchers from different regions of the country, and two are from Argentina, which allows us to assume that this pattern of threats transcends borders, a result of the rise of conservatism and far-right agendas that prompt us to reflect on continuities and discontinuities across different countries.

Overall, we believe that this exchange of experiences, theoretical and methodological perspectives, and analyses creates a web of connections and dialogues that strengthens the main goal of the Special issuespecial issue: to enhance and multiply the possibilities for resistance and creativity that push us beyond simply saying “no” and instead focus on affirming life and diversity.

The opening article of our Special issue — “Violence and Culture of Peace in Schools: Resistances Based on Law (PL) No. 1,482/2023” — by authors Crislaine Bento Gomes and Camila Maria Bortot, not only addresses the issues of violence in schools but also emphasizes the school as a space for implementing practices and policies aimed at fostering a culture of peace capable of reducing violence rates. This is a documentary research focused on Law Project 1,482/2023, considered fundamental for creating a safer school environment that supports both academic and emotional development of students. The article understands that school is not only a space for knowledge but also a space for socialization. Saying that school is a space for socialization invites us to think about what kind of social project it promotes, alongside the project of knowledge. A culture of peace seems only possible when these two projects are linked, contributing to a more peaceful and equitable society, as the authors argue.

Next, the article titled “Attacks in Schools and Hate Speech among Youth: Impacts and Reflections,” by Marcela de Oliveira Nunes. She starts from a sad observation: the increase in violence and attacks on schools since 2017. These attacks, carried out by young students against their peers, are the focus of her analysis, which aims to understand the relationship between hate speech and Brazilian youth.

In her analysis, the author discusses different explanations for this phenomenon, from bullying practices to the growth of extremist groups among Brazilian youth. She selected five cases of school attacks in Brazil, using secondary sources, documents, and materials produced by the young people involved in the violence. Based on these materials, the author draws two main conclusions: first, that these young people engage in copycat crimes, inspired by previous incidents like Columbine or Nazi practices; and second, that there is a mixture of hate speech fueled by anti-democratic actors in online groups.

From a teacher’s statement — “I am being feared, I am the scary teacher” — Lara Torrada Pereira, Paula Regina Ribeiro, and Juliana Lapa Rizza focus on issues related to gender, sexuality, and education in early childhood. They analyze narratives from teachers in a small town in southern Brazil, aiming to bring to light some everyday experiences in schools that open up discussions about the concept of “minor education” and its potential for addressing questions of gender and sexuality. For the authors, the strength of these school experiences lies in their potential to foster collective transformation. Teachers produce individual and collective resistances by observing and listening to children, “creating gaps for the minor to be activated within the school space.”

The fourth article deals with the violence committed by men in schools. In “Violence in Schools: Men Attacking with Weapons,” authors Márcio de Oliveira, Reginaldo Peixoto, Jefferson Araújo do Nascimento and Erivelto Carlos Silva take gender as a category for analyzing violence occurring in Brazilian schools. As a result of an exploratory research, the article seeks to discuss the conditions of existence of the relationship between gender and violence, especially regarding the involvement of men since the 2000s. As a contribution to the field of gender and sexuality relations, the

authors argue that violence is a cultural factor, part of the constitution of social spaces, including schools, resulting in harm to the entire school context.

Demonstrating that issues of violence and attacks on schools transcend borders, we have the article by Miguel Angel Jara and Daniel Tomas Portela, Argentine researchers who authored the article titled "Formar ciudadanías críticas y democráticas en tiempo de violencia en las redes sociales desafíos en la enseñanza de las ciencias sociales y humanidades". The text starts with the observation that we live in an interconnected, dizzying, and complex world. Moreover, the authors argue that violence is part of this complexity. Understood as a social practice, it is violence as a result of denialism and hate speech that is taken as the focus and as a challenge for the formation of critical and democratic citizens. In this sense, the school is seen as a strategic location for the construction of resistance arising from teaching materials as sources for understanding the social problems that provoke critical thinking. An important contribution of the article that violent discourses are ways of doing politics for the new Argentine right. However, the authors do not limit themselves to this observation, but beyond it, they bet on the epistemological dimension to reflect on and confront violence in schools and on social networks.

