We present to readers the set of articles included in the Thematic Articles Section of this journal written by Brazilian and foreign researchers, at our invitation, within the theme “School educational finalities, educational policies for the school, pedagogical implications for a socially just school”. Having obtained the researchers’ acceptance, we postulate to Revista Educativa the publication within the Thematic Articles Section. Educational finalities refer to explicit or implicit orientations for school systems, expressing values and significations about the meaning of education and the school institution. They are a priority requirement in the planning and execution of public actions in the field of education, because they establish the basic guidelines for educational policies, for the elaboration of curricula and their operationalization in schools and classrooms. The educational finalities are usually enunciated in the preamble of plans, projects and normative documents, sometimes explicitly, sometimes in a veiled way; in this case requiring the researcher to capture its real meaning and intentionality. It is not unusual in educational institutions to have the incidence of goals and forms of operationalization that are departing from preliminary statements about finalities and objectives.

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School education, the object of school educational finalities, for different reasons, occupies a central place in social policies and public spending, being a field of confrontations between the various social and political current interests in a society. Since at least the 1980s, the school curricula of Europe, of the Americas and Africa, have been suffering a strong influence from neoliberalism, driven by globalization, emphasizing the phenomenon of the internationalization of educational policies, challenging analysts in identify the interests and motivations behind the choices made around educational finalities. The control of guidelines for the school system and for schools, comes not only from official institutional agencies, but also from the social agents such as politicians, the great midia, researchers, the business, social and cultural movements, religious entities, etc., leading to different conceptions and meanings of school educational finalities and their impact on the functioning of schools and teachers’ work. This fact shows that, at the same time that the purposes finalities of education appear as something necessary and priority, they also represent spaces for dispute of political and pedagogical decisions about the social functions of schools.

Thus, the publication of this set of articles on the relationship between school educational finalities and educational policies for the school and its pedagogical implications is justified, both to identify explicit or implicit political/value orientations for school systems and curricula, as well as to help teachers become aware of their repercussion on school practices and their work.

The motivation for the organization of this international set was mainly due to the visibility given to the theme of school educational finalities by a group of researchers led by Yves Lenoir at the University of Sherbrooke (Canada, Quebec). After empirical research on the, the Quebec educational system since 2014, which resulted in several publications, Yves Lenoir invited researchers from eight countries in Europe, North America and South America, including Brazil, to carry out an international comparative empirical research project on the conception of school educational finalities of different agents of the school system as teachers, teachers, school leaders, parents, leaders of public bodies of the education system, politicians, representatives of govern-
ment bodies, trade unions and associations, companies, and the general public, which received the title Quelle école au XXIe siècle? Une enquête internationale auprès des différentes catégories d’acteurs, proposed to the Research Council in Humanities of Canada. The research focused on a critical analysis of scientific, governmental and international organizations regarding school educational finalities and various concepts such as education, education, socialization, qualification, teaching, responsibility, autonomy, self-esteem. The project involved a considerable amount of financial, consisting of funding from the Government of Canada and research bodies from the member countries. Although, for financial reasons alleged by the Research Council of Canada, the project has not been carried forward, part of the work produced in its preparation generated a large-scale collective work entitled Les finalités éducatives scolaires: une étude critique des approches théoriques, philosophiques et idéologiques, published by Éditions Cursus Universitaire in 2016. The book, organized by Yves Lenoir (Canada), Oktay Adiguzel (Turkey), Annick Lenoir (Canada), José Carlos Libâneo (Brazil) and Frédéric Tupin, highlighted the theme of educational finalities, bringing conceptual clarifications, indicating theoretical sources of study and showing how the theme was being highlighted in international academic production, including in the framework of international organizations, World Bank, UNESCO and the OECD.

For Brazil’s participation in the mentioned international project, the two researchers who organize this Thematic Articles Session had been invited, each representing its states: the State of Goiás and the State of São Paulo. Even before the suspension of the international project, the research projects related to Brazil had been submitted to CNPq, brazilian federal government research funding agency, being approved.

