

**COEXISTENCE AS A VALUE IN PUBLIC SCHOOLS:
TRAINING AND RESEARCH EXPERIENCES**

***SOBRE A CONVIVÊNCIA COMO VALOR NAS ESCOLAS PÚBLICAS:
EXPERIÊNCIAS FORMATIVAS E DE PESQUISA***

***SOBRE LA CONVIVENCIA COMO VALOR EN LAS ESCUELAS
PÚBLICAS: EXPERIENCIAS FORMATIVAS Y DE INVESTIGACIÓN***

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I say: The real is not in the departure or in the arrival: it is ready for us in the middle of the crossing (GUIMARÃES ROSA, 1994, p. 52, our translation).

I have many reasons to thank, in a special way, the organizer of this Dossier for the invitation to contribute to this work through this preface. I also thank all the authors who presented their reflections on the problems of coexistence in public schools and who, in some way, point to the meaning of building public policies that guarantee that this theme is effectively experienced in Brazilian education.

In the first place, I can tell you that it is a work carried out through interventions and plural writings, which bear the mark of work and research relationships in the face of the theme of coexistence as a value in public schools. These marks were outlined in times of uncertainty translated, on the one hand, by a pandemic context and neoliberal policies; and, on the other hand, by the forms of resistance in guaranteeing social rights and a fairer and more inclusive education (ABDALLA, 2021; ARROYO, 2019; SANTOS, 2020).

As Guimarães Rosa (1994) would say, the “real” was becoming available, for us, “in the middle of the crossing”. And what a crossing! In this sense, to be much more precise, it is necessary to explain that we are experiencing a process permeated by political, social, theoretical, methodological and, mainly, affective implications. Process that resulted in theoretical and practical knowledge, which could be translated into training and research experiences.

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Among the theoretical and practical knowledge, many of the texts developed here were built from the research project entitled "Coexistence as a value in public schools: implementation of a Support System among Equals", coordinated by Luciene Tognetta (2022) and with participation of the members and partners of GEPEM – Group of Studies and Research in Moral Education. Also, this Project was financed by Fundação Itaú Social/FIS and Fundação Carlos Chagas/FCC according to a research notice. In addition, in this set of texts, there is the presence of other national and international authors who have been contributing, for some time, with studies and research around the theme proposed here.

Be that as it may, one thing is certain: it was possible to experience the development of this research project and feel, up close, the collective will of all those involved in the direction of pushing it forward through desires and actions, which reflected, above all, the need to organize and implement spaces and/or procedures for intervention and prevention of coexistence problems. It was, therefore, a work of awareness, because the goal, as Paulo Freire (1997, p. 122) would say, was the struggle for "[...] an act of intervention in the world". And, in this perspective, it was also possible to learn to "[...] build, rebuild, verify in order to change, which cannot be done without being open to risk and the adventure of the spirit" (FREIRE, 1997, p. 77, author's emphasis).

Indeed, they were formative and research experiences that problematized some key questions, indicating possibilities and/or limits of a collective and collaborative work like this. Among the possibilities, I announce a set of positive aspects that, in my view, point to a training and research process, through the proposed intentions and actions, interpersonal relationships, which were strengthened between those involved, and the construction of a network of formative experiences and knowledge.

As for the proposed intentions and actions, I emphasize that they revolved around (re)building a plan for coexistence and/or a respectful cyber-coexistence, so that the school, the family and the community could actually be articulated. protection network in the same direction: promoting ethical, democratic coexistence and the prevention of violence in school contexts (TOGNETTA, 2022).

It is important to emphasize how much the development of this Project was imbued with interpersonal relationships, which were materialized in affective relationships, cooperation and solidarity and constituted in bonds in defense of a more just and passionate world. These bonds were strengthened in the numerous training and research meetings that were held, within the scope of the GEPEM, of the schools involved, as well as in the Regional Directorates and in

the Secretary of Education of the State of São Paulo. Meetings that were extended in person and, after the pandemic, in a virtual way; and that ended up including supervisors, managers, teachers and students from the public state network. Over time, teachers, tutors and students from the private network from several Brazilian regions were also engaged through the Help Teams, which also “embraced” this proposal. In addition, some actors from the protection network of different bodies were present in this training and research process, such as: Guardianship Council, Public Ministry, Social Assistance and Health. These relationships generated (and generate) a field of meanings and a social space of belonging.

