

## **THE COMMITMENT OF SCHOOL AND EDUCATION PSYCHOLOGY WITH EDUCATION – THE SEARCH FOR HOPE**

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The topics that we have approached in this issue of the Revista Psicologia Escolar e Educacional (School and Education Psychology Journal) allow readers to catch a glimpse of the objects of research works and plenty of concern by scholars in the country. Some of the topics were: creativity, violence, the impact of the pandemic in the schooling process, the medicalization of school, inclusion, school relations, evasion, Law no. 13.935/2019, School Psychology Practice, Art and so on. They are themes that permeate the educational process and, in general, cause educators, families, and students a lot of concern.

It is important to emphasize that this issue includes the file named (Im)Pertinências dos estudos de Vigotski em Defectologia (1924-1935), or impertinences in Vygotsky's studies in Defectology, for contemporary investigations on pedagogy and clinical practice from an inclusive perspective. The file, based on the foundations of the cultural-historical perspective, presents important reflections on society and inclusion, with a predominant focus on schooling and its impact on people with disabilities.

The inclusion themes have been primarily contemplated in the actions of the Associação Brasileira de Psicologia Escolar e Educacional (ABRAPEE), or Brazilian Association of School and Education Psychology. It is a guiding principle of Brazilian Education. This action is identifiable in the publications of the Association and its participations in forums, commissions, scientific meetings, as well as its representation in the elaboration of municipal, state, and federal actions that aim at the construction of public policies in the country. Therefore, it is fundamental to register the participation of members of the board of directors in the Comissão Nacional de Educação Especial na Perspectiva da Educação Inclusiva (CNPEEI), or National Commission of Special Education in the Perspective of Inclusive Education. This commission, instituted by Decision no. 1.188/2023<sup>1</sup> has the objective to create and monitor inclusive policies, with the structural support of the Secretaria de Educação Continuada, Alfabetização de Jovens e Adultos, Diversidade e Inclusão (Secadi), or Bureau of Continuous Education and Literacy of Young People and Adults, Diversity and Inclusion, and the Ministry of Education (MEC). The ABRAPEE has been attentive and critical so that it becomes possible to guarantee the permanence of people that constitute the Special Education contingent at every level and mode of education.

In this sense, we can emphasize the urgency to confront the prejudice that students with disabilities face in their schooling process. It demands, most importantly, the overcoming of attitudinal barriers and the guarantee of accessibility in its multiple dimensions: architectural accessibility, curricular accessibility, and the guarantee of continuous formation for education professionals. One important step would be the availability of courses for qualified professionals in the area.

Thus, we emphasize the importance of the presence of psychologists, psychologists, and social assistants in the education networks in the country, according to Law no.13.935/2019 (Brasil, 2019). These professionals are indispensable when it comes to actively contributing with the construction of school environments that are, in fact, inclusive, equitable, and promoters of social justice. The perspective of access for all people to the process of humanization by means of education, according to Saviani (2003), and based on the political and technical action of the

<sup>1</sup> <https://www.gov.br/mec/pt-br/acao-a-informacao/participacao-social/conselhos-e-orgaos-colegiados/cneepi>

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ABRAPEE. In this sense, the support and development of the actions of the ABRAPEE that refer to the implantation of Law no. 13.935/2019 remain intense and crucial. The association participated in a Grupo de Trabalho (GT), Work Group, by means of Decision no. 31, from June 21, 2024, in the realm of the Basic Education Bureau (SEB/MEC). The GT was constituted by 19 titleholders with their respective substitutes, from psychology, education, and social service entities. They got together in the second semester of 2024 and elaborated the subsidy document for the implantation of Law no. 13.935/2019 (Brasil, 2025).

This document has the finality to realize a systematization with subsidies and recommendations for the definition of strategies for the implantation of the referred law, which regulates the provision of services of Psychology and Social Service in the public networks of basic education. The existence of this GT and of the document that was produced is a historical accomplishment, a result of long social and professional struggles, evidencing the recognition of the need for practice by psychology and social service for the sake of a quality public education that is inclusive and socially valid. The critical perspective of School and Education Psychology must guide this implementation, while guaranteeing that the services do not turn into clinical and individualizing practices and promote transformations in the school structures and relations.

In this editorial, it is imperative to highlight the recent realization of Regional Congresses of School and Education Psychology in several states. Coordinators of the State Representations of the ABRAPEE, in collaboration with the organizing and scientific commissions, and also with the support of monitors (graduates and postgraduates), realized events of excellent scientific quality and great emotional engagement.

These meetings, consolidating the return to onsite activities after the pandemic period, were productive spaces for the presentation of experience reports, researches and critical reflections on the practice of Psychology in the educational context. The intense interchange of knowledges and practices strengthened the network of practice in the area and provided new perspectives and energies for complex daily works at

the educational institution. Such initiatives reaffirm the commitment of the School and Education Psychology community with the production of knowledge and with the defense of a professional practice that is socially validated and transformative.

The actions and Productions developed throughout 2025 did not take place in trouble-free, linear way. The national context, permeated by intolerance, by the culture of hatred, and by attacks to democracy, in a country that is multifaceted, posed a challenge to human emancipation. Social injustice, the violations to public policies – including the educational ones – persist and demand continuous confrontation by society.

Becoming aware of the implications of these facts for the educational process is fundamental, especially when it is based on the strengthening of a critical conception in School and Education Psychology. This perspective demands that we take into consideration the multi-determinations of the problems of school and that we prioritize the transformation of the minds of teachers, students, families, and professionals. We understand that the appropriation of scientific appropriations, transformed into curricular content lead to a better comprehension of reality and collaborates to the integral development of students.

In this sense, we agree with the position of Martín-Baró (1996), when he says that psychologists “must help people overcome their alienated, personal, and social identities and change the oppressing conditions of their contexts” (p. 7). To the author, “becoming aware constitutes the basis of psychological practice...” (Martín-Baró, 1996, p. 15, underlined in the original). We hope that the dilemmas, the contexts and the suggestions that were exposed in the various articles in this 29<sup>th</sup> issue provide subsidies for the promotion of awareness among students, professionals, and readers in general. This awareness is a crucial step towards the critical comprehension of reality, leading to social change as a collective effort.

The end of 2025 is not only a period of reflection but also of renewal of hope: hope for a better world, for an inclusive school and a more egalitarian society. The beautiful words by Mário Quintana (2007) provide inspiration for this trajectory...

## ESPERANÇA

Lá bem no alto do décimo segundo andar do Ano  
Vive uma louca chamada Esperança  
E ela pensa que quando todas as sirenas  
Todas as buzinas  
Todos os reco-recos tocarem  
– Ó delicioso voo!  
Ela será encontrada miraculosamente incólume na  
calçada,  
Outra vez criança...

E em torno dela indagará o povo:  
– Como é teu nome, meninazinha de olhos verdes?  
E ela lhes dirá  
(É preciso dizer-lhes tudo de novo!)  
Ela lhes dirá bem devagarinho, para que não  
esqueçam:  
– O meu nome é ES-PE-RAN-ÇA...

## HOPE

Up there on the 12<sup>th</sup> floor  
A mad lady lives  
Hope is her name  
She believes that  
When all sirens  
All horns  
All rattles blare  
Oh delightful flight  
She will land gracefully  
And softly on the ground  
A child once again  
  
And people will ask  
What is your name, green eyes?  
And she will answer  
It necessary to say it all over again  
She will say it slowly so that they won't  
forget it  
My name is HOPE

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