In the State of Goiás, the project entitled Conceptions of different social agents on school educational finalities in the 21st century: a study in the state of Goiás, developed at the Pontifical Catholic University of Goiás, constituted two interconnected blocks: the first focused on analysis scientific documentation, government and international organizations on the issue of educational finalities in schools as well as the socio-historical and socio-educational characterization of education in Goiás. The second block, dedicated to field research on educa-
tional purposes involving the following segments: teachers from the first stage of Elementary School, future teachers (Pedagogy course students), teacher trainers (Pedagogy course teachers), social agents not connected directly to school activity: parents, School Council leaders, religious leaders, Guardian Council members, association members, businessmen. In the State of São Paulo, the project was entitled Which School for the 21st Century? a survey with several actors in the state of São Paulo. The research was carried out in two phases, the first comprising a set of empirical research on contemporary school conceptions expressed by teachers, school principals and coordinators, teaching directors and other institutions linked to Education in the State of São Paulo. The research sought to understand who the professionals in this area are, the movements that make up their identities and their training, how they act and influence learning, which is established in the relationship between professionals, students and knowledge. The first phase consisted of a survey with education professionals in the state of São Paulo, in partnership with the Escola de Formação dos Profissionais da Educação Paulo Renato Costa Souza (EFAPE), linked to the Department of Education of the State of São Paulo (SEDUC-SP), with 5,005 participants (primary school teachers – final years, pedagogical coordinator teachers, school directors and vice-principals, supervisors and teaching directors). The analysis of the data constructed in this phase was translated into five axes: School Educational Finalities, Initial and Continuing Education, Teaching Work Conditions, Vulnerabilities and Technology. The analysis of these axes runs through the transversal axis of Educational Policies. The second phase focuses on the conceptions of schools for the 21st century and its challenges, with the following objective: to identify how education professionals conceive each of the issues that emerged in the analysis of the 1st phase of the research, and which challenges they point out and/or recognize as fundamental for the success of today’s school, taking into account the transformations in the educational context, as a result of the Covid-19 pandemic starting in 2020, and its social, economic and psychological repercussions, which created a new reality for the exercise of the teaching profession. Discussion groups were held with different professionals and the data built are in the process of analysis.
At present, the two studies are in finalization phase. However, the preliminary analysis of data encouraged us to write this, with a view to apprehending different perceptions of the theme of educational finalities and obtaining input from international and national researchers to expand our analysis criteria.

There are other reasons that have mobilized us to organize this publication. The first concerns the lack of Brazilian educational conceptions about school educational, among the various social agents such as teachers, teacher trainers, parents, school leaders, business and the general public. Philosophical, sociological and pedagogical analyses are also lacking, which allow the explanation of these conceptions.

The second reason refers to the fact that educational finalities are inserted in social, political, cultural contexts, resulting from a game of forces in which systems of values, ideologies, traditions, particular interests and the different social groups that make up are confronted given society. The analysis of school educational finalities allows, therefore, to capture its anchorage in social reality, the meaning they attribute to the educational process and the guidelines given by society, especially by those who control it, for its operationalization. In the current context of globalized society, educational finalities, for about 50 years, have been largely determined by guidelines from international organizations, such as the World Bank, UNESCO and the OECD, whose impact on the definition of finalities and objectives for schools is notorious. Indeed, technical documents from the World Bank, the World Conferences on Education for All, UNESCO and, more recently, the OECD, have been defining political and technical guidelines for educational policies in Brazil, such as national education plans and guidelines and programs of recent governments, since at least 1990 and, at present, in the formulation of the Base Nacional Comum Curricular (BNCC), officially approved in December 2017. Therefore, it is relevant to note that the neoliberalism program for education presents with a lot clarity purposes and objectives of education inserted in the logic of economic competition and the link between education and the globalized market. It is understood, therefore, the importance of critical analytical studies that cast other views on these finalities, in an
emancipatory perspective, which reverberate in actions in the operational plan of teaching-learning practices.

