

**Education as a commitment of the Psychology Council System:
analysis of the deliberative books of the National Psychology Congresses¹**

*Educação como compromisso do Sistema Conselhos de Psicologia:
análise dos cadernos deliberativos dos Congressos Nacionais da Psicologia*

*Educación como compromiso del Sistema de Consejos de Psicología:
análisis de los cuadernos deliberativos de los Congresos Nacionales de Psicología*

Pablo Mateus dos Santos Jacinto²
Universidade Estadual do Sudoeste da Bahia

Abstract: Decisions related to education have been outlined in the Brazilian National Congresses of Psychology (CNP), driving the Psychology Council System to concentrate efforts in this field. The aim of this research is to understand the variation and development of Brazilian psychologists' positions on education-related topics. Documentary research was conducted, using the Iramuteq and MaxQDA software. Eleven deliberation documents from CNPs, occurring between 1994 and 2022, went through thematic analysis. The analysis allowed identifying variations in the interests of psychologists regarding education over the years, in line with social changes affecting Brazilian psychology. The research reveals that Brazilian psychologists have adopted a critical and proactive stance towards school and educational psychology, contributing to the defense of human rights, inclusion, and the democratization of education. Further research is recommended to identify the concrete impact of CNP deliberations on the actions of the Psychology Council System.

Keywords: Education; Brazilian psychology councils; School and educational psychology; National Congress of Psychology.

Resumo: Deliberações relativas à educação têm sido delineadas nos Congressos Nacionais da Psicologia (CNP), impulsionando o Sistema Conselhos de Psicologia a concentrar esforços nesse campo. O objetivo desta pesquisa é compreender o desenvolvimento dos posicionamentos de psicólogos brasileiros sobre educação. Uma pesquisa documental foi conduzida, utilizando os softwares Iramuteq e MaxQDA. Onze documentos de deliberações dos CNP, ocorridos entre 1994 e 2022, foram submetidos a análise temática. Identificou-se variações nos interesses da categoria de psicólogos em relação à educação ao longo dos anos, em consonância com mudanças sociais que afetam a psicologia brasileira. A pesquisa revela que os psicólogos brasileiros têm adotado uma postura crítica e propositiva em relação à Psicologia Escolar e Educacional, contribuindo para a defesa dos direitos humanos, da inclusão e da democratização da educação. Recomenda-se a realização de pesquisas para identificar o impacto concreto das deliberações do CNP nas ações do Sistema Conselhos de Psicologia.

Palavras-chave: Educação; Sistema Conselhos de Psicologia; Psicologia escolar e educacional; Congresso Nacional da Psicologia.

¹ Translated by: Lucinda Conceição da Hora. E-mail: professoralucissa@gmail.com.

² PhD in Psychology (UFBA). Assistant Professor at the State University of Southwest Bahia (UESB). Vitória da Conquista, Bahia (BA), Brazil. E-mail: pablo.jacinto@uesb.edu.br; Lattes: <http://lattes.cnpq.br/2803856896817719>; ORCID: <https://orcid.org/0000-0002-4894-5893>.

Resumen: Las decisiones relacionadas con la educación han sido delineadas en los Congresos Nacionales de Psicología (CNP), impulsando al Sistema de Consejos de Psicología a concentrar esfuerzos en este campo. El objetivo de esta investigación es comprender la variación y el desarrollo de las posturas de los psicólogos brasileños sobre temas relacionados con la educación. Se llevó a cabo una investigación documental, utilizando los programas Iramuteq y MaxQDA. Once documentos de deliberaciones de los CNP, ocurridos entre 1994 y 2022, fueron analizados mediante análisis temático. El análisis permitió identificar variaciones en los intereses de la categoría con respecto a la educación a lo largo de los años. La investigación revela que los psicólogos brasileños han adoptado una postura crítica y propositiva hacia la psicología escolar y educacional, contribuyendo a la defensa de los derechos humanos, y la democratización de la educación. Se recomienda realizar investigaciones para identificar el impacto concreto de las deliberaciones en las acciones del Sistema de Consejos de Psicología.