In this direction, it is important to understand, as stated by Gimeno Sacristán (2002, p. 128), that *affective relationships* are always translated into the “most elementary way of being present in the other, of being recognized for being the person one is [.. .]”. *Cooperation relationships* can also be understood as another modality of sociability, in which subjects maintain bonds and “personally identify with each other and recognize themselves as possessing certain qualities to achieve certain objectives or values shared by the cooperators” (GIMENO SACRISTÁN, 2002, p. 131). And *solidarity relationships* also start, according to the author, “from the recognition that certain needs, qualities or conditions of the other can be satisfied or improved with the contributions of those who show solidarity” (p. 132).

I can highlight, therefore, that these relationships not only strengthened the participation of the subjects involved, but also deepened, above all, their formation, by putting on the agenda a field of meanings in the construction of a network of relationships. I call attention here to the construction of a network, as it was possible not only to integrate and welcome different actors/agents to reflect on coexistence as a value in public schools, but, in particular, to introduce and discuss necessary ways of acting, so that this theme could be a condition for Brazilian education as the first article points out.

We are, therefore, considering that it is a network, understanding, along with Canário (2003), that a network is formed when it contemplates issues of a functional, innovation and training nature. In this perspective, the author explains that it is necessary to position oneself with “a triple point of view” in this regard, considering: “the point of view of functionality, the point of view of innovation and the point of view of training” (CANÁRIO, 2003, p. 135).

When analyzing the course of the research developed, I also understand that it contemplated the formation of a *network* of intentions, actions and interpersonal relationships between different groups and/or institutions, because:

1st From the point of view of *functionality* - it was possible to observe that the proposed objectives and the announced actions already indicated some functions, such as: organizing training spaces, support materials, promoting the integration of the school with the other bodies that are part of the protective network and guide the implementation of intervention procedures and prevention of coexistence problems;

2nd From the point of view of *innovation* - as pedagogical and working conditions were provided, even in pandemic times, the subjects involved were also mobilized to re-signify their knowledge and practices, making "[...] their own paths while transforming their paths into action and training projects" (ABDALLA, 2015, p. 225-226). In other words: we observed that the managers and teachers of the schools involved were able to promote more innovative pedagogical practices in the conduct of their "interventions, decisions and processes", as Carbonell Sebarroja (2001, p. 17) points out. And this happened when they replicated, in the different schools, the proposals discussed in the training seminars, in the training courses and even in other events (or lives) that they had the opportunity to participate.;

3rd From the point of view of *training* – when thinking about the training process to support the desired and necessary changes, in order to question coexistence and/or cyber-coexistence and other issues arising therefrom, this process revealed a little the result of the game of social and professional relationships of the agents/actors involved, in a sense of belonging, which formed the identity of this Project and the subjects that integrated it. Identities that were (re) constructed by the collective and collaborative participation of different subjects, and that were able to socialize knowledge, in their different spaces of action, giving a corpus to this network of training and knowledge.

Still within the scope of training, we also recognize that the theoretical-methodological options adopted in the conduct of this Project are supported by constructivist principles and the methodological approach of action research and can be analyzed by going through each of the texts announced here. On the other hand, it is necessary to emphasize that this process of formation and learning was always in the perspective of making this work exercise an *object of reflection and research* and an *experience*. This effectively implied training aimed at raising awareness, mastering content and exchanging experiences, which made it possible to discuss theoretical-practical data, especially when considering the school context and the problems that occur there. , as well as possible ways to overcome them. In this perspective, the relationship between *research* and *action* was emphasized, that is, the way in which this articulation was being processed, resignifying knowledge, creating circuits, establishing dialogues "[...] between

professionals and institutions that allow the circulation of knowledge. problems and solution strategies” (CANÁRIO, 2003, p. 136).

In view of these positive aspects, which indicate the many possibilities of training and research experiences that were developed, some limits and/or challenges could also be pointed out along the way and how strategies to overcome them were conceived. In this way, because of the pandemic, when we had social isolation, it was necessary to change the research route, because schools had to close their doors and teachers and students had to face the challenges of remote teaching, as the authors also indicate in different texts presented here.

