

doi 10.22633/rpge.v29i00.19689



Revista on line de Política e Gestão Educacional
Online Journal of Policy and Educational Management



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WHEN THE SCHOOL IS THE TARGET OF EXTREME VIOLENCE: ETHICAL-POLITICAL-AFFECTIVE IMPLICATIONS

QUANDO A ESCOLA É ALVO DA VIOLÊNCIA EXTREMA: IMPLICAÇÕES ÉTICO-POLÍTICO-AFETIVAS

CUANDO LA ESCUELA ES BLANCO DE VIOLENCIA EXTREMA: IMPLICACIONES ÉTICO-POLÍTICO-AFECTIVAS

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How to reference this paper::

Parente, J. R. F., Guerra, B. M. M., & Vasconcelos, M. I. O. (2025). When the school is the target of extreme violence: ethical-political-affective implications. *Revista on line de Política e Gestão Educacional*, 29(00), e025004. <https://doi.org/10.22633/rpge.v29i00.19689>

Submitted: 23/09/2024

Revisions required: 24/01/2025

Approved: 17/02/2025

Published: 21/02/2025

ABSTRACT: Attacks of extreme violence against school communities are a phenomenon that is difficult to explain, given the complexity of the elements that determine them. Predicting and controlling these barbaric events challenges experts from various fields. The research analyzed the ethical-political-affective implications of extreme violence for educators and students in undergraduate courses at a public higher education institution. This is an exploratory study. The subjects were teachers and students from teacher training programs. The data collection instruments were interviews and Affective Maps. The research highlighted the importance of seeking explanations for the problem of extreme violence, indicating that these events are strongly influenced by social networks, mobilizing a significant emotional burden manifested through feelings of fear, insecurity, pain, and vulnerability. Training curricula need to consider this phenomenon. Coping involves prevention strategies based on dialogue and respect for diversity.

KEYWORDS: Education. Extreme violence. Teacher training. Ethical-political-affective suffering.

RESUMO: Os ataques de violência extrema contra comunidades escolares são um fenômeno difícil de explicar, dada a complexidade dos elementos que os determinam. Prever e controlar esses eventos bárbaros desafia especialistas de vários campos. A pesquisa analisou as implicações ético-político-afetivas da violência extrema para educadores e educandos em cursos de licenciatura de uma instituição de ensino superior pública. Trata-se de um estudo exploratório. Os sujeitos foram docentes e discentes de programas de formação de professores. Os instrumentos de coleta de dados foram as entrevistas e os Mapas Afetivos. A pesquisa evidenciou a importância de buscar explicações para o problema da violência extrema, indicando que esses eventos são fortemente influenciados pelas redes sociais, mobilizando significativa carga afetiva manifesta por meio de sentimentos de medo, insegurança, dor e vulnerabilidade. Os currículos formativos precisam considerar esse fenômeno. O enfrentamento passa por estratégias de prevenção baseadas no diálogo e no respeito à diversidade.

PALAVRAS-CHAVE: Educação. Violência extrema. Formação de professores. Sofrimento ético-político-afetivo.

RESUMEN: Los ataques de violencia extrema contra comunidades escolares son un fenómeno difícil de explicar dada la complejidad de los elementos que los determinan. Predecir y controlar estos acontecimientos bárbaros desafia a expertos de diversos campos. La investigación analizó las implicaciones ético-políticas-afectivas de la violencia extrema para educadores y estudiantes de cursos de pregrado en una institución pública de educación superior. Este es un estudio exploratorio. Los sujetos fueron profesores y estudiantes de programas de formación docente. Los instrumentos de recolección de datos fueron entrevistas y Mapas Afetivos. La investigación destacó la importancia de buscar explicaciones al problema de la violencia extrema, indicando que estos eventos están fuertemente influenciados por las redes sociales, movilizando una importante carga emocional manifestada a través de sentimientos de miedo, inseguridad, dolor y vulnerabilidad. Los planes de estudios de formación deben tener en cuenta este fenómeno. El afrontamiento pasa por estrategias de prevención basadas en el diálogo y el respeto a la diversidad.

PALABRAS CLAVE: Educación. Violencia extrema. Formación de profesores. Sufrimiento ético-político-afectivo.

Article submitted to the similarity system



Editor: Prof. Dr. Sebastião de Souza Lemes

Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

INTRODUCTION

The Educational Policies Report, coordinated by researcher Telma Vinha from the State University of Campinas, Vinha *et al.* (2023), and the Ministry of Education Report (MEC, 2023) systematize valuable information on extreme violence against school communities in Brazil over the last 22 years. The first episode of its kind dates back to 2001. In the period covered by the studies, the country recorded a tragic balance of 37 attacks in just over two decades, resulting in 45 fatalities and 141 injuries.