The suicide of LGBTI+ students in schools is one of the harmful consequences of violence between genders. It is on this serious problem that Silvana Arantes da Silva and Fernando Oliveira da Silva focus on writing about "Problematizations on the prevention of suicide of LGBTI+ students in schools". As a result of master's research in education, the article focuses on the following question to be investigated: what is the relationship between the school and the prevention of suicide of LGBTI+ students? A current and pressing issue for the field of gender relations, sexuality, and education. The school is critically seen as a space for the reproduction of LGBTI+phobic violence, which results in self-harm and suicide practices. However, the authors do not limit themselves to seeing the school through this lens. On the contrary, they bet on this educational space as a place for the promotion, protection, and proactivity against these behaviors against life. As important points from the research, the authors show us how

suicide prevention still demonstrates a certain vulnerability that requires better training for the school community.

In the seventh article, Cibelle Cristina Lopes e Silva and Roney Polato de Castro take the violence committed against trans people in the university to cast suspicion on the ways of thinking and acting based on the presence of trans bodies in the university. "Violence experienced by trans* people in the university" is the result of a doctoral research in education that focused on the experiences of trans students at the Federal University of Maranhão, to discuss the presence of violence in students' narratives, such as the use of social name. The struggle for the use of social name is understood as a strategic political inclusion and permanence in the University, in addition to a form of resistance and struggle for a university that welcomes, respects, and values gender and sexual diversity.

Continuing the Special issue, we have an article in which the field of curriculum is understood as a field of resistance to the anti-gender offensive in education. Carolina Giovannetti and Shirlei Sales sign the article "The reference curriculum of the state of Minas Gerais: possibilities of re-existence to the anti-gender offensive in Brazilian high school." In it, the Minas Gerais curriculum for High School is taken as a reference to problematize gender issues. It is the documentary and bibliographic analysis of the High School curriculum documents - BNCC and CRMG - that is the focus of the problematizations based on post-critical studies of curriculum and gender, under the argument that curriculum and gender are results of disputes, tensions, and historical impositions. Beyond this understanding, the authors also invest in thinking about the possibilities of resistance and inclusion of gender discussions in curriculum policies in Minas Gerais, broadening the understanding of curriculum based on the defense that it is and can be a mechanism of resistance.

In "From hate to violence: how analysis of hate speech can contribute to reflection on school violence" - Rachel Pulcino investigates the relationship between the construction and dissemination of hate speech on the internet and its articulation with violence in the school environment. Starting from the premise that these discourses are part of a contemporary phenomenon, the author defends the need for studies and

research that problematize the conditions of emergence and circulation of hate speech on social networks. Finally, the text bets on resistance based on reflections on the relationship between the production and circulation of hate on the internet and the increase in violence in schools.

To conclude the editorial, we chose the article by Nicolas Patierno, "Convivir en la escuela: conflictos e intervenciones en secundarias de la provincia de Buenos Aires (Argentina)". The text focuses on the analysis of manifestations of coexistence in high school in four schools in Argentina. Associating observation and specialized literature, the author reinforces the social character of schools, demonstrating how school coexistence becomes a form of reclaiming public space and democracy. Moreover, Patierno discuss how it can be powerful in combating the violence resulting from individualism and intolerance that plague the present day.

We conclude this editorial presenting the Special issue by reaffirming our commitment to education and investment in criticality. We invite the readers of the Revista Imagens da Educação to reflect with us on the phenomenon of Violence in Schools, seeking to trace paths for the construction of resistance and inventiveness in the face of the advance of conservatism, moral panic, and threats to schools.