

Paths to Promote a Culture of Peace in Latin America: Qualitative Approach to Education in the 21st Century in the Gameleira Municipal Network – Pernambuco, Brazil

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Abstract

This study aims to explain Education in a Latin American educational conception, focusing on Paths for the Promotion of a Culture of Peace in Latin America, investigating Education in the 21st century in the Gameleira Municipal Network, based on public policies governmental frameworks, historical landmarks and academic publications, we aim to make a connection between 21st Century Education in Latin America and the actions developed by the Gameleira Municipal Network, in Basic Education in the Initial and Final Years of Elementary School, in a qualitative sampling of education in this modality. The general objective of this study is to understand Latin American Education in a historical and cultural context based on public educational policies linked to 21st Century Education in promoting the Culture of Peace in the municipality of Gameleira - PE; Among the specific objectives we have: relating Educational Public Policies through 21st Century Education and the role of schools in promoting a culture of peace using the Gameleira Municipal Network as a qualitative analysis, within the scope of Elementary Education in Final Years and Initial Years; Verify the extent to which the pedagogical actions of a Latin American Municipal Network have promoted a culture of peace and the reduction of school violence; Relate experiences of Education for the 21st Century in promoting the culture of peace, in the context of Basic Education, the Gameleira Municipal Network, Elementary Education, Final and Initial Years, with pedagogical results and actions that seek the quality of the teaching process and learning.

Keywords: Culture of Peace, School Education, Ways to Peace, School Guitar Education, 21st Century Education

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Introduction

Delors (2012) and Debarbieux (2006) clarify that education must be attentive to contemporary social changes and adapt to such changes that generate transformations in society. From this perspective, the school needs to act on different fronts of action in search of promoting education with equity and quality, with democratic work being fundamental, open to collective participation and social well-being.

In the view of Tognetta and Vinha (2012), these transformations are driven by the cultures of young people as they expect from school, albeit unconsciously, something more than curricular content. They call for a comprehensive, meaningful education, where human values and interactions are constantly strengthened. The school of the 21st century radically changes its stance, as teachers push knowledge towards the student and no longer in their direction, with their objectives being: protagonism, motivation, autonomy and critical positioning of the student, in the face of the reality that surrounds him.

We also aim to understand Youth and Adult Education in Latin America based on a qualitative sampling of the Gameleira Municipal Network and its integration with the National Common Curricular Base and its relationship with the student's comprehensive training in the educational and social context based on the profile of the educator linked to 21st century Education, aware of the challenges that still exist such as infrastructure, training processes and teaching resources.

The methodological proposal of this research is content analysis and case study, with a qualitative evaluation of actions promoted by the Gameleira Municipal Network, in Basic Education in the Initial and Final Years of Elementary School, with a focus on deepening public educational policies aimed at the promotion of a culture of peace at school, whose qualitative approach, action research, becomes the best way when we aim to analyze specificities of locations or social groups.

Justification

The culture of peace in society, based on the universal goals of coexistence, established and proclaimed by resolution 217 A (III) of the UN General Assembly of 1948 (UN, 1948), It also needs to be followed by educational institutions, in our focus schools, which need to balance strategies to combat violence and promote peace, along with actions that seek the quality of the teaching and learning process, in consensus with Law 13,663, of 14 of May 2018, which amends Article 12 of Law No. 9,394, of December 20, 1996, to include the promotion of awareness, prevention and combat measures against all types of violence and the promotion of a culture of peace among the responsibilities of educational establishments.

Along this path, the Municipal Education Network of the Municipality of Gameleira – PE, in the Initial and Final Years of Elementary Education, has developed a list of actions that aim to guide pacification in its activities, with the premise of strengthening the school, implementing resources technological technologies and innovative actions, which enhance the teaching and learning process in a qualitative context with National and International emphasis.

Thus, this study investigated the performance of municipal public management and its actions and support to promote Education for the 19th Century, with a focus on promoting

culture and promoting education with equitable quality for all. Investigate education in a Latin American context and how this has promoted a culture of peace in the school environment, valuing social, economic and cultural aspects to strengthen student belonging to school and how this impacts the school routine. Along this path, this work contributed to guiding the promotion of a culture of peace and, consequently, the fight against violence in educational environments.

In this vein, we will approach 21st Century Education, in the Latin American context, having as a qualitative research point the Gameleira Municipal Education Network, which has been developing successful government public policies regarding this educational modality. Actions such as innovative practices, such as the use of technology, actions to strengthen learning and the incorporation of educational technology can help make learning more dynamic and accessible, allowing students to develop digital skills and have access to hybrid educational resources.