The two documents outline a general profile of the schools, the victims, and the perpetrators of attacks of extreme violence. According to Vinha *et al.* (2023, p. 7, our translation) “of the 37 schools affected, 7 were private and 30 were public.” With regard to the socio-economic profile of the schools, “12 were classified as low, medium-low or medium.” The majority, 25, were classified in the medium and high socioeconomic profile. All the perpetrators of the attacks were male, and in the case of the fatal victims, the majority were women and students. Most of the weapons used were firearms. Regarding the perpetrators, the report states that 7 had dropped out of school, 17 were former pupils, and 22 were students regularly enrolled in the schools that would become targets (Brasil, 2023; Vinha *et al.*, 2023).

Forni (2023) notes that in the years 2022 and 2023, there was an unprecedented upsurge in extremely violent attacks on school communities. This new wave represents 58% of the total attacks recorded so far, according to Vinha *et al.* (2023). Sizing up the traumas generated by these events for the families of the victims and other members of the school community who witnessed the incidents is an almost impossible task.

Thousands of threats have been posted on social media, targeting educational institutions in the year 2023. Between April 16 and 18, 2023, the Ministry of Justice and Public Security reported that 750 social media profiles were deleted for promoting violence in schools (Brazil, 2023). The president of Brazil, in an inter-ministerial meeting with governors, justice representatives and mayors, declared: “we are living through an epidemic of violence against schools” (Wendal, 2023).

It is devastating for any reasonable human being, and especially for those who have devoted their working and personal lives to the field of education, to witness episodes of intolerance, cowardice, and extreme violence, which have increased and worsened in recent times. Attacks, a complex phenomenon, compromise sanity and affect public (76%) and private (24%) institutions, from early childhood education to higher education (Langeani, 2023).

It is important to distinguish between extreme violence and violence resulting from acts of incivility or behavior that goes against school norms. The first is characterized by extremism and radicalism, with well-defined purposes. According to Rolim (2016, p. 23), these are actions that aim “to produce serious injuries or even death, practiced with a relative lack

of motives,” which are hate crimes committed by students or former students (Vinha *et al.*, 2023). The second, according to Souza (2012) and Assis (2023), refers to behaviors that challenge the established institutional order, falling into the field of minor offenses (fights, graffiti, damage to property, bullying, name-calling, among others). These actions, in the words of Oliveira (2020, p. 23, our translation), are “[...] daily attacks on the right to respect for the person.” Two very different phenomena.

Historically, the school represents an unprecedented achievement in the process of civilizational evolution. It is impossible to conceive of the current level of development in science, technology, art, the productive sector, and many other dimensions without the school’s outstanding contribution as a locus of mediation, production, and reproduction of systematized knowledge. These facts, which are all too positive, do not exempt it from having various contradictions and limitations (Brandão, 2001; Aranha, 2020; Charlot, 2022; Nóvoa, 2023).

In its early days, school was a place reserved for the economically well-off or privileged minorities. Gradually, as a result of pressure from social movements fighting for justice and opportunities, there were advances in access to education. The universalization of education proved to be a great achievement. However, despite this progress, it can be seen that permanence, quality and deep inclusion still represent challenges, especially in Brazil, where peripheral and impoverished population segments suffer from precarious educational services (Pimenta, & Pinto, 2013; Mosé, 2014).

The fact that we are witnessing a growing wave of threats and attacks on school institutions is worrying. Violence, in this case, is largely generated, sheltered, and catalyzed in the underworld of the deep web and social networks, which mainly co-opt young people into adhering to a culture of hate and a simplified and prejudiced view of reality. According to Fisher (2023, p. 33, our translation) “algorithms are leading people to self-reinforce echo chambers of extremism, training them to hate.” It is known that in the United States of America, this phenomenon was, unfortunately, already commonplace, and no less dramatic and frightening. In Brazil, it is recognized as a recent problem, at least in the proportion it has been assuming, generating an unprecedented crisis that needs to be better understood.

According to Amado (2022), the crisis that has hit the school has been deliberately intensified in the context of a right-wing extremist agenda, characterized by denialism, the anti-science movement, the glamorization of weaponry, misogyny and various forms of intolerance, supported by the “factory” of fake news, which contaminates millions of people, especially young people, with a chaotic view of the world. The result could not have been different: hatred spread quickly. The school, which was already the victim of disinvestment and devaluation, or taken as a business, became the preferred target of radicalized individuals.

The crisis is structural and systemic, with ethical, political, social, economic, pedagogical, psychological, health and emotional consequences. A structural and systemic crisis is an

event that originates in the current way of organizing life in our society, determined by the capitalist mode of production (Mészáros, 2011).

Life, in all its forms of expression, has been trivialized and managed within the context of financial capitalism, becoming nothing more than a mere commodity—or rather, an asset. Everything is subjected to the strategies of production, consumption, and rentism (Sabadini, 2013).

