

WHERE DO WE WANT TO GO? PUBLIC POLICIES AS A GUARANTEE OF
PLURAL CITIZENSHIP

*ONDE QUEREMOS CHEGAR? AS POLÍTICAS PÚBLICAS COMO GARANTIA DE
UMA CIDADANIA PLURAL*

*¿A DÓNDE QUEREMOS IR? LAS POLÍTICAS PÚBLICAS COMO GARANTÍA DE LA
CIUDADANÍA PLURAL*



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ABSTRACT: We know that education is one of the most important sectors of society and it demands constant investment to improve its structural and educational curriculum to assure a more humanized learning to our children and youth to overcome their problems and have the right to learn how to live together. This theoretical article is the result of research entitled “The description of the collective construction of the anti-bullying program in a public education: so that ethical coexistence is a value” and has the objective to point out the main characteristics of a public policy for education that can meet the investment necessities against bullying and promote a peace environment in Brazilian schools. Therefore, it is compared to educational policies from other countries that have been implementing said actions for decades and have shown how important it is to maintain these actions that help to lower institutionalized violences.

KEYWORDS: Bullying. Educational Policies. Public Policies.

RESUMO: Sabemos que a educação é um dos setores mais importantes da sociedade e que demanda investimentos constantes de melhoria em sua estrutura curricular e pedagógica para a garantia de uma formação mais humanizada às nossas crianças e jovens para superação de suas mazelas e tenham, o direito de aprenderem a conviver, garantido. O presente artigo teórico é resultado da pesquisa intitulada “A descrição da construção coletiva do programa anti bullying em uma rede de ensino: para a convivência ética ter valor” e tem em vista apontar as principais características de uma política pública para a educação que possa atender à necessidade de investimento no combate ao bullying e na promoção de uma convivência para a paz nas escolas brasileiras. Para tal, estabelece-se uma comparação com as políticas educacionais de outros países que, há décadas, já vêm implementando tais ações e que têm nos mostrado uma grande importância da garantia de manutenção de ações que auxiliam no combate às violências institucionalizadas.

PALAVRAS-CHAVE: Bullying. Políticas Educacionais. Políticas Públicas.

RESUMEN: Sabemos que la educación es uno de los sectores más importantes de la sociedad y que exige inversiones constantes para mejorar su estructura curricular y pedagógica para garantizar una formación más humanizada a nuestros niños y jóvenes para superar sus males y tener, el derecho de aprender a convivir, garantizado. El presente artículo teórico es el resultado de la investigación titulada “La descripción de la construcción colectiva del programa anti-bullying en una red escolar: para que la convivencia ética tenga valor” y tiene como objetivo señalar las principales características de una política pública de educación que pueda satisfacer la necesidad de inversión en el combate al bullying y la promoción de la convivencia para la paz en las escuelas brasileñas. Para ello, se establece una comparación con las políticas educativas de otros países que, desde hace décadas, ya vienen implementando este tipo de acciones y que nos han mostrado la gran importancia de garantizar el mantenimiento de acciones que ayuden a combatir la violencia institucionalizada.

PALABRAS CLAVE: Acoso escolar. Políticas Educativas. Políticas Públicas.

Introduction

"Where do we want to go?" is the question that moves us toward a future perspective in many areas of our lives. In education, this desire also becomes a factor of great importance. But, as Uruñela (2018a) reminds us, school is the medium of learning in various areas that will help students transform themselves, building increasingly broad knowledge that will allow them to adapt to the world. However, the same school that teaches academic content is also parred excellence, the "center of conviviality, a place where one learns by relating with other people, with their teachers and also with their equals" (URUÑELA, 2018b, p. 31, our translation).

Conviviality has been a reflection of the consequences of "socioeconomic, political, cultural, and educational" practices (JARES, 2006, p. 18, our translation) that tend to diminish its importance or to be introduced in the school juxtaposed to other fads that, from time to time, become "educational jargons", much talked about in all schools, but little affected to equate these new themes. "Our school develops social and emotional competencies", "Here, our students do their Life Project", or even "We work with mental health for everyone" are common statements in schools that have little knowledge, in their daily practice, of how to deal with so many themes.