Regarding pedagogical actions, we have in the Gameleira Municipal Network, State of Pernambuco, in Brazil, a Popular Education that adopts a student-centered pedagogical approach, in which students are active participants in the learning process. This contrasts with traditional authoritarian, decontextualized and passive methodological approaches, which do not motivate critical thinking, citizen participation and autonomy of students.

History of Gameleira Education

Gameleira, a municipality located in the state of Pernambuco, is known for its rich history and culture. Education played a fundamental role in the evolution of this community, shaping the present and future of its generations. This article will examine the trajectory of education in Gameleira, highlighting the historical milestones, the challenges faced and the impact on the lives of local inhabitants.

The history of education in Gameleira dates back to the beginning of the 20th century, when the first local educators came together to offer learning opportunities. The first schools were modest, often located in community buildings, but they reflected the community's commitment to education. Dedicated teachers worked tirelessly to provide children with access to knowledge.

In the following decades, Gameleira saw growth in educational infrastructure, with the construction of new schools and the expansion of the education system. However, progress has not been without challenges. The lack of financial resources, the lack of teaching materials and limited infrastructure were frequent obstacles. Still, the determination of educators and the local community continued to drive education forward.

Education was not just a means of acquiring knowledge in Gameleira; it was a transformative force. Schools have become centers of cultural and social activities, promoting community cohesion and the preservation of local traditions. Young people were trained to face personal challenges and contribute to the city's growth.

Over time, Gameleira overcame many of the challenges faced in the educational field. Government investments and local initiatives led to improved school conditions, teacher training and expanded access to education. Literacy rates have increased and the quality of education has improved significantly.

Currently, Gameleira has a network of public schools that offer quality education. Teachers, many of whom are children of the city, continue to play a crucial role in training future generations. The city proudly celebrates its achievements and its commitment to educational excellence.

The future of education in Gameleira is promising. Expansion plans, modernization of school infrastructure and the introduction of educational technologies are on the horizon. The city is determined to equip its young people to face the challenges of the 21st century and to continue contributing to the development of society.

Main Goal

- Understand Latin American Education in a historical and cultural context based on public educational policies linked to 21st Century Education in promoting the Culture of Peace, using the municipality of Gameleira – Pernambuco, Brazil as a point of investigation.

Specific Objectives

- Relate Educational Public Policies through 21st Century Education and the role of schools in promoting a culture of peace using the Gameleira Municipal Network as a qualitative analysis, within the scope of Elementary Education in the Final Years and Initial Years.
- Verify the extent to which the pedagogical actions of a Latin American Municipal Network have promoted a culture of peace and reduced school violence.
- Relate experiences of Education for the 21st Century in promoting the culture of peace, in the context of Basic Education, the Gameleira Municipal Network, Elementary Education, Final and Initial Years, with pedagogical results and actions that seek the quality of the teaching process and learning.

Methodology

The methodological procedure used in this research was a bibliographic review and literary refinement, which was based on concepts from the works of Silvia (2010), Heidrich (2009), Delors (2012), among others that address 21st Century Education in the context of Culture of Peace through innovative government public policies.

This work is a qualitative study, using bibliographic research, document analysis and constant data mining in articles and books. We also aim to understand 21st Century Education in the context of the Culture of Peace in Latin America based on a qualitative sampling of the Gameleira Municipal Network - PE and its integration with the National Common Curricular Base and its relationship with the student's comprehensive training in the context educational and social based on the profile of the educator linked to 21st century Education, aware of the challenges that still exist such as infrastructure, training processes and teaching resources.

As an object of qualitative study we have the Gameleira Municipal Education Network serving students from the Municipal Public Network in Basic Education, in the Initial and Final Years of Elementary School, through documentary research, interviews with participants and analysis of government public policies.

1. Initial Diagnosis:

Before starting the project, it is essential to carry out a diagnosis of the current situation in schools in the municipality. This may include collecting data on school violence, student, parent, and teacher perceptions of school safety, and identifying problem areas.

2. School Community Engagement:

Involving all members of the school community, including principals, teachers, students, parents and staff, is essential. Hold meetings to present the project and obtain the support and involvement of all interested parties.

3. Formation of the Coordination Team:

Appoint a coordination team that will be responsible for leading and implementing the culture of peace project. This team must include representatives from all interested parties, and must be responsible for planning, monitoring and evaluating activities.