According to Hertz (2021), the crisis has as its corollary rootlessness, meaninglessness and loneliness. It is in this existential vacuum that lies disguised as simplistic explanations of reality gain meaning and strength among socially atomized individuals, devoid of a critical vision, lacking class consciousness, and inclined to self-deception. In this context, not a few people mistakenly direct their dystopian revolts at targets that have nothing to do with their afflictions. According to Hertz (2021, p. 53, our translation), this situation creates a formula favorable to the production of behaviors of “Anger, hostility, a propensity to consider the environment threatening and insensitive, diminished empathy [...] a dangerous combination of emotions with profound implications for all of us.”

Therefore, the school and its product, education, at the same time as being victims, emerge with fundamental importance in confronting this hostile environment that flirts with barbarism. Education needs to be increasingly committed to values that are essential to building a profound, supportive, critical, and fair human being. For Adorno, and we agree with him, “[...] de-barbarizing has become the most urgent issue in education today” (1995, p. 155, our translation).

We are currently witnessing a paradox: the institution that traditionally presents itself as the main anti-barbarism force has been one of its greatest victims - the school.

Today, barbarism is exploding in its old forms of intolerance, aggressive nationalism, religious fanaticism in which love is replaced by weapons and new cyber forms of hatred, harassment, fake news. We have to choose: education or barbarism (Charlot, 2020, p. 37, our translation).

Anti-barbarism education implies investing in a project that does not succumb to the logic of the pragmatism of results and that goes “beyond capital,” it must be “an activity of counter-internalization [...] that doesn’t stop at negation [...] that defines its fundamental objectives, such as the creation of a comprehensive, concretely sustainable alternative” (Mészáros, 2005, p. 56, our translation). In this way, the educational project is not detached from the greater mission of social transformation, promoting the emancipation of the beneficiaries of this liberating educational project.

In the teacher training process, it is essential to invest in elements that enable teachers in training to understand and analyze the phenomenon of extreme violence, while at the same time being able to implement appropriate pedagogical strategies to deal with this complex situation.

Methodological path of the research

The research analyzed ethical-political and affective aspects involving teachers and students from degree courses at the Vale do Acaraú State University (UVA) in relation to the phenomenon of extreme violence directed at educational institutions. The methodological approach was based on the perspective of pedagogy and cultural-historical psychology, recognizing the human being and the events that surround them in an integral, complex, dialectical, and socially and historically contextualized way (Toasa, 2011; Saviani, 2021).

According to this theoretical-methodological model, human action interferes with the object being studied, its context and the subjects involved, producing reciprocal transformations, i.e. the researcher, the object being researched and the environment affect and transform each other (Vygotsky, 1996).

The epistemology of the research was based on qualitative foundations, as it favors ways of constructing knowledge that, according to González-Rey (2007, p. 29, our translation) “[...] allow for theoretical creation about the multidetermined, differentiated, irregular, interactive and historical reality that represents human subjectivity.”

The research scenario was the undergraduate courses at UVA, a state public institution based in the city of Sobral, recognized for its regionality and its emphasis on teacher training, exerting influence on the municipal education systems of the macro-region. UVA was also chosen because the university was the target of threats of extreme violence in 2022, which led to a halt in academic activities at the time. In addition, Sobral was the scene of an attack on a municipal school that resulted in the death of one student and the injury of two others, an event that deeply mobilized the local population.

The research participants were seven teachers and 21 undergraduate students. In the case of the students, after refining the study, the material of four students was selected to detail their affective maps. The inclusion criteria were: i) being a teacher or student at UVA; ii) being part of one of UVA’s degree courses; iii) in the case of teachers, having worked for at least 4 years and students, having completed at least 50% of the course; iv) being freely willing (teachers and students) to take part in the research. The exclusion criteria were: i) they did not fit the above filters or refused to take part in the study.

As a methodological resource for producing data, the study used Affective Maps with the student segment, previously adapted according to the proposal developed by Bomfim (2010). The author believes that it is possible to know human reality using affectivity as a mediating category of subjectivity and intersubjectivity.

Bomfim (2010) suggests, as a trigger for affective maps, that the subject represents,

through drawing, the way they see, perceive or feel about a certain environment, reality or situation. The use of imagery is a powerful strategy for accessing affection.

Affective maps are understood as representations that reveal affectivity, stimulating the emergence of feelings and meanings attributed to a given reality. The drawings and metaphors used in affective maps function as resources for identifying affections. Metaphors, in particular, articulate relationships between meanings, qualities, and feelings. According to Bomfim (2010, p. 139, our translation): “Metaphors can be effective ways of understanding affections, because they go beyond cognition.”

