



DEMOCRACY AND EDUCATION IN BRAZIL: CONSTITUTIONAL GUIDELINES AND CHALLENGES FOR CITIZENSHIP FORMATION



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ABSTRACT

The article addresses the relevance of the 1988 Constitution in education and the importance of promoting critical, political and historical teaching. The central role of education in the construction of citizenship and in the consolidation of democracy is emphasized. The discussion includes the need to incorporate a wide range of topics into the school curriculum, involving physical, social, professional and ethical aspects. Valuing individuals and their knowledge, encouraging the exchange of knowledge, and strengthening a commitment to a more just, democratic, and inclusive society are highlighted as essential for building a humanized society.

Keywords: Education, Politician, Democracy, Inclusion, Society.

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INTRODUCTION

The concept of political-critical education emphasizes the importance of valuing and promoting certain essential values. Paulo Freire, in his works, highlights that education goes beyond the simple transmission of information, being a continuous process of construction and detailing of knowledge. He argues that an educational practice should be guided by ethics, with the aim of humanizing the world, promoting indignation against injustices and oppressions, and strengthening dialogue as a central element of an external education for freedom and emancipation. Masseto (1994) also defends the idea of the incompleteness of knowledge, the exploration of "His" knowledge through experiences, research and reflections, and the important role of education and the tools for this construction "[...]exploration and respect for new spaces of knowledge (Masseto, 1994, p. 96)."

Education presupposes the practice of freedom is part of this discussion, as it prescribes the cognition of freedoms in subjective formation, which means that an incentive is made in the autonomy of the subject. Critical reflection and action are part of a project that, because it is thought of in relation to society in the dictates of the federal constitution, presents itself as a social project.

In this bias, the concept of political has a pedagogical tone, just like the training advocated in ancient Greece.

[...] We understand by Greece in Classical Antiquity does not refer to a country as we conceive it today. The Greeks, as they conceived of themselves, were a group of people who shared the same language. The language, therefore, unified that civilization that has its center of origin in the Balkan Peninsula. (Rodrigues Neto, 2021, p.10).

A politician is the being who lives in the polis, in the city, participates in it, builds, has a voice and votes. In addition, there are many criticisms of the Greek model of democracy, the point taken here is the participation of the individual in the management of his life and the social fabric. Defining Weber⁶ (1982, p. 90):

[...] saw social life as a polytheism of values in mutual combat, making it possible to choose between these values⁷. The individual who makes a decision, who is morally responsible, is, of course, a specifically modern, Western personality type. Such a man may be more than just a cog in your occupational gear. If you are responsible, you will have to make informed decisions. [...] Sociological knowledge is of a kind

⁶ Original title: From Max Weber: Essays in Sociology. (Translated, Edited and with an Introduction by. H.H. Gerth and C. Wright Mills). Published in 1946 by Oxford University Press, Inc. Translated from the sixth printing (Galaxy Book), 1963. Copyright © Oxford University Press, Inc., 1946. Brazilian Editions: 1967, 1971, 1974, 1979. Copyright 1982.

⁷ Effective reading of: Chapter V, "Science as a Vocation", and Chapter XIII, "Religious Rejections of the World and Their Directions".

that the complexity of modern civilization requires of those who take intelligent positions on public issues.

In the Freirean panorama⁸ there is a humanization of life, with education being a way of freeing society from suffocation, which is sometimes caused by the dominant who have no commitment to the national legal norm.

We have with Freire (1991, p. 57):

[...]authentic commitment and critical understanding of their condition as oppressors is that we have the strength to build another pedagogy, another society. It is in this perspective of the emancipation of the subject that education should be used as a practice of freedom, after all, no one frees anyone, no one frees himself, men free themselves in communion.

The article discusses the importance of aligning contemporary educational models with constitutional principles, promoting dialogue and reformulating strategies to overcome authoritarian education. This type of teaching goes against the ideals of popular and liberating education, which aim at emancipation and development. The main focus is to analyze whether educational projects, both in basic and higher education, are really aimed at a citizenship and political formation as recommended by the Constitution. This implies criticizing authoritarian models of education and seeking strategies to ensure autonomous educational management, based on constitutional democratic principles.