The third reason refers to the growing presence of topics on education, school, school, in the various social, largely driven by the media and social networks. Perceptions of families, religious organizations, teachers, entrepreneurs, professional politicians, among other segments, influence the definition of school educational finalities both explicitly and implicitly. In other words, these finalities express interests of groups and power disputes in the social, cultural, political field, materializing in curricula, pedagogical projects, forms of organization and management of the school and, in a very peculiar way, in institutional practices. In the Brazilian case, the growth of the performance of conservative social movements linked to middle-class sectors and certain religious groups, whose impact on the definition of educational finalities and the conception of teachers’ work, has gained prominence in the social, political and educational reality of the country. Thus, the sociopolitical and pedagogical perspectives of analysis of educational finalities gain relevance, considering that orientations on the functions of the school have historically always been the object of conflict due to various interests of social classes and groups, religions, organizations and political parties.

The proposition of this Thematic Section refers to the articulation between educational finalities, educational policies and pedagogical-didactic implications that emerge from the teaching-learning activity, particularly in public schools aimed at children and young people originating from poor families and specific ethnic, social and cultural groups, resulting in the issue of socially just school.

Among the intentions of this publication is also to offer guests the opportunity to publicize their studies and research in a context of theoretical and political-ideological clash in the human sciences, especially in the field of education, since in many countries, visible disagreements around criteria of “quality of teaching”, curricular proposals and school conceptions aiming at a socially just school. Indeed, beside the intensification, at national and international levels, of the inducing role of international organizations in favor of education for all, socio-critical positions arise that dispute priorities in relation to school educational
purposes: cultural and scientific training, attention to diversity sociocultural, constitution of cultural identities, assistance to socially vulnerable populations, preparation for the world of information and communication, etc. In this way, the discussion brought up in this Thematic Section on educational finalities for schools makes it possible to illuminate issues such as the relationship between social inequalities and educational inequalities, school education and poverty, school and social justice. As a result, it will give visibility to the debate and the search for alternatives that have emerged from the dilemmas of school systems in relation to the purposes and functions assigned to schools, instruction and/or socialization, general education and professional qualification, scientific training or of attending to sociocultural diversity, of forming individualistic conservative values or collective values of justice, solidarity, autonomy.

Following articles, Yves Lenoir, from the University of Sherbrooke (Canada, Quebec), presents The utilitarian logic and the distortion of the finalities of the Human and Social Sciences and The Science of Education, in which it casts a critical eye on the utilitarian logic that currently dominates the human and social conditions of life. The analysis focuses specifically on the relationship between this logic and the field of education and, in particular, on the human and social sciences, which are largely ostracism. Having defined what human and social sciences are and their fundamental contributions to school education, it identifies two major interpretations of the field of education and its components: an emancipatory tendency and a conditioning and instrumental tendency. These prerequisites allow us to consider the notion of utilitarianism in its links with education and the human and social sciences, thus identifying, based on Caillé’s work, different conceptions of utility, some of which are opposed to the economist view. In conclusion, the author proposes a series of axes and educational principles that could support an emancipatory educational approach.

The contribution of Claude Lessard (Université de Montreal, Canada, Quebec), International organizations and the denationalized education of an eternal and adaptable apprentice, points out how these organizations, in particular the OECD, UNESCO and the World Bank, have been interested in education as an instance of production of what economists call the human factor to create a global field or space for
educational policies. Over the last few decades, and especially since the neoliberal turn of Western societies, their discourses and methods of intervention have evolved. The OECD, while having a primarily economic mission, has taken a dominant place in this direction with programs such as PISA ( Programme for International Student Assessment), TALIS (Teaching and Learning International Study), PIACC (Program for the International Assessment of Adult Competencies) e IELS (International Early Learning Study). In this text, after recalling the nature and historical role of the OECD, above all, but also UNESCO, the author shows that the OECD initially carried out a discourse centered on education as a factor of economic development and, later, on school governance, which should be transformed in accordance with the principles of New Public Management (NMP).