The instrument asked participants to express their feelings about the phenomenon of extreme violence. Once they had finished their drawing, they had to give it meaning through a word or phrase. At the end of this stage, they were asked to indicate their feelings related to the drawing. In addition, they were required to find word synonyms for the drawing and, finally, to present a metaphor related to the image. After this stage, the participants answered a Likert scale, which provided information on esteem, contextualizing the respondents' answers in different dimensions of UVA's training environment, such as belonging, contrasts, pleasantness and insecurity (Bomfim, 2010; Bomfim, Feitosa, & Farias, 2018).

The Esteem Scale (EEL) presents variables that indicate empowering and disempowering esteems (affections). It is possible to establish a value for the estimate based on the mathematical model proposed by Bomfim (2010), in which the potentializing and de-potentializing estimates are added separately. Then apply the following function: $\Sigma EEL = \text{Empowering Estimates} - \text{Disempowering Estimates}$. The result indicates, in numerical values, the esteem of place captured in a given affective map.

Another procedure used to collect information from the teaching staff was in-depth interviews. This methodological resource made it possible to collect answers based on the subjective experience of the interviewees in relation to the issue of extreme violence, articulated with variables such as motivation for acts of extreme violence, training and coping strategies (Bomfim, 2010).

After transcribing the interviews, the content was subjected to analysis, in which the different modes of communication were examined using the methodological resources proposed by the approach. The analytical description was carried out through the systematic treatment of the contents. Content analysis was based on the articulation between description, analysis of the surface of the text and the factors that determined the singularities of the material investigated (Bardin, 2011).

The research's ethical procedures complied with Resolution 466/2012 of the National Health Council (CNS), which regulates the ethical aspects of studies with human beings and

the rules applicable to research in the Humanities and Social Sciences, as determined by CNS Resolution 510/2016.

The teachers perspective

Below is a summary of the responses obtained from the teaching staff of the Higher Education Institution surveyed. We heard from seven teachers linked to degree courses distributed in different colleges, as follows: three belonging to the Pedagogy course, one to the Languages degree, one to the Philosophy degree, one to the Chemistry degree, and one to the mathematics degree. The answers were organized into four categories: i) motivations for the attacks of extreme violence on schools; ii) feelings about the attacks; iii) identification of content on extreme violence in course curricula; iv) inclusion of content on extreme violence in students' training.

It can be seen that the statements made resonate with arguments developed by various theorists who are committed to interpreting the complex scenario of violence from a socio-political and affective point of view. In different ways, these theorists provide clues about the phenomenon of violence, especially extreme violence.

Tables 1 to 4 show the categories of analysis, and the respective content extracted from the study subjects. They are followed by reflections articulated with the research framework.

Table 1: Perceived motivations for extreme violence attacks on schools
Category I: Reasons for attacks of extreme violence (motivations)

Summary speeches	Teachers
[...] propagation of an ultraconservative, neoliberal, and authoritarian ideology fostered by the 2018-2022 political cycle.	I
[...] the existential void left by the absence of parents in daily life, outsourcing care to others without emotional ties [...] [...] the unproductive culture of social networks that encourages false narratives and liquid relationships, leaving students increasingly without real references that point them in the direction of citizenship.	II
I believe that students and ex-students who committed extreme violence in Brazil were influenced by hate speech linked to the “non” resolution of problems experienced at some point in their lives.	III
I understand violence as a social phenomenon, so if society is more violent, the school, as it is a part of society, would be no different. In this way, I see the school’s increasing levels of violence as a reflection of the society in which it operates, and I would add that the main motivation is the rise and arrival of far-right politicians in power. In Brazil, the coup of 2016.	IV
The school is a space that mirrors our society, at the same time as it highlights the contradictions, limits and potential of our ways of being in the midst of the community [...]. [...] there is the influence of the media and social networks, since these can offer mistaken responses to realities of anguish, fear, anxiety and frustration.	V

<p>[...] a subject's attacks and targets the "other" or the "others" when he is already violated in his internal and external dimension, that is, the disorder that he experiences, whether through his beliefs led by a "collective unconscious," or through his economic and social condition, life is devalued [...].</p>	<p>VI</p>
<p>[...] I would like to draw attention to situations that seem to be increasingly commonplace in everyday school life: bullying and name-calling, among others, which do not constitute extreme violence but can potentially lead to extreme situations with irreparable consequences.</p>	<p>VII</p>

Source: organized by the authors.

Regarding the possible reasons for the attacks of extreme violence, some of the interviewees, specifically teachers I and IV, highlighted the environment of conservatism and political radicalism. This is, in fact, a worldwide phenomenon that consolidated in Brazil in the 2018-2022 period, producing a significant shift to the right of the traditional political spectrum (Amado, 2022). The decline in the vitality of democracies on a global scale is an aspect highlighted by studies such as those by Levitsky and Ziblatt (2018) and Cruz, Silva, and Gibson (2022).