Palabras clave: Educación; Sistema de Consejos de Psicología; Psicología escolar y educacional; Congreso Nacional de Psicología.

Received on: January 4, 2024

Accepted on: July 17, 2024

Introduction

Despite having roots prior to this date, psychology was only regulated as a profession in Brazil in 1962. Law No. 4,119, dated August 27, 1962 (Brazil, 1962), contains information about the basic and complementary training of psychologists and the rights conferred upon this professional. Nine years later, Law No. 5,766, dated December 20, 1971 (Brazil, 1971), was enacted, creating the Federal Council of Psychology (CFP) and the Regional Councils of Psychology (CRP). Leite (2008) associates the gap between the regulation of the profession and the creation of the Councils with the period of repression during the Military Dictatorship, which hindered political organization. It was only in 1971, driven by the Sociedade Mineira de Psicologia, that various forums and entities of Brazilian psychology gathered to contemplate the organization of the profession.

The Councils are "intended to guide, discipline, and supervise the practice of the profession of Psychologist and ensure the faithful observance of the principles of ethics and discipline of the class" (Law No. 5,766, art. 1). Supervision involves continuous and active actions seeking indications of violations of the profession's ethical principles. Discipline is directed at those professionals who have been found to have committed violations. Guidance comprises a set of actions aimed at improving the professional

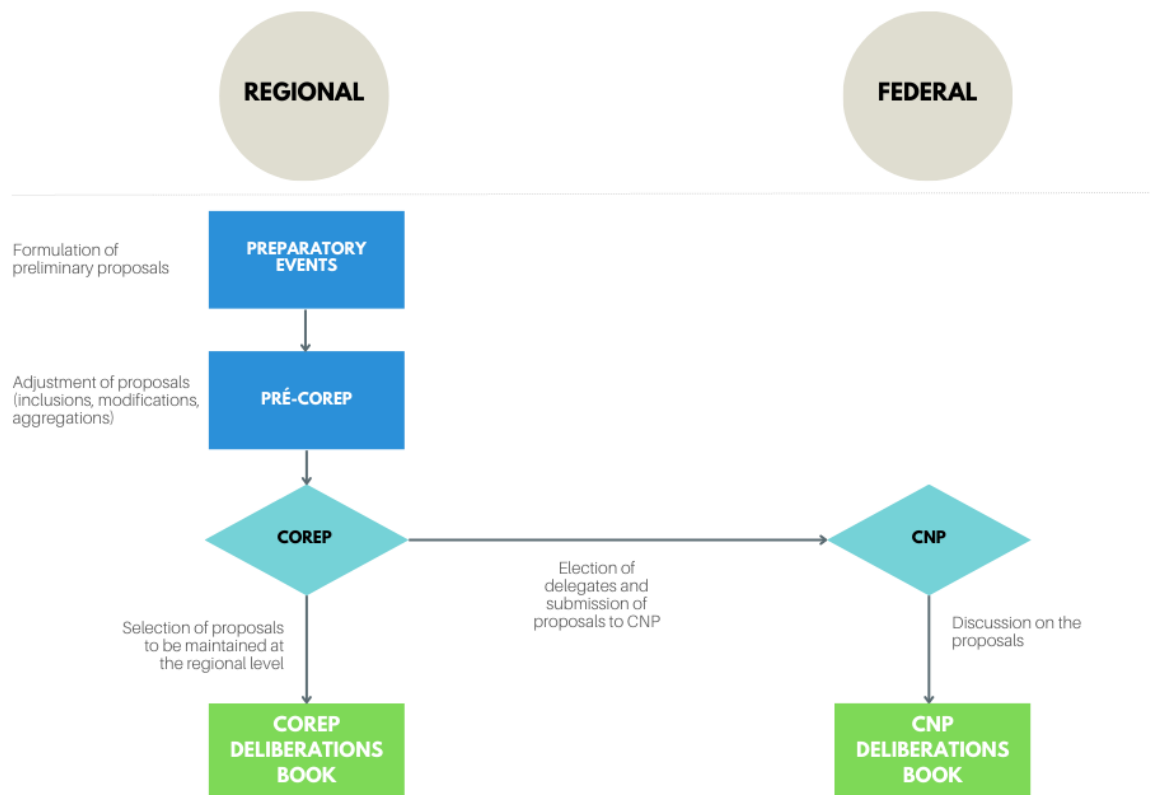
practice in the country, preventing situations that may degrade it. Although these functions are aimed at psychologists, they ultimately benefit society, which utilizes psychology and has the right to access qualified knowledge and practices. However, Leite (2008) argues that the three "watchwords" of the Councils' functions exhibit remnants of the dictatorial period and, therefore, deserve reflection from the category to which they are intended.