In recent years, the OECD has focused on the knowledge, skills, attitudes and values needed for the world of tomorrow, proposing to translate a framework, the Education Agenda 2030, into adapted curriculum, pedagogy and assessment systems. This project would imply a significant evolution towards a “universal” school, in line with economic and highly competitive, but also social and cultural globalization, linking all educational systems to lead them to participate in a continuous process of adaptation of advanced modern societies to this emerging world, imposing its rules and its functioning for all countries, in an inescapable way. In this article, after tracing this evolution and the educational project implied therein, the author discusses the denationalization of educational systems, which brings with it a paradigm of adaptation to an emerging world and to the capitalist economy of knowledge, from which these systems are unlikely to escape.

In the article An Analysis of Educational Aims in Turkey: A Social and Political Context, Oktay Cem Adigüzel of the Faculty of Education at the University of Anadolu, Turkey, proposes a reflection on the meanings attributed to education objectives in their relationship with human models that must be defined in these objectives. Thus, the author analyzes some representations of the human model from ontological, ideological and psychological approaches and the historical change of educational objectives that occurred in the Turkish educational system. Turkey is one of the countries integrated into international political
and economic systems, which causes it to be affected by the ideological, economic and social transformations of the world. Thus, its educational system was adapted to international proposals through the regulations proposed in it. In the text, these socioeconomic and global political transformations are described and analyzed in their relation to representations of the human model targeted, throughout the Turkish historical process, since the years of foundation of the Republic. The periods to be analyzed were determined by examining the dominant thought structures in the Turkish educational system, and the change in educational objectives in these periods was discussed.

Argentine researchers Daniel Feldman, from the Departamento de Ciências da Educação da Faculdade de Filosofia e Letras da Universidade de Buenos Aires, and Beatriz Diuk, from the Universidade Nacional de San Martín, Buenos Aires and the Conselho Nacional de Investigações Científicas e Técnicas, present the article *Education policies and inequality: between pedagogical formats and educational finalities*. The authors propose a reflection on the articulation between educational purposes and school results in the most disadvantaged sectors, taking into account the relationship between different pedagogical models and social classes. The authors show that the gap between the educational results of different social sectors cannot be interpreted only as an epiphenomenon of growing social inequality, without taking into account the task of pedagogical mediation. In Latin America, pedagogies that emphasize learning centered on discovery and on the value of cognitive conflict as a learning mechanism have gained prestige at the expense of other instructional proposals. This did not guarantee a significant improvement in the learning result and in the social ascension movement of socially disadvantaged students, in a context of high inequality. The authors consider that the emergence of this paradigm made it difficult, in this inequality context, the possibility of articulating a teaching policy favorable to the performance of popular sectors that, as it supports a significant corpus of research, could benefit from a pedagogy that explicitly led to to codes of educational knowledge. This also puts into tension many statements about educational purposes expressed in current pedagogical discourse.

In the article *The school as space/time of the educational project: perspective for the challenging future*, Antônio Joaquim Severino, from
Universidade Nove de Julho, São Paulo, Brazil, develops reflections around school education. This, even questioned in its foundations and implementation, is the privileged institutional mediation for the realization of the fundamental purpose of education, that is, to provide integral formation for the new generations. The author argues that, for this, the school, in the context of the Brazilian reality, needs to become the place of an educational project that articulates the life projects of students and educators to a project of a more just and equitable society.

The article School educational finalities and curriculum reforms: notes on the issue of school knowledge, from de Sandra Valéria Limonta Rosa (Universidade Federal de Goiás, Goiânia, Brasil) and Simônia Peres da Silva (Instituto Federal Goiano, Goiânia, Brasil), brings the analysis of the process of internationalization of educational policies in Brazil through a historical view, showing its negative impacts on the formulation of national school educational purposes, specifically in relation to the knowledge to be taught in Basic Education schools. The authors point out that, by assuming the educational concepts and finalities emanating from the documents of international organizations, the curricular reforms implemented in the last three decades were gradually replacing the purpose of teaching scientific content to preparing students for skills and abilities, which it materializes with the implementation of the Common National Curriculum Base (BNCC) for all Basic Education, that is, from Kindergarten to High School. According to the authors, this has led to the emptying of pedagogical work related to scientific, ethical, aesthetic and philosophical knowledge, with damage to the development process of children and young people from the working class enrolled in public schools. In support of their position, the authors present a brief but consistent explanation of the process of development of theoretical thought, in the light of Vigotski’s historical-critical theory and Davidov’s developmental theory. The article ends with an argument in defense of school education and the knowledge-based curriculum, aimed at the development of students’ theoretical thinking.