Indeed, the political and ideological dimensions that mark our century interfere with the systematization of educational programs, especially regarding school coexistence. A clear example of this condition can be seen in the four years of the government of an extremely right-wing president whose militarization of schools was a hallmark of his actions¹. Added to the same conceptions are the painful effects of gender ideologies and sexist discourses that have prevailed during this time, perpetuating increasing social injustices and dehumanization².

¹ To learn more about the consequences of this educational model that expanded during the mentioned period, the reader can find our critiques and scientific arguments that corroborate the certainty of the harmful consequences for the education of the militarization of schools in: "The education for the development of autonomy and the militarization of public schools: an analysis of moral psychology" (VINHA *et al.*, 2021).

² Consider here the proposals of the Ministry of Human Rights that had Mrs. Damares Alves at the head when defending the female role as inferior to man, the mistaken understanding about human sexuality to be worked in schools. The devastating effect of these ideologies was translated by the media and research that show the growth rate of femicide and the number of homo-affective people, blacks and black men discriminated against and killed during her government. Available at: <https://g1.globo.com/sp/sao-paulo/noticia/2021/08/31/negros-tem-mais-do-que-o-dobro-de-chance-de-serem-assassinados-no-brasil-diz-atlas-grupo-representa-77percent-das-vitimas-de-homicidio.ghtml>. Access: 10 Dec. 2022; Available at: <https://www.cnnbrasil.com.br/nacional/quase-320-pessoas-lgbti-morreram-no-brasil-em-2021-diz-entidade/>. Access: 10 Dec. 2022; Available at: <https://g1.globo.com/monitor-da-violencia/noticia/2020/03/05/mesmo-com-queda-recorde-de-mortes-de-mulheres-brasil-tem-alta-no-numero-de-feminicidios-em-2019.ghtml>. Access: 10 Dec. 2022; Available at: <https://ctb.org.br/mulher-trabalhadora/politica-de-damores-e-bolsonaro-dissemina-o-odio-e-a-violencia-as-mulheres/>. Access: 10 Dec. 2022.

Certainly, the increase in the trivialization of violence is present in diverse cultural groups, and school institutions are not immune to it. Thus, the investment in human form intentionally and systematically has become increasingly necessary, given the growing problems of coexistence that have dominated public spaces, including the school.

Data from the Organisation for Economic Co-operation and Development (OECD) have included Brazil in their statistics since the beginning. In the 2018 edition, 10,691 students from 638 Brazilian schools were part of this data, pointing out that 29% of students expressed suffering from systematic violence - bullying in their schools (OECD, 2020; ZAMBIANCO, 2020).

In addition to this problem, in times of schools without walls, access to the virtual environment has worried mothers, fathers, guardians, and school players. Stelko-Pereira et al. (2018) interviewed 1,534 students in the states of São Paulo, Minas Gerais, Paraná, and Ceará: 37% indicated involvement with virtual violence. A global survey led by Unicef (2019) interviewed 170,000 participants from 30 countries and found that 37% of Brazil's respondents have been cyberbullying victims (ISSA; BOZZA, 2020).

This violence existed even before the COVID-19 pandemic, however, we could see a worrisome increase in manifestations of emotional suffering among children and adolescents. In research (TOGNETTA *et al.*, 2022a) that counted on the participation of 1,891 adolescent students during the pandemic period, representatives of two directorates of the public school system in São Paulo, it was found that 62.9% of the students felt, to some degree, lonely, and 28% indicated feeling this way "always" or "many times". Another data: 14.5% of the respondents said they practice self-mutilation to relieve feelings and disturbing thoughts always or often. In this same investigation, 21.1% of the students signaled having had, at least "sometimes", suicidal thoughts.

When it comes to childhood, the consequences arising from the pandemic have not only affected adults and adolescents: children have also been targets of concern. In recent research (TOGNETTA *et al.*, 2022b), conducted with 1,041 children in the 4th and 5th grades of elementary school, 18.6% revealed feeling sad "always" and "many times"; 22.5% of children said they feel alone when adding up the answers referring to "always" (4.0%) and "many times" (18.5%); 44.3% pointed having few friends and 3.5% pointed not having any friends. Another alarming data from this investigation refers to the sensations arising from anxiety: 22.8% answered that sometimes they feel short of breath, and 4.4% pointed out that their heart beats fast. If added together, there are 27.2% of children with anxiety symptoms. Another 11.4% of

the children participating in the investigation feel self-harm. This percentage seems low, but if we consider the absolute number, there are 120 children who sometimes or always have felt like hurting themselves.