The analysis we contextualize is that we need to investigate issues related to law, sociology, philosophy and pedagogy. The objective is to understand the role of the State, citizenship and the globalization of legal relations, since education has a significant impact on human development and social dynamics. In this sense, it is essential to consider contemporary expressions, such as the influence of technological networks, which modify human interactions and affect learning processes. Therefore, it is crucial to think about education holistically, integrating reflections on historical changes and social transformations that occur at collective levels.

The relationship between education and democracy is in itself an ecosystem that must be thought of from the perspective of public affairs, that is, it is a network of political actions that allow education to consider the demands of the collective and of development not only locally, but globally. It is unequivocal that when thinking about the development of a certain population, education is intrinsic and related in a direct and objective way. Such premises are also observed in the legal, internal and external documentation. The

⁸ Freire's educational thought mobilizes us to reflect on dialogic education, teaching knowledge and problem-solving teaching methodologies, which inspire us to think, feel and act in search of humanization, life and liberation of men and women.

fundamental observation is that democracy is sovereign and popular, so an interested look at the country's legal instruments is important. The Federative Constitution of 1988, in its understanding of the political regime, advocates democracy as semi-direct, and this model is not a local originality, but a reverberation of international experiences in accordance with citizen participation as the main point of the democratic process.

THE IMPORTANCE OF POLITICAL EDUCATION

The importance of political education is highlighted due to the configuration of the current rule of law, which requires an essential association with participatory democracy. It is essential that political education is present to ensure that the peripheral sectors of society contribute effectively to social development. This view underlines the need for a strong political understanding by citizens so that they can actively participate in decision-making and the creation of a fairer and more inclusive society.

The article seeks to reflect on the Brazilian educational reality within its historical context, highlighting the process of building democracy in the country. Initially, this development was marked by a policy of land concentration and the domination of oligarchies, which controlled the processes that guided occupation and social organization. To the outcome of the transfer of the Portuguese crown to Brazilian lands, there are also the military dictatorships that in their time of constancy reduced the rights of citizenship having as a direct reflection a limited political activity that manifested itself in society by a meaning of production in which the individual has a reductionist utility that places him at the center of a relationship of production and consumption.

Benevides (2010, p.15) states that the military regime provides:

"[...] reduction of citizenship rights and minimization of political activity. This corresponded to an economist/productivist conception of society, in which the only meritorious function of individuals is to produce, distribute and consume goods and services".

The point of the contribution studied here is that with the redemocratization of the country it was necessary to recognize that development does not happen in only one sphere, the economic, it must be parallel to the social and the political, so the discussion of political education gains a fundamental dimension.

The fundamental dimension is clear in the connection that one has with the role of citizen, the citizen, the exercise of citizenship as rights and duties linked to the constitutional charter is a perspective that has been giving way to the sense of the citizen who is a consumer, therefore, devaluing the sense of the citizen and placing him only as a consumer and taxpayer, thus having a convenience proper to a private and not a public sphere.

The contribution of the article presents an investigation that focuses on the expansion of the conception of citizenship by the ideology of political action that this exercise has, so there are constitutional principles that must be complied with that fall on the school and on education. It is possible to observe that in the official documents of the Department of Education there is a continuous concern with the so-called "education for citizenship" (MEC, 2015).

It turns out that the so-called education for citizenship does not have a direct objective operationalization and ends up circling the issue without planning objectives that are possible or achievable, it is clear that it is still a commitment to the democratic practice of education. The point that we understand as relevant would be that of education that is directed towards democracy, with the aim of universalizing access to school, as we observe in the demands of the 2030 Agenda for sustainable growth.

Education for democracy is the universalization of access to school that presents some authors with constructed criticism of educational models, as is the case of Alain who says that it is "a monarchical education, that is, one that aims to separate those who will be wise and govern, from those who will remain ignorant and obey" (ALAIN, 1910, p. 75).

In addition, Anísio Teixeira's speech says that:

[...] a paternalistic school, destined to educate the governed, those who would obey and do, as opposed to those who would command and think, thus failing the democratic concept that should guide it, of a school for the formation of the people, that is, of the sovereign, in a democracy. (Teixeira, 1936, p.31).