Teachers II and III realized that hate speech amplified by social networks catalyzed these events. Fischer (2023) denounces the role of social media in the deliberate and uncritical promotion of false content. The problem of extreme violence can be explained, in part, as a pathological reaction to another social pathology: the colonization of the world of life, a concept proposed by Habermas (1999), which generates perplexity, uncertainty, chaos, and a lack of meaning on a social and personal level. These social contradictions end up spilling over into the school, an aspect highlighted by teachers V and VI. These reflections are in line with the concept of ethical-political suffering, pointed out by Sawaia (2009), which is characteristic of the processes of universalized exclusion in capitalist societies. In addition, they dialogue with the reflections of Chauí (2021, p. 67, our translation), who explains that violence "is suddenly no longer confined to the favela."

Teacher VII highlighted the issue of "tolerated petty violence," which, according to Souza (2012), if not dealt with effectively, can have negative and dramatic repercussions, leading to undesirable consequences.

Deciphering the obscure determinants that act as triggers for those who perpetrate acts of extreme violence against schools is a highly complex task that escapes univocal explanations (Vinha *et al.*, 2023). The arguments presented by educators, engaged in the mission of training new teachers, elucidate part of the motivations behind the dystopian behavior of young people who have committed extreme violence. The speeches recorded reveal a comprehensive understanding of the multiple aspects of this grotesque phenomenon, which has repercussions on everyday social, family, and school life.

Table 2: Feelings about the attacks
Category II: Feelings (affections) in relation to attacks of extreme violence

Summary speeches	Teachers
[...] I feel threatened at any moment, feelings of fear and anxiety add up when I imagine how exposed we are to situations of violence, especially attacks on schools.	I
Distressed and fearful of the proportions of a phenomenon that does not recede, in many cases, I feel highly vulnerable because I am dealing with so many subjectivities, which are also exposed to this type of violence and marked by the after-effects of a tedious daily routine of work, family, home and social relationships.	II
I feel extremely sad because many young people have lost their lives and others have been injured by classmates or former classmates. Many students, family members and school professionals are suffering from mental health problems.	III
It's a scenario that brings fear and concern. Firstly, because it reveals a situation of vulnerability and, to a certain extent, powerlessness [...].	IV
As an educator, every time something happened, I felt very affected because I understood that the school should be a place where seeds are planted in the hearts of those who make up the community of dreams, achievements, and transformations and that, in my perception, these seeds, with the violations, began to germinate in the hearts of those who were "exterminated" in body and soul [...].	V

Source: organized by the authors.

There was unanimity regarding the feelings mobilized when teachers were asked to express their emotions in relation to events of extreme violence. In general, the speeches bring up feelings such as fear, sadness, worry, pain, vulnerability, anguish, and dread. All of these feelings reveal a constant and embarrassing anxiety to which educators are subjected.

One could speak of a liquid fear, something diluted and transversal to the teaching work process. As Bauman (2008) suggests, fear and its consequences have emerged as a hallmark of our time. These are affections that, in Sawaia's (2009) view, produce ethical-political suffering, expressed in a condition of sadness and lack of action, and are therefore disempowering.

Table 3: The curriculum and extreme violence

Category III: Identification in the course curriculum of content on extreme violence in the school context

Summary speeches	Teachers
Explicitly, I can't identify any specific proposal that could deal with extreme violence, or even prepare professionals or students for these situations.	I
I can clearly see subjects that cut across the theme, but I can't see specific subjects that deal directly with the phenomenon. However, I agree that the issue should be approached and discussed cross-cutting, multifacetedly, using different concepts and methodologies, and that it can be dealt with at events and in conversation circles.	II
The subject Education, Gender, and Ethnic-Racial Identity reflect on the different forms of physical and symbolic violence, as well as ethnic-racial discrimination practiced in schools and digital environments, in addition to promoting the ethical, safe, and responsible use of digital technologies.	III
I believe this is lacking, given that many subjects only deal with so-called professional training, forgetting or leaving aside the emotional aspects and the various contexts that permeate school reality.	IV
[...] The course discusses and reflects on current issues involving schools, teacher training, and students. [...] Each subject/action brings up important aspects of the role of education in the school. I cite, as an example, the discussions [...] in the subject of Education and Affectivity, which are in the order of analysis of our society, ethical-political issues, the importance of the educator's affectivity in these times of isolation, psychic suffering, low tolerance for frustration, among others.	V
The curriculum, by dealing with concepts such as "affectivity," "social and community work," "local development," "human rights," and "social inclusion," for example, customizes debates that can lead academics to this theme since talking about education and the school institution means touching not only on teaching and learning but also on the socio-cultural and economic issues that surround it.	VI

Source: organized by the authors.