These data concern us and make us reflect on the serious events we witness in some schools. On November 25th, 2022³, in the municipality of Aracruz, in Espírito Santo, two schools - one private and one state school - suffered a major massacre, leaving 13 people dead and 13 injured. On March 13, 2019⁴, in Suzano, in Greater São Paulo, ten people were killed, and 11 were seriously injured. In Goiânia, in 2017, a boy killed and wounded classmates in a private school, and in 2018, in Medianeira, other boys invaded a public school with weapons (TOGNETTA; FODRA; BONI, 2020). We cannot state that the data of emotional distress or violence, such as bullying, are the main cause of these massacres, however, they can be considered a trigger of these violent actions (TOGNETTA; FODRA; BONI, 2020), pointing to coexistence as a central point in educational goals and objectives.

We can notice that there was a commonplace in all tragedies involving children or adolescents - the school. Why at school and not somewhere else? Certainly, it is at school that children and adolescents live together with those who are different; it is at school, whose essence is human formation, that boys and girls seek to feel they belong and thus feel "valued", and it is precisely the lack of this value that leads announced aggressors to seek their equals and premeditate the violence that we have been witnessing.

In all these cases, from the most difficult (mentioned above) to the most everyday conflicts that happen inside, action is needed by those who educate. As Casassus (2008) reminds us, "care and welcoming in an environment that educates are key elements for the school to fulfill its role of educating" (TOGNETTA, 2022, p. 27, our translation). This means saying that, unlike authoritarian and punitive practices, investing in coexistence means creating spaces in schools where moral values can be discussed, where students can express what they feel and have their feelings recognized and validated (JARES, 2008; TOGNETTA, 2009; URUÑUELA, 2018a, 2018b; VINHA *et al.*, 2017; TOGNETTA, 2022).

The fact is that this is not easy to learn. The insertion of coexistence as an essential part of human formation at school demands the urgent implementation of public education policies that guarantee the necessary theoretical instrumentalization and foundation to educate for

³ Available at: <https://g1.globo.com/es/espírito-santo/noticia/2022/11/25/ataque-a-escolas-em-aracruz-o-que-se-sabe-e-o-que-falta-esclarecer.ghtml>. Access: 10 Dec. 2022.

⁴ Available at: <https://www.bbc.com/portuguese/brasil-47548656>. Access: 10 Dec. 2022.

coexistence to propose that actions be systematized, intentional, and planned by the education networks. In Brazil, although very recent, in 2015, the Anti-Bullying Law, No. 13,185, was published in the Federal Register - FR. Three years later, in 2018, there was a change in Article 12 of the LDB - Law of Directives and Bases of Education, which included "the promotion of measures to raise awareness, prevent and combat all types of violence and promote the culture of peace among the responsibilities of educational establishments" (BRASIL, 2015).

Still, in the Anti-Bullying Law, in article 5, it is pointed out that it is the responsibility of "educational establishments, clubs, and recreational associations to ensure measures to raise awareness, prevent, diagnose, and combat violence and systematic intimidation (bullying)" (BRASIL, 2015).

We consider, albeit belatedly, that the legislation was an advance for education in our country. However, we realize that only the verification of the Law has not been enough and does not guarantee that educational institutions promote actions to improve school coexistence. We have seen handcrafted ways of implementing actions to combat institutional violence, especially systematic bullying, and that have little or no guarantee of their maintenance. From then on, we have been joining efforts to implement public policies to improve school coexistence because, in this way, the right to learn to coexist becomes legitimate and continuous in schools.

We know such desires depend on something very dear to us: teacher training. We also know that in Brazil, there is a great gap in this training because, as Nóvoa (2013, p. 200, our translation) points out, there is a great belief that the degrees are "easy in everyone's eyes, with dire consequences for the status of teachers and the prestige of training programs".

Teacher training is an indispensable theme for thinking about public policies to guarantee legally-established rights for professionals and students. Teachers have a preponderant role in "bringing about" the social transformation we want so much for future generations through their curricular and pedagogical practices. However, recent research (KNOENER, 2019) has shown that the problem of teachers' performance is before the practice, constituted by the gap found in the initial training, i.e., in the graduation or graduation courses.