In this sense, it was necessary to overcome some obstacles along the way, such as: 1st the change in policies within the São Paulo Department of Education and changes in the “Conviva” Program, as highlighted in one of the articles; 2nd the withdrawal of one of the poles – also due to political problems and the intensification of the work, causing the research to continue to be developed only in two Regional Boards of Education, and; 3rd the reorganization of the recovery, with the elaboration of a new diagnosis, to face, on the one hand, the problems of emotional suffering, cyber-aggressions and violence suffered by children and adolescents; and, on the other hand, the training needs for teachers and managers, in view of this new reality (TOGNETTA, 2022).

In this way, it was necessary to think, collectively, of the needs as perspectives of change and propositional forms of resistance, to overcome the obstacles faced by the school routine in these difficult times. And, in this confrontation, some of the key issues of the course of this Project are problematized through the results presented in each of the texts. These results are expressed in the meaning of guaranteeing rights to children and adolescents, through programs that can effectively promote the improvement of the relational climate and safety in schools.

There is also another important aspect to consider, which concerns teacher training, when it comes to promoting ethical coexistence and preventing violence at school. In this sense, the indicated results reinforce that one of the tasks of the school is to open spaces for the promotion of a cooperative and collaborative work environment, which fosters forms of dialogue, participation and reflection on the coexistence between the actors of the School.

Yet another strand of results is associated with the issue of emotional distress in children and adolescents, especially due to the pandemic context and the resulting social isolation. Based on the analyzes carried out, the articles on this topic point to the urgency of actions that can solve problems related to fear, anxiety, loneliness and even self-mutilation, and also point out the importance of providing assertive forms of conflict resolution. and expression of feelings

of these students. On the other hand, they also reinforce the need for school actors to focus on some significant differences related to gender and ethnic-racial origin issues.

In addition, it will be necessary, as one of the texts points out, to have a specific look at the coexistence between adolescents in virtual environments, in view of the problems related to cyber-coexistence and cyber-aggression. And, in this perspective, the article highlights the need to analyze how virtual interactions take place and how these adolescents have been experiencing pain and suffering in these forms of coexistence.

In dealing with these problems of coexistence, there are also research results that put on the agenda, for example, the meaning of empathy in interpersonal relationships. In this sense, these results provide opportunities for reflections on how students themselves can be sensitized to the feelings of their colleagues, when spaces for school coexistence are opened.

For all these reasons, I believe it is necessary, as Gimeno Sacristán (1999) has already pointed out, to expand the social base of support for public education and public schools, because its project is based on the principles of real democratization of access and permanence for all. /as to education. In this direction, I insist that the theme of coexistence is essential, because it contributes to strengthening the bonds of solidarity that are so necessary in today's school contexts. However, there needs to be public policies that reach schools and that their actors/agents can also commit to taking this issue forward, changing, if necessary, the school curriculum itself and/or the ways of intervening in the school reality.

Finally, for the reasons explained here, I congratulate the organizer and the authors again for the relevance and quality of the texts, which deal with such an important and necessary theme for our reflections. I wish the readers to take the best and necessary advantage of the ideas developed, in the sense of apprehending the different approaches presented here, which constitute possibilities for new formative experiences and other researches. However, I also hope that they can take a look not only at the theoretical-practical treatment that the authors gave to their texts, but, above all, at the sensitivity that the theme of coexistence sends us. And, in this sense, I insert the words of Carlos Drummond de Andrade (2002, p. 1256), when he left us this brief poetic *reminder*:

If you look hard, you'll find it.
Not the (dubious) explanation of life,
But the (inexplicable) poetry of life.

Finally, considering these times of complex social, political and cultural changes, and without giving up rigor, seriousness and a critical reflection on the texts developed here, I hope

that everyone can surrender to reading, too, with sensitivity and hopes. Hopes, so that we can find, as Drummond de Andrade tells us, “the (inexplicable) poetry of life”, so that we believe it is possible to fight in defense of a fairer education, which recognizes the pluralism of ideas, dialogue, tolerance, pedagogical ethics, and, above all, coexistence as a value in public schools. May you all have a good read!

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