4. Definition of Objectives and Goals:

Establish clear, measurable goals for the project, such as reducing rates of school violence, improving school climate, and increasing community participation in promoting peace.

5. Development of the Action Plan:

Create an action plan that describes the specific activities to be carried out to achieve the project objectives. This may include workshops, lectures, awareness campaigns, conflict mediation classes and peace-related extracurricular activities.

6. Implementation of Activities:

Put the action plan into practice, ensuring that all activities are carried out as planned. Monitor progress regularly and make adjustments as needed.

7. Awareness Campaigns:

Conduct school-wide awareness campaigns to promote a culture of peace. This may include spreading messages of peace, events and activities that involve students and the community.

8. Conflict Mediation Programs:

Develop conflict mediation programs, training students and teachers to act as mediators in conflict situations.

9. Assessment and Monitoring:

Regularly evaluate project results against established goals. Collect feedback from the school community and adjust the action plan as necessary.

10. Celebration and Recognition:

Recognize and celebrate the project's achievements, whether through awards, special events or ceremonies that value efforts towards a culture of peace in schools.

11. Expansion and Sustainability:

After obtaining positive results, consider expanding the project to other schools in the municipality and work on long-term sustainability, ensuring that the culture of peace continues to be promoted in schools.

12. Partnerships and Resources:

Seek partnerships with local organizations, government agencies and civil society groups to support the project and secure financial, human and material resources.

13. Final Assessment and Reports:

After project implementation, prepare a final report that highlights results, lessons learned, and recommendations for future culture of peace initiatives.

This methodology provides a general framework for implementing a culture of peace project in schools in a municipality. Adapting to the specific needs of the community and schools is essential to the success of the project.

Main Research Aspects

Scientific research is implemented in different aspects of investigation:

- **Literary refinement:** deepening the theme in different authors with the aim of understanding different arguments about the investigation.
- **Teacher Training:** Supervise regular training and qualification for EJA teachers, addressing best pedagogical practices and teaching strategies.
- **Infrastructure and Resources:** Identify actions to improve school infrastructure, ensuring adequate facilities and access to modern educational resources.
- **Monitoring and Evaluation:** Strengthen the continuous monitoring and evaluation system to measure student progress and identify areas for improvement.
- **Partnerships and Resources:** enhance actions that promote partnerships with civil society organizations, higher education institutions, local companies and government agencies.

Expected Results

The main results expected from the actions analyzed include:

- Promotion of a Culture of Peace in Schools with a focus on pacification in Social Environments through innovative pedagogical practices in Basic Education Schools, Municipal Network.
- Significant reduction in functional illiteracy.
- Increase in the completion rate of Elementary Education in the Initial and Final Years.
- Improvement in students' reading, writing and mathematics skills.
- Development of a more educated and egalitarian community.
- Strengthening bonds.
- Creating partnerships and articulations between different institutions.
- Evolution of educational indicators in large-scale assessments.
- Valuing students and education professionals.

Conclusion

This study investigated 21st century education in Latin America, in the context of promoting a culture of peace in the school environment, in a qualitative approach with the objective of the Municipal Education Network of Gameleira – PE, through the promotion of public policies linked to Basic Education, Elementary Education in the Initial and Final Years.

Education in the 21st century, in the context of a culture of peace, needs to seek strategies to combat violence and promote peace, together with contemporary actions that focus on the quality of the teaching and learning process, in consensus with Law 13,663, of 14 December May 2018, which amends Article 12 of Law No. 9,394, of December 20, 1996, which includes the promotion of awareness, prevention and combat measures against all types of violence and the promotion of the Culture of Peace as one of the responsibilities of educational establishments.

The story of education in Gameleira, Pernambuco, Brazil is a narrative of perseverance, commitment and progress. Over the decades, education has been a driving force in the community, empowering its inhabitants to seek a better life and contribute to the city's growth. Gameleira's educational legacy is a testament to the transformative power of education and its vital role in building a brighter future.

The results of the investigative processes revealed the evolution of educational indicators based on the promotion of a culture of peace in schools. These results were based on dynamic, democratic and cooperative teaching moments, with the participation of students who reflected, discussed and understood the importance of promoting a culture of peace in the school environment.

Finally, this work could contribute to guiding the promotion of a culture of peace and, consequently, in confronting school violence in Public Networks in Latin America and the World, through the promotion of public educational policies that have a social impact. Aware that there is no ready, complete, ideal formula for this problem, but paths that are clues for actions that we can follow in a pacification process proposed to consolidate education in the 21st century.

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