Knoener (2019) indicated in his research the urgency of updating teacher training curricula. The subjects of this investigation were students in their third year of undergraduate studies, that is, they were in their penultimate year, considering that undergraduate courses are four years long. Of these, 75.47% said that if they were in their last year of undergraduate studies, i.e., about to take over a classroom effectively, they would not be at all or only a little

prepared to deal with issues of indiscipline, violence, or other coexistence problems. Also, in this same research, Knoener (2019) evidenced that 80% of the respondents felt they needed to be prepared to meet what is proposed in the Anti-Bullying Law, and 77% felt unsafe enough to propose bullying prevention actions.

These data make us think that schools and undergraduate courses urgently need training proposals to combat and prevent such violence. Therefore, to comply with the Anti-Bullying Law, it is necessary to adopt educational policies that address the need for teacher training, initially and continuously, while present in classrooms.

Certainly, it is at school that students have the opportunity, or at least should have, to experience cooperation, respect, solidarity, and tolerance - among other values - it is at school that interpersonal relationships are public, unlike family relationships that are constituted by intimacy. It is in these public relationships that one learns to be a "citizen who respects himself and others, however, they may be" (IMBERNÓN, 2016).

Thus, it is necessary that both "universities, in their plans for initial teacher training, and educational administrations, about on-the-job training" (JARES, 2006, p. 143, our translation) become aware and, to this end, public policies are established to ensure the sustainability of the continuity of actions to improve coexistence in Brazilian schools.

Let's detail these policies.

What is a Public Policy?

Public Policies in Brazil are still a great challenge to guarantee actions to improve coexistence in school institutions. Little understood in its role of guaranteeing laws, "public policies" are a theme that still raises many questions: what are they for? What do they do? Who makes them? Why are they called "public"? Do they belong to the government? Do they belong to the State?

Public policies are understood as the responsibility of the State. Aiming to substitute feudalism, from the 20th century on, the State assumes an important role in constructing modernity (TILLY, 1975; BENDIX, 1977), thus being seen as a social regulator (MULLER; SUREL, 2002).

That is, the State is responsible for reducing social ills, consequently aiming at the "reduction of structural inequality caused by the lack of socioeconomic development" (HÖFLING, 2001). However, the State alone is not enough to implement and maintain policies;

it is necessary to have a connection between public agencies and the social agents that must be active in the policy that will be implemented (HÖFLING, 2001). Government is understood as the "set of programs and projects that come from society". Such programs are "political actions of a certain government that assumes and performs the functions of the state" (HÖFLING, 2001). In other words, the State and government are intertwined.

In political science, scholars seek to observe the actions of governments, that is, what they have done or failed to do. However, for anyone responsible for such a function, there must be, unavoidably, verifications "scientifically formulated and analyzed by independent researchers" (SOUZA, 2006), which shows us the importance of the involvement of the University and social agents in its formulation.

Starting from the difficulty of having a single definition for a public policy, several researchers have worked and dedicated themselves to defining it. According to Souza (2006) and Mead (1995), public policy is a "field in the study of politics that analyzes government in light of significant public issues.

Lynn (1980) further shows us that such policies are a "set of government actions that will produce specific effects" on a social body. Peters (1986) does not go much further than what was defined by his predecessors but adds that it is "the sum of the activities of governments, acting directly or by delegation and influencing the lives of citizens" finally, Dye (1984) makes a solidification of these ideas and points out that public policies are government choices, which are made or not made, for social improvement.

Public policy is seen as part of government action. Such action is a "specific combination of laws, allocation of financial, administrative and human resources, for achieving more or less clearly defined objectives" (ROSE; DAVIES, 1994). Jean-Claude Thoenig (1973, 1985) states that these actions depend on interventions from the authority experienced in public power, primordial for the edification of public actions that are only possible from these policies.

Proceeding from the need to build normative frameworks of action, that is, what will have repercussions in society, a public policy assigns actions for the effectiveness of positions such as financial, intellectual, regulatory, and material resources (MULLER; SUREL, 2002).