The subject of extreme violence is characterized as specific content, not regularly and explicitly covered in the curriculum of conventional degree courses. That's why teacher I's statement is quite categorical when it comes to this reality. However, teachers II, III, IV, and V manage to identify content that appears across the curricula of the programs they are part of, dialoguing in a sensitive and committed way with various issues, including extreme violence, insofar as this is not something fragmented and isolated, but belongs to the field of the complex, carrying multiple determinations and characteristics (Rolim, 2016; Vinha *et al.*, 2023; Brasil, 2023).

The curriculum of the degree courses in question, as discussed by Silva (2007), Arroyo (2013), Sacristán (2017) and observed by the research subjects, is not restricted to its prescriptive dimension. There are other aspects that emerge, albeit in a tense and subliminal way, present in the perceptions of teachers III, V and VI, which help to understand and confront the phenomenon of extreme violence.

Table 4: Training

Category IV: Including the issue of extreme violence in the students' training agenda

Summary speeches	Teachers
[...] the training agenda for future educators is necessary, urgent and a priority, because we have a culture that naturalizes various types of violence and oppression against minority segments and cultures, which are reproduced without being problematized and combated.	I
Society is changing in leaps and bounds, with only today's attitudes to see the impact in the not-too-distant future, so we are already lagging behind in sensitization, care, listening, touch and approaches that are meaningful for controlling the real phenomenon. We need more timely measures so that the results appear over time.	II
I believe that all institutions that educate adolescents/young people should participate in ongoing training on the subject of extreme violence. In the schools I worked in, we were always careful to respect the students' origins, observe their actions and attitudes in the school, talk about their life project choices etc.	III
I think it's very favorable, since you have to recognize the phenomenon in depth in order to fight it. [...] New teaching professionals need to know the strategies of these phenomena in order to improve the way they deal with them.	IV
In view of the increase in cases, [...] it is essential to create spaces for reflection on these events and their repercussions on the dynamics of teaching work, on the lives of those who make up the school community, and on the perception that is being built about the school and human formation as a whole.	V
This agenda should be placed on the training agenda as long as it is accompanied by a responsible debate in which educators can build a vision that is much more watered down with possibilities based on conflict mediation or a culture of peace, for example, than a problematization that starts to induce fear in educators and/or parents of possibly experiencing an event of extreme violence.	VI

Source: organized by the authors.

According to Aranha (2020), teacher training, as in any other area where investment is made in human development, is not static and needs to be constantly updated, open to new demands and possibilities that arise from social reality, considering that this is dynamic. The phenomenon of extreme violence places singularities on the teacher training agenda that, admittedly, have very little to do with the traditional routines and demands of the educational world. But, as Brandão (2001, p. 7, our translation) suggests when thinking about education: "At home, on the street, in church or at school, in one way or another we all involve pieces of our lives with it [...]." In other words, education is present in all contexts in different ways. In this respect, Imbernón's (2006) view of teacher training is illuminating:

[...] since the world around us has become increasingly complex, and doubts, lack of certainties, and divergences are essential aspects that education professionals have to live with, just like professionals in any other sector (Imbernón, 2006, p. 14, our translation).

The teachers' speeches show their perceptions of being in a very challenging social en-

vironment, marked by many transformations and uncertainties, which have a distinct impact on the school community, demanding training policies and strategies that take this new reality into account.

It is understood that nothing produces more servitude and dehumanization than the barbarity of violence, whether physical or social, such as poverty, social inequality, injustice, authoritarianism, and the deliberate perpetuation of ignorance. According to Teixeira (2021), each of these forms of violence, in their different versions, inflicts a reduction in the power to exist and act on both those who are victims and those who are perpetrators. There are no winners when experiencing situations of physical or social coercion (Sen, & Klinsberg, 2010).