The important statement brought by Benevindes (2010, p.19) adds to the discussion that there is a political apathy of citizens that compromises the future of democracy, thus returning to Bobbio's thought when he states that the failure of unfulfilled promises in education for citizenship compromises the entire future, since for the consolidation of democracy it is important that citizens overcome this barrier, as we have:

[...] to reinforce the need for an education that forms active, participatory citizens, capable of judging and choosing - indispensable in a democracy, but not necessarily desired by those rulers who prefer to trust in the tranquility of passive citizens, synonymous with docile or indifferent subjects. (Bobbio, 1986).

Laville & Dionne (1999, p. 95) define that the theoretical framework consists of the reading that is the basis for the object of the research. The theoretical framework is the analysis of the theories that are required and essential to research, it is data collection. Therefore, "this frame of reference provides him with the reading grid through which he perceives the real."

The systematization of ideas takes place through the exploration of education formats from a political perspective, so the concept of certain authors builds discourses that bring meaning to the theme, the most prominent point is to think about education from the perspective of democracy, and the unfolding of this practice that is above all, constitutional and aligned with the idea of globalization of the State by the country if it aligns with global development perspectives, education and democracy.

[...] Democracy is fundamental for the full exercise of citizenship today. First, because it is the legal obligation of citizens to respect democracy. Second, because the system that has in its name the "power of the people" also carries within itself its contradictions, such as social inequalities, corruption and economic and cultural barriers to its full exercise, and these contradictions usually appear in the social environment in which we live and work. Therefore, regardless of the political position that the citizen carries with him, it is essential that he is anchored in deep knowledge about the history and democratic dynamics in order to mediate with conviction the dilemmas experienced in democracy in the twenty-first century. (Rodrigues Neto, 2021, p.15-16).

The review of the references used in the article presupposes the construction of theoretical frameworks that enable understanding and stimulus that generates motivation for new studies on democratic, educational and constitutional processes, involving citizenship, political and social understanding, which (2009, p.188) calls the approximation of the theoretical framework occurs precisely in the literature review, or "bibliographic exploration".

The criterion used for the selection and bibliography followed Sarlo's theoretical framework, in this sense, he explored:

- a) breadth: consultation of more open, generalizing texts, such as treaties;
- b) topicality: suggests starting with the most recent texts, as in them it is possible to find indications of more relevant authors on the subject. It is also important to highlight that the update is also portrayed in the journals.
- c) relevance: some practical criteria to find the most important texts: qualified indication, frequency of citations of the article/author, legitimacy of the editorial board, etc...
- d) pertinence: choose the texts closest to the theme, thus avoiding personal choices, of self-interest and not of the theme;
- e) saturation: when the revision ends up presenting the same texts, it is time to move on to its study (2009, p. 187/8)

The list of information proposed in the article seeks to analyze whether the educational project of basic and higher education teaching corresponds to a democratic pedagogical project that refers to the political formation of citizens from the constitutional angle. It concerns the construction of a critique of the current model and the study of strategies to guarantee autonomous, democratic, social justice and inclusive management.

FINAL CONSIDERATIONS

The search for knowledge about the educational process, addressing both basic education and higher education, aims to analyze the political-pedagogical projects in the light of citizen political formation. The investigation seeks to understand whether the models that limit the autonomy of educational management also restrict individual autonomy. By examining the history of education, political-pedagogical projects and democratic ideals, it is intended to promote a reflection that stimulates the expansion of research on school management from a constitutional perspective, with a legal and democratic approach. To better understand the systematization of education and university autonomy as provided for in the Constitution, it is essential to explore political and critical education as a process of human formation that promotes social justice, democracy, inclusion, and plurality. This text points to the importance of a holistic approach committed to constitutional principles to ensure an education that effectively contributes to individual and social development.

The discussion and proposition frameworks envision the study of political formation that falls on the need to continue investigations on the educational management of the mediator teacher, his training elements, his training and primarily the democratic management in the full context of the contemporary educational manager.

The exploration of the bias followed in the article should certainly extend to academic discussions to continue to investigate the teaching of basic and higher education in Brazil, its historical process of learning and training, in order to understand the present day. Exploring its original processes, the Federal Constitution, the National Curriculum Parameters, the National Common Curriculum Base, Curriculum Guidelines, Basic Laws and Guidelines, evaluation points for basic and higher education with permanent and democratic analysis, always seeking to strengthen democracy, social justice and inclusion.

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