Financial resources are credits granted to ministries. Intellectual resources refer to the people who are directly part of the development of a policy, having the function of sensitizing the actions for its creation. Regulatory resources, in turn, are the responsibilities of those who must comply with the new resources presented through these new regulations. For the

development of a public policy, research tools, statistical analysis, and financial and physical products are needed (MULLER; SUREL, 2002) - these are the material resources.

We know that a community goes through social challenges every day, however, Lascoumes and Le Galés (2012) point out that political action goes beyond solving such difficulties, "are collective actions that participate in the creation of a certain social and political order", thus, in addition to the policies are seen as local purposes, promoting specific solutions before a particular group, they also have an importance in the collective order (FRIEDBERG, 1993).

Facing the complexity of public policies, Muller and Surel (2000) point out descriptive meanings of the words "politics" and "public". The former has three major functions: polity, politics, and policies. Politics are the union between politics and civil society, and their transitions occur over their experienced spaces and times. The second function is the actions aimed at exercising citizenship, such as the right to vote, elections, and party debates. And the policies are the practical constructions of the activities to improve social problems, guaranteeing a common good. The essence of the public refers to the set of individuals or organizations based on the achievements of a social group affected by the State's action.

To understand a public action is to realize that there are countless forms of social intervention; it is to understand the relationship between the public and private sectors. Public action covers the imprecise and evolving boundary dynamics between State and society" (MULLER; SUREL, 2002).

With this, we realize the need for relations established between society, State, and governments, to attribute actions for the improvement of society and to overcome its dysfunctions.

To this end, it is necessary to understand how these public policies are structured. This is what we will detail below.

The Structuring of a Public Policy

Given the need to put a policy into practice, we need to understand how it is structured, which depends on a development cycle (SANTOS, 2021).

Public policy formulation occurs through "stages where democratic governments translate their electoral purposes and platforms into programs and actions that will produce results or changes in the real world" (SOUZA, 2006).

It is necessary to understand that public power, with the union of legislative, executive, and judicial powers, is formed by socially constituted actors. Considering the establishment of public policies at the municipal level, for example, some specific actors constitute this public power are unions of public service professionals, councilmen, and legislative power technicians, among others (BAPTISTA; REZENDE, 2011; SANTOS, 2021), as they have public interests in common, their dynamics are "interrelated" (BAPTISTA; REZENDE, 2011).

For the construction and validation of a public policy, Baptista and Rezende (2011, p. 253-254) propose a cycle consisting of 4 stages, they are:

- 1) Recognition of the problem and assembly of the agenda;
- 2) Formulation of the policy and decision-making;
- 3) Policy implementation;
- 4) Evaluation.

Collective consciousness is a determining factor in setting an agenda (SOUZA, 2002). To this end, two groups unite to consolidate this agenda: the visible and invisible groups. According to Souza (2002), the visible ones will act directly in the agenda-setting process, such as politicians, the media, political parties, and pressure groups connected to make decisions. The invisible group will formulate the possibilities for change, and those responsible for fulfilling this role are the bureaucracies and academic researchers. The second stage in this cycle of structuring public policy will investigate whether the request for policy development, whether emergency or not, has been thoroughly detailed. The third stage seeks to put into practice everything that was pointed out in the previous location. To do so, the government has the duty to be "impersonal and efficient, following neutral principles, such as legality, equality, and isonomy" (BAPTISTA; REZENDE, 2011). And the fourth and last stage has the role of evaluating the public policy established in the municipality. Researchers indicate that an evaluation should be made before and after its implementation, going through statistical tests

such as ex-ante and ex-post (BAPTISTA; REZENDE, 2011). Such an evaluation is very important for monitoring the evolution and what needs to be adapted and changed.

We provide below a table that better details these steps.

Chart 1 – The phases of Public Policy development

POLICY STAGES	ISSUES PERTINENT TO THE ANALYSIS OF EACH PHASE
Recognition of the problem: agenda setting	<ul style="list-style-type: none"> • How did the issues gain the government's attention? • Which issues were recognized by the government as relevant? • How were alternatives to these issues generated? • How was the government agenda constituted? • Why and when did an idea emerge?
Policy formulation and decision making	<ul style="list-style-type: none"> • How were the policy alternatives formulated? • How was a certain proposition chosen among other alternatives? • Who participated in the policy formulation and decision making process?
Implementation	<ul style="list-style-type: none"> • Does the policy formulation have clear objectives, goals, and direction? • Were the resources needed for implementation considered at the time of formulation/implementation? • Is the process of building the implementation strategy clear with regard to the division of tasks and activities? Does the process require organizational change? • Do the actors involved in the implementation agree with and understand the outlined policy?
Evaluation	<ul style="list-style-type: none"> • Has the political action implemented brought positive or negative changes to the populations' preconditions? What impact(s) has (have) been generated? • Were the planned actions carried out? • Were the defined goals achieved? Were the planned instruments and resources used? • Are the proposed actions using the different resources efficiently?