The article Analysis of the educational purposes of a text on Language and Communication in Chile from the perspective of the cogni-
The cognitive value of the proposed knowledge, has as authors Rocio Esquivel and Frédéric Saussez, of the Université de Sherbrooke (Canada, Quebec). They propose a model for analyzing the learning contents proposed in the official curriculum, questioning the educational finalities of a Chilean Language and Communication school text, based on Michael Young proposal on the cognitive value of knowledge that empowers students. According to the authors, the emancipatory objective of a school curriculum would result from the structuring and organization of this knowledge. For this, it is essential to clarify what knowledge empowers and what are the intellectual activities in which the teaching of this knowledge involves students. Thus, the authors conceptualize knowledge that empowers with that which relates two processes of generalization of experience, as shown by Vygotsky when discussing the relationships between everyday concepts and scientific concepts. Thus, to analyze the emancipatory potential of a school curriculum, data from the study carried out show that it is necessary to take into account the way in which this curriculum organizes and structures knowledge. The authors emphasize that the knowledge that empowers is developed through teaching-learning activities that involve the person in a process of theoretical generalization. They conclude by pointing out the contradictions between the emancipatory purposes announced by the creators of the proposal and the way in which knowledge is organized and structured in the mother tongue teaching curriculum.

In the article Digital technologies: one of the educational finalities of schools or means to achieve them?, Vera Maria Nigro de Souza Placco, Rafael Conde Barbosa and Danielle Girotti Callas (Pontifícia Universidade Católica de São Paulo, in São Paulo, Brazil) present an excerpt of the results of a research on the educational purposes of schools in the Brazilian context, in an articulated manner with digital technologies – an important issue for schools, before, during and after the Covid-19 pandemic. Based on the results of this research, the authors propose to question digital technologies as a school educational purpose or as a means to achieve it. This issue is controversial and is at the heart of the context of social, educational and technological inequalities that mark the Brazilian school reality, given the challenge of thinking about a socially just school. Thus, some of the contradic-
tions present in today’s school are identified, in which, simultaneously, digital technologies impose themselves, on the one hand, as a means of communication, of the possibility of a relationship between teachers and students, teachers among themselves, between school and family and, on the other hand, as a possibility of teaching and learning, of developing other ways of thinking and acting, of learning and relating to others. The difficulties and limitations in accessing and using these technologies, at this time, have made them yet another obstacle to the development of the teaching-learning process and a factor that exacerbates social and school inequalities.

The paper School educational purposes and emotional development: implication in continuing formation and teaching working conditions, has as authors Gabriela Argolo, Luciane Helena Mendes Miranda and Selma Oliveira Alfonsi (Pontifícia Universidade Católica de São Paulo, São Paulo, Brasil). The paper derives from clipping of a ample research “Current challenges for schools: What is the school for the 21st century? A survey with different actors in the State of São Paulo”, carried out by the group Contexto Escolar, Identity Processes of Teacher and Student Education in Basic Education - CEPId, at PUC SP.

The data presented in this research and analyzed in the text show the need to intensify practices aimed at the emotional development of students, supported by effective actions for the continuing education of teachers and adequate working conditions, thus meeting the school’s educational objectives and purposes. The authors, in line with the difficulties experienced during the pandemic period by Covid-19, throughout 2020, by educators, the family and society, turn their gaze to the emotional development of students and to the relationship of this development with teaching working conditions and initial and continuing training, given that the primary purpose of the school – the integral training of its students – will only be fulfilled if they are taken care of in its entirety – cognitive, emotional, ethical, aesthetic and political aspects. If, in this pandemic moment, these dimensions have not been met, it is necessary to rethink them as essential in teacher education, with a view to improving their working conditions.