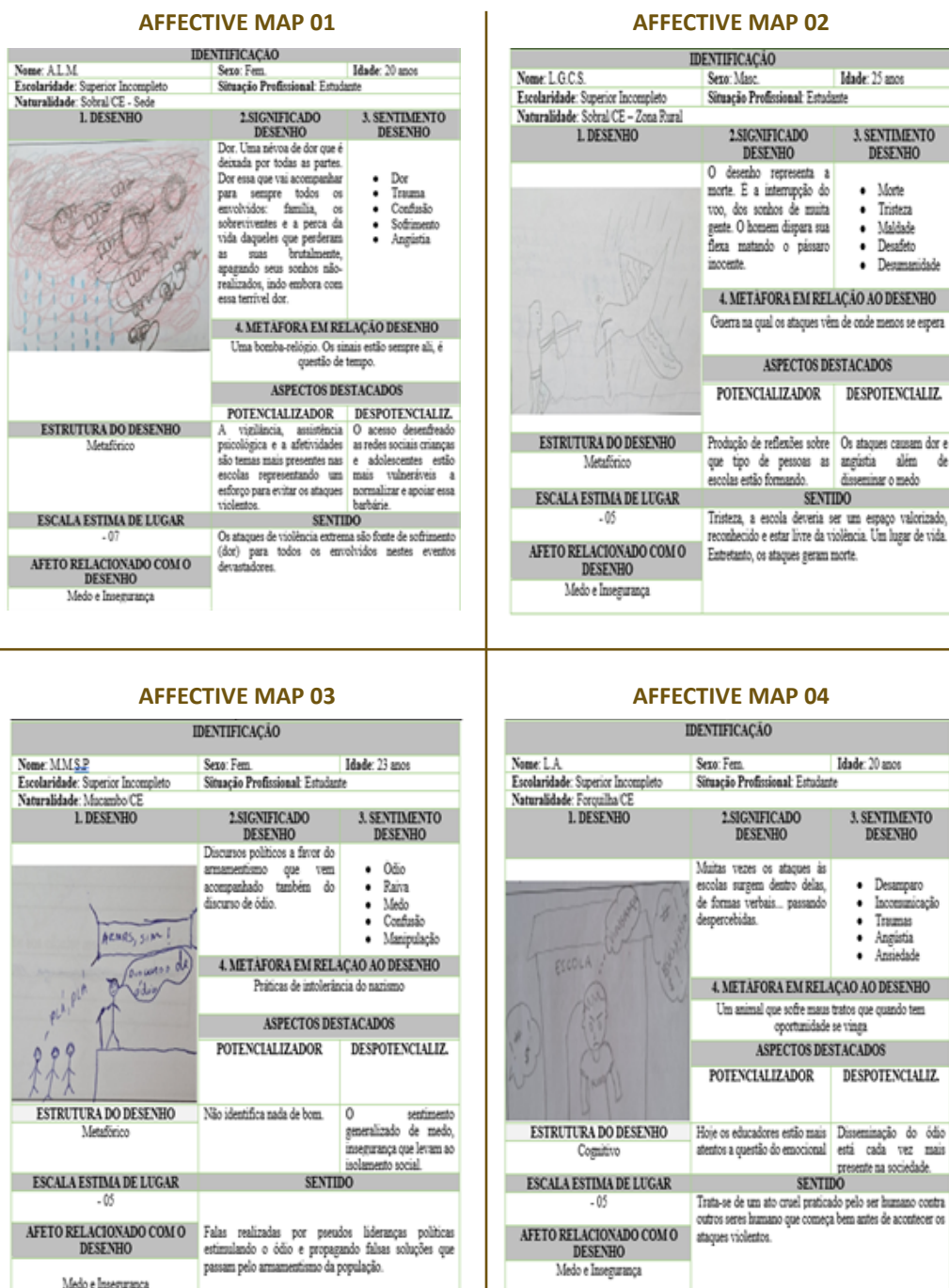
The student's perspective

The intention of analyzing the material collected from students was to capture the meanings and affections mobilized around the issue of extreme violence against educational communities. A total of 21 affective maps were applied; however, the study focused on the analysis of 4, taken as a summary of the perceptions and feelings expressed by the collective of students from the participating degree courses.

The drawings speak for themselves. For Pinto (2014, p. 147, our translation), “[...]...all paintings and drawings, from the scribbles of a child to the elegant and sophisticated lines of an architect, can reveal the inner world of their author.” This is an essential property of the Affective Map, making it possible to grasp something of the inner order of the subject.

Map 1, by student A. L. M., brings the image of a “cloud of pain” when referring to the tragic events of attacks of extreme violence; Map 2, by student L. G. C. S., mentions the “death of a slaughtered bird”; the next map, by student M. M. S. P., denounces, through drawing, hate speech and the exaltation of weaponry; the last affective map, by student L. A., refers to verbal attacks and bullying practices, which can, in some cases, influence the triggering of extreme violence. Three drawings have metaphorical structures, and only one is aligned with a cognitive structure.

Figure 1: affective maps 1, 2, 3 and 4



Source: organized by the authors.

When asked to indicate the intended meanings of the drawings, words emerge that denote a significant emotional charge, such as pain, trauma, suffering, fear, anguish, and hatred, among others. When asked to produce a metaphor in relation to the drawing, images appeared such as: “time bomb,” student 1; “war,” student 2; “Nazi practices,” student 3; and, for student 4, “an animal that suffers mistreatment.”

When asked to identify empowering and disempowering aspects in relation to events

of extreme violence, the following records were observed: student 1 - empowering aspect: greater vigilance and attention to the student body and the more present thematization of socio-emotional; as a disempowering aspect, he highlights: unfiltered access by children and young people to social networks. For student 2, the enhancer is a reflection of the type of student the school is forming, and as a de-enhancer, attacks generate pain as well as spread fear. Student 3, on the other hand, can't identify any potential enhancers and, as a de-enhancer, she highlights: the generalized feeling of fear. Finally, student 4 mentions the following as an enabler: educators being more attentive to emotional aspects and, as an enabler: the spread of hatred.