Holanda (1997) specifies two functions of the Psychology Council System. Firstly, these institutions are responsible for defining the limits of professional competence. It is emphasized that a profession includes structure and dynamics, comprising: a set of knowledge that defines it, authority related to specialized knowledge, social recognition, and a code of ethics that regulates practice. Another role pointed out by the author is assuming a consultative role in matters of Psychology, including for other State institutions.

For these functions, the Psychology Council System employs operational strategies aimed at ensuring influence and improvement in political, technical, regulatory, training, and professional development areas. Internally, it seeks to establish connections and gather information nationally that continuously outline the evolutions of psychological knowledge and practice, as contexts of action and research progress. Leite (2008) recalls that, in the movement to create the Councils, the meeting of psychology entities committed to promoting national reunions that would attract a larger number of participants.

This prior commitment to the construction of the Psychology Council System influenced its functioning. In the 1990s, inspired by the formats of social control mechanisms and, more specifically, public policy conferences, the Federal and Regional Councils developed the National and Regional Psychology Congresses (CNP and COREPs). In these congresses, which occur every three years, the goal is to listen to the category from its base to understand the panorama of psychology practice in Brazil, its demands, and positions. After being voted on by elected delegates, the approved proposals become commitments for the next elected administration and should guide the interests and actions of the CFP and CRPs. Figure 1 represents the process of developing these proposals.

Figura 1 - Process of Developing CNP Proposals



Source: Author (2023).

In the deliberation books are found the approved proposals. Each cycle produces a federal notebook, containing deliberations pertinent to the CFP due to their national relevance to the profession, and regional notebooks, one for each CRP, presenting proposals of local interest.

The deliberation book of the first CNP (named “Unified Congress of Psychology”) reveals that its objective is to guide the Psychology Council System in its "functions of articulating and monitoring the implementation of national policies at the regional levels of the country and carrying out the tasks assigned to it" (Fórum de Entidades do Conselho Nacional da Psicologia, 1994, p. 5). Some of the nomenclatures from that time are no longer used, but the general principles were established. The CNP would act as a delegate assembly and establish a national policy created by this collective to be implemented during the next administration until the next congress. The process was led by the Forum of Entities of the National Psychology Council. Currently, this mobilization is the responsibility of the CFP and CRPs themselves.

This process marks a persistent stance in the recent political history of the Psychology Council System: democratization. Albanezi (2008) attributes to the II CNP,

held in 1996, the reflection on where the decisions and positions of the Councils should originate. Although the administrations that lead them are composed of representatives of civil society elected by the category of psychologists, strategies should be developed that go beyond the barriers of the representative system, ensuring horizontal spaces for listening to professional demands and interests. Thus, this characteristic emerges in the COREPs and CNP. These congresses also serve to organize slates for elections to the Regional Psychology Councils and the Federal Psychology Council. They are, therefore, established as occasions for democratic decision-making as well as political organization. As Albanezi (2008, p. 24) points out:

The operational structure of the Psychology Council System is unique among professional council autarchies, as it was (and continues to be) built democratically by the category after many years of struggle. It features the dynamism of evaluating, self-critically assessing, updating, and renewing the aspects reflected and debated as necessary every three years through the National Congresses.