Source: Baptista e Rezende (2011, p. 253-254)

This framework serves as a basis for implementing public policies at the municipal level to ensure the continuity of anti-bullying programs implemented by the Group for Study and Research in Moral Education - GEPEM⁵ in partnership with several municipal networks and private schools.

⁵ GEPEM is a research group with two research lines: Interpersonal relationships at school and the development of moral autonomy and Co-existence at school: virtues, bullying, and violence. Available at: <https://www.gpem.org/>. Access: 10 Dec. 2022.

Next, we will demonstrate the public policies that other countries have implemented on the subject of school coexistence and that serve as an example and inspiration for Brazil.

Who have we been learning from? The Public Educational Coexistence Policies of other countries

It is no coincidence that other countries have inspired Brazil to construct public policies to improve school coexistence. Countries such as Colombia, Chile, Spain, Finland, USA, among others, have been working to implement such policies for decades, leaving Brazil with a much lower development ranking.

Therefore, we will detail in this topic the public policies these countries implement at the federal level. Let's start, then, with Colombia. We have learned from Colombia that quality education goes through ethical principles for the formation of citizens aiming to approach Human Rights, favoring a culture for peace (COLÔMBIA, 2014; SANTOS, 2021).

The Colombian Congress of the Republic enacted in 2013 Law 1620 that was responsible for creating the National School Coexistence System, with a focus on the training exercise of 4 major themes: Human Rights, Sexual and Reproductive Rights (DHSR), and the Prevention of violence in the school environment (COLÔMBIA, 2014).

In 2014, the National Ministry of Colombia developed the National School Coexistence System, in which it is possible to establish relationships to develop actions to improve school coexistence and exercise human rights. In Colombia, the school community's involvement is an indispensable factor in the practice of such policies. Therefore, for the continuity of actions to be guaranteed, it is necessary to undergo constant evaluations carried out by those who live together in the school (TOGNETTA; SANTOS; FODRA, 2020).

We have learned from the Chilean Ministry of Education that a national policy of school coexistence needs to be implemented in curricular pathways, as it is a preponderant factor in regulating rules that organize coexistence.

In 2011, Chile passed the School Violence Law, amending the General Education Law and proposing a new meaning to school coexistence, where students who were once seen as problematic are now seen as subjects of rights, thus having coexistence as an influencer of good academic performance (VIVALDI, 2020).

In the US, specifically in Texas, a school climate improvement intervention (CAPSLE) was developed in the mid-2000s to reduce bullying in schools⁶ (TWEMLOW *et al.*, 2009). This action focused on working with teachers encouraged to plan a school curriculum based on policies that favored intellectual, social, and emotional learning (TWEMLOW *et al.*, 2009). With this policy of intervention to coexistence problems, a technique called mentalization was developed for the promotion of reflection, empathy, modulating effects, and setting limits (FONAGY *et al.*, 2002).

The Spanish Ministry of Education, Culture and Sports⁷ has been developing actions to improve coexistence for some time, offering public policies to combat violence. The management team is an excellent ally for improving the coexistence in Spanish schools, having as a form of intervention the school community's awareness and work with education in values that promote respect for human rights (AVILÉS, 2012).

Spain has been developing anti-bullying programs ensured by laws that guarantee actions in schools. For example, in 2006, Organic Law No. 2 was developed to secure new school environments for those characterized as targets of bullying or other types of violence. However, school change alone was not enough to prevent, let alone intervene in these cases, so needed a new version of the Law, becoming Organic Law No. 8 (ESPANHA, 2013).

This Law has undergone several changes, two of which concern cases of bullying. The first concerns include education for non-violence, and the second deals with the postures that harm school coexistence, considering the various forms of violence (ESPANHA, 2013; FRICK, 2016; SANTOS, 2021).