Three affective maps (1, 2 and 3) contain metaphorical images, and one (map 4) falls into the cognitive category. For Bonfim (2010, p. 138, our translation), "metaphors break with positivist philosophical and linguistic traditions." Metaphorical drawings emphasize figurative aspects and are not simply a reproduction of what is being represented. Structures that fall into the cognitive category, on the other hand, are those that denote visible, concrete, and objective aspects of reality.

The four affective maps showed the presence of the esteem of insecurity mentioned by Bonfim (2010) and Pacheco (2018). This refers to the manifestation of affections that reveal tensions, ruptures, fears, and instabilities. It's noteworthy that none of the maps show the presence of cherishes that express affection of pleasantness or belonging; these other possible cherishes arise in the proposal of affective maps.

FINAL CONSIDERATIONS

The research provided evidence of how challenging and complex the phenomenon of extreme violence against school communities is. As already investigated, the majority of attacks in Brazil were carried out by young men with some kind of link to the school attack (Brasil, 2023; Vinha *et al.*, 2023). In the explanations of motivations, the most immediate influences are the naturalization of hate speech, unrestricted access to social networks, fake news, experiences of bullying and other violence experienced at school itself, which, according to studies carried out by Gonçalves and Andrade (2020), have some kind of correlation with extreme violence, as well as factors that are still unknown today. Both teachers and students in the research expressed sad affections that portray feelings of fear, anguish, pain, suffering, and vulnerability, generating "powerlessness" to act and exist, here relying on Spinoza's language (Spinoza, 2018).

Throughout the research, we welcomed the enlightening reflection launched by Nóvoa (2023) on the teacher training process, both in the initial phase and in moments of continuing education and even in crisis situations, for whom it is essential to invest in an education com-

mitted to freedom, cooperation, meaningful and contextualized work. This idea is shared by authors such as Chauí (2021) and Charlot (2022), where education is revealed as part of the “antidote” to the growing violence of all kinds seen in a chaotic world polarized between north and south, rich and poor.

The radical critique of the capitalist system defended by Guerra and Jimenez (2016, p. 88, our translation), who denounce the bourgeois economy, according to which human beings are disposable parts, since they are nothing more than commodities, is also considered to be full of meaning: “individuals are essentially meant to each other, mere commodity exchangers, and the end *condictio sine qua non* of existence under the rationality of capital.” All these contradictions that trivialize the full and dignified expression of life generate a great deal of unease and have ethical, political and affective consequences.

One of the main symptoms of this malaise is the growing phenomenon of violence of different shades, which has also entered, to our horror, the world of school communities. Several studies show that the solution to violence does not come from simple repressive measures. These, as we have seen, end up generating more violence, creating a vicious cycle (Rolim, 2016).

Some suggestions have been selected from the material produced by teachers and students for possible strategies to help mitigate and prevent attacks of extreme violence against educational communities. These measures include: monitoring critical situations, promoting discussions on issues related to diversity, racism, intolerance, prejudice, investments in training educators, incentives for democratic management, mental health work, guidance and restricting children and young people’s access to social media and training social media users to identify fake news.

Finally, managers, educators, families, specialists, and the government need to be as in tune as possible to manage this crisis effectively, given the difficulty of predicting events whose outcome is extreme violence against educational institutions. The measures must be fundamentally in the field of prevention. In this context, the initial and continuing training of educators plays a crucial role.

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CRediT Author Statement

Acknowledgements: We would like to thank all the institutional partners who made the study possible, especially the UVA Education Observatory. We would like to thank the Graduate Program in Education at UECE, which welcomed and supported the research proposal. We would especially like to thank the teachers and students of UVA's degree courses who were willing to take part in the research and make it possible.

Funding: The research was not funded.

Conflicts of interest: We declare that there is no conflict of interest of any kind, whether political, commercial, academic, or personal.

Ethical approval: Yes, the study was submitted to a Research Ethics Committee and was approved under Opinion No. 68747923.3.0000.5053 (CAAE).

Data and material availability: The data collection instruments, as well as the consent forms and other documents, are kept by the coordinating researcher and are available in physical format.

Authors' contributions: The authors participated in different ways in the process of planning, carrying out, and analyzing the research and, at a later stage, in the construction of the report and, finally, in the systematization of this article. Each brought their respective academic expertise to the study. It should be noted that the main author, Reginaldo Parente, played a more central role in the planning process and the development of the article. The other authors, Betânia Guerra and Maristela Vasconcelos, participated more actively in the process of aligning, adjusting, and criticizing the material.

Processing and editing: Editora Ibero-Americana de Educação

Proofreading, formatting, standardization and translation