In the article Educational finalities of school and curricular policies in Brazil: implications for primary school, Marilene Pelegrine Gomes,
Rafael Gonçalves Borges (Federal Institute of Goiás, Goiânia, Brazil) and Sheila Santos de Oliveira (Federal University of Goiás, Goiânia, Brazil) point out that the debate and disputes around curricular policies for Basic Education in Brazil, in the last two decades, they have materialized in different prescriptions that demarcate contexts, governments and, above all, political-ideological conceptions and positions in relation to the educational finalities of the school. In the perspective of apprehending this logical and historical movement, they propose to analyze the implicit and explicit conceptions and disputes about the educational finalities of the school in the in the National Curriculum Guidelines for Basic Education and in the National Common Curriculum Base (BNCC), official documents of Brazil, evidencing the tension between knowledge, teaching contents, instruction and socialization, which allows us to understand what type of school is being proposed from the manifest curriculum in these documents. This is a bibliographic and empirical-documentary study, based theoretically and methodologically on the works of Lenoir and Libânio, including a careful analysis in which the contexts of elaboration and the texts of these policies are scrutinized, identifying the disputes around the school educational purposes and the curriculum.

The article *Spatial inscriptions of educational finalities*, by Marcelo Garrido (University Academy of Christian Humanism, Santiago de Chile, Chile) consists of reflections on the logic of spatial qualities and their relationship with the phenomenon of school education, given that this logic can contribute to the understanding of the school’s finalities.

The author’s main purpose is to alert to the fact that individuals are called to a school educational process aiming at their adaptation to previously conceived, intended and projected finalities and which almost always do not take into account the dynamics and variation of the space/place in which the school situates itself, creates and gives new meaning. Using as a reference the French sociology and classical Brazilian authors in the field of geography, the author defends the thesis that spatial reality is the instituting of practices, experiences and discourses in which, when discussing the school space as a place of constructed experience, full of marks of an individual and collective
action, it is possible to verify the existence of influences and orientations to which individuals adhere, oppose, resist or adapt their experience, thus demarcating their identification processes. These movements, therefore, are analyzed by rescuing the view on space and place and their relationship with the ways in which individuals try to manage their identity experience, through action logics. The author justifies that his contribution is, precisely, to expand the understanding of the school’s finalities, at a time when processes of delegitimization of institutions in modern society occur.

In the article Implication of Large Scale Assessments on the definition of school educational finalities, by Cristielly Campos da Silva and Fabiano Antônio dos Santos (Federal University of Mato Grosso do Sul, Corumbá, Brazil) the search carried out with teachers and directors of public schools in the municipality of Corumbá/MS is presented. The objective of the research was to verify how the guidelines of multilateral organizations, that outline educational finalities based on neoliberal assumptions, were effective in pedagogical work. By noting that system evaluations are an effective instrument for this effectiveness, the research exposes how principals and teachers are incorporating the educational finalities imposed by these, distancing themselves from a more autonomous practice and a more critical and emancipatory education.

Finally, in the article Educational finalities of schools and social agents: the symbolic power in the construction of the senses and in the dialectic internalization of exteriorization, by Cláudia Valente Cavalcante and Daniella Couto Lôbo (Pontifical Catholic University of Goiás, Goiânia, Brazil) weave theoretical discussions on public policies, educational finalities and social agents.

The article is part of a larger project, which seeks to understand the conceptions of different educational agents about school educational finalities in the 21st century - a study in the state of Goiás. Of a bibliographic nature, it aims to reflect on educational policies and school educational finalities in the light of the concepts of Symbolic Power and Field, of Pierre Bourdieu, dialectically problematizing the construction of the meanings of the different social agents and their conceptions about the internalized school educational finalities.
Thus, the set of articles presented in this Thematic Articles Section outlines a diverse and broad overview of the possible discussion about school educational finalities, the diversity of research that can bring significant contributions to the study and understanding of this theme, valuing the meaning of the educational process, enabling critical reflection on the social and pedagogical quality of education and pointing out suggestions that can have repercussions on educational policies and concrete actions, schools, improving teaching and learning conditions.

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