The effects of this organization are evident in the functioning of the Psychology Council System. A detailed analysis of the decisions made by the CNP and COREP allows one to associate the actions taken by the administrations with what was decided in the previous assembly. It also provides an overview of criticisms regarding inadequate positions relative to democratic decisions or non-compliance with agreed proposals. An example of an action driven by a CNP decision is the selection of an annual theme of prominence, which receives visibility actions, publications, and greater attention from the CFP. Another example is the selection of research areas to be conducted by the Technical Reference Center in Psychology and Public Policies (CREPOP).

The deliberation books of the CNP and COREP are, therefore, historical documents. They reveal social, technical, political, scientific, and bureaucratic issues that impacted the profession of psychology. It is also possible to observe how each segment of the collective of psychologists understood the priorities of the Psychology Council System, as well as the approaches and intervention methods proposed for each theme or field of practice.

The theme of "education" has emerged from the earliest discussions of the CNP. It is known that School and Educational Psychology was one of the historical pillars of psychological practice in Brazil. Moreover, psychology contributes to the educational field beyond the practical sphere, with its knowledge integrated into the curricula of specialized schools for teacher training (Brazilian Escolas Normais) and, later, undergraduate programs, particularly in Education (Magalhães; Martins, 2020; Jacinto; Dazzani, 2023).

However, despite the relevance of this field to the profession, School and Educational Psychology has shown fragility as a social right, particularly in the public sector. It was only in 2019 that Law No. 13,935 was enacted, requiring public entities to hire psychologists and social workers in schools. Nevertheless, there are still issues with the implementation and enforcement of this legislation today.

Another relevant factor is the multiplicity of orientations concerning practice in education, making School and Educational Psychology a diverse and sometimes internally contradictory field. The confluence of these factors creates a demand for theoretical, practical, and ethical alignment, as well as political advocacy for its recognition and expansion across various social strata. This role is reflected in the functions of the CFP and CRPs, as demonstrated by actions taken (such as the expansion of Working Groups and Education Commissions, production of references, participation in public hearings and social control mechanisms on the subject, etc.).

To better understand this scenario and conduct a historical analysis starting from the first CNP, this research aimed to analyze the deliberations of the National Psychology Congresses regarding the educational demands faced by the psychology profession in Brazil, thus evaluating the positions of the Psychology Council System on this field.

Method

The research methodology adopted was qualitative, documentary, and exploratory. The documentary research is justified by the nature of the data of interest, ensuring the reliability of the sources, which are official and historically relevant but had not undergone scientific analysis. A total of 11 deliberation books from the CNP were collected and analyzed, with the first dated 1994 and the last from 2022. Table 1 presents the list of these documents, with their titles translated by the author.

Table 1 – Analyzed Deliberation Notebooks

Document	Theme	Year
I CNP	Rethinking Psychology	1994
II CNP	The Psychologist Will Show Their Face	1996
III CNP	Psychology: Interfaces, Public Policies, Globalization	1998
IV CNP	Quality, Ethics, and Citizenship in Service Delivery: Building Psychology's Social Commitment	2001
V CNP	Social Protagonism of Psychology	2004
VI CNP	From the Discourse of Social Commitment to the Production of Practice References: Building the Collective Project of the Profession	2007
VII CNP	Psychology and Commitment to Rights Promotion: An Ethical-Political Project for the Profession	2010
VIII CNP	Psychology, Ethics, and Citizenship: Professional Practices in Service of Rights Guarantee	2013
IX CNP	Psychology in Daily Life: Towards a More Democratic and Equal Society	2016
X CNP	The (In)Relevant Social Commitment of Psychology in Resistance to the State of Exception and in Political, Economic, Social, and Cultural Networks	2019
XI CNP	The Psychosocial Impact of the Pandemic: Challenges and Commitments for Brazilian Psychology in the Face of Social Inequalities	2022

Source: Author (2023)³.