Finally, we learn from the Nordic countries developing intervention research to coexistence problems for decades, especially Finland, a globally recognized educational reference country, that an "intentional program" for coexistence is needed. Finland has developed a bullying intervention program called KiVa that has been implemented in every school in the country. This program has three major goals, the first: is to prevent bullying from occurring, the second: is to combat severe cases of bullying effectively, and the third: is to minimize the negative effects of bullying (HERKAMA; SALMIVALLI, 2018).

⁶ School climate is "a set of perceptions and expectations shared by members of the school community, arising from lived experiences" (MORO; MORAIS; VINHA, 2014). Thus, we seek a positive school climate that promotes peace in schools, preventing violence.

⁷ Access in: Redirigeme - Ministerio de Educación y Formación Profesional / Ministerio de Cultura y Deporte (mecd.gob.es)

The Finnish Ministry of Education and Culture, in 2006, invested resources in interventions to prevent and reduce bullying in all schools in the country, undergoing testing in all education segments (GARANDEU; LEE; SALMIVALLI, 2014).

Certainly, other countries are developing policies that go beyond legislation on coexistence issues and are already implementing them. So here we have cited the most well-known ones as inspiration for guaranteeing education for peace based on moral values such as respect, justice, solidarity, and empathy.

Final considerations - why is it so difficult to design a public policy that becomes sustainable?

All the reflections presented so far intend to validate the assumption that, more than ever, coexistence programs need to be instituted in Brazil as public policies to ensure their actions and sustainability (SANTOS, 2021; AMARAL NUNES; VINHA; CAMPOS, 2022).

Although our great desire is the implementation of public policies that ensure the continuity of actions involving coexistence projects, the results of recent research that aimed to describe the construction of an Anti-bullying Program (SANTOS, 2021) in a public school network in the interior of São Paulo showed the great difficulty existing in Brazil to transform these actions into public policies: the governmental change with the municipal elections that produce the discontinuity of the actions taken. With the change of party, the government destabilized the staff of municipal employees in charge of the work with the theme of coexistence, making it complicated. Therefore, a deeper dialogue about the program in the network did not consider the previous construction carried out by managers, teachers, assistants, and all professionals in education who wrote in their coexistence plans the commitment to the theme by the educational community. The discontinuity of this work had, certainly, a movement contrary to what research has shown as a necessity: "learning to coexist is looking at the process and not the arrival, at people and not the performance results" (AMARAL NUNES; VINHA; CAMPOS, 2022).

Suppose we want a better, fairer, more solidary society with fewer inequalities. In that case, we need to understand, once and for all, that education is its great ally in constructing a more respectful social coexistence. The need for implementing Public Policies is even more evident when we take the quantitative results on the understanding and instrumentalization of teachers who have gone through teacher training for their classroom performance. There is an evolution in the quality of this theoretical understanding and the applicability of the theory in

the day-to-day life of the school when having a process of monitoring and progressive construction of a program by those who think and execute it (SANTOS, 2021). A comparison was made between teachers who had undergone two years of continuing education and those who had undergone three years of education: those who had undergone three years of education had higher levels of quality responses, indicating that the studies coming from continuing education were already having practical effects with the children in the municipal network.

As we have seen, even though we know the need to develop coexistence programs in our schools, there is great difficulty in implementing and sustaining such policies in our country. Therefore, we must have evaluation practices of such programs as a source of arguments for implementing public policy.

That said, we can only reiterate that public policies in our country can establish, in their goals and practices, intervention programs that consider as a condition the evaluation of school coexistence as a diagnosis for the construction of school plans and that allow equipping subjects and schools with tools and skills that can ensure our students learning and experiencing a culture of peace, as provided by the Anti-bullying Law (2015) incorporated into Article 5 of the LDB (BRASIL, 2018). Unfortunately, while we do not have the public policy for backing and applying this law as a guarantee of teacher training spaces, as well as implementing a continuous, systematized, planned, and intentional program in Brazilian schools, they will continue to explore⁸.

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⁸ Reference is made to the recent severe events, such as the suicide of children and adolescents, as well as the forms of harsh violence that have taken the lives of several people in school massacres.

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