All deliberations and motions related to education present in these documents were selected to constitute the corpus for analysis. Passages addressing only the training in psychology, although part of the scope of interest of School and Educational Psychology, were not included in the dataset as they delineated an extremely specific field - albeit broad - that was often set apart in the documents.

Two independent and intercalated stages of analysis were then carried out. Stage 1 utilized MaxQDA software and was guided by thematic analysis, involving the formulation of representative categories that allow for interpretation and response to the research problem. The aim of thematic analysis is to identify patterns, external heterogeneity, and internal homogeneity in the data, in order to characterize the sample precisely (Souza, 2009). External heterogeneity concerns the clarity in differentiating each theme when compared to others, while internal homogeneity, related to the coherence and consistency of data within each source of information, ensures meaning unity and prevents confusion in the analysis. In this study, an inductive approach was chosen, with no predefined categories. The formation of categories and data coding occurred during the reading of the selected text segments. This approach allowed for the identification of themes and subthemes in a more organic and flexible manner, considering the complexity of the collected data.

Stage 2 was supported by the Iramuteq software and aimed to outline the lexicometric profile of the data. Camargo and Justo (2013) note that Iramuteq is a software that enables

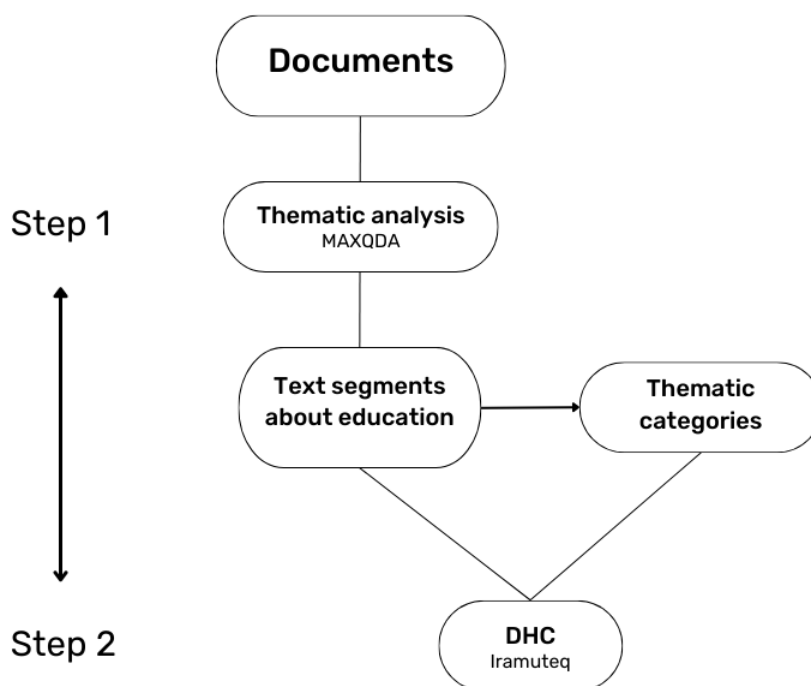
³ The collected documents, as well as the analyzed text segments, can be accessed in full through the open repository on the Open Science Framework at the following link: <https://osf.io/r9aj4/>

various types of textual data analysis, such as word counting (basic lexicography) and statistical procedures to verify relationships between words, text segments, and textual corpus (multivariate analyses).

In this research, text statistics, similarity analysis, and Descending Hierarchical Classification were utilized. Two sets of corpora were analyzed independently. The first set included all the text segments selected from the documents; the second set comprised the segments that made up each analysis category developed in Stage 1. From the first set, it was possible to analyze textual trends in each document regarding the theme of education. From the second set, statistically significant classes were developed that characterized the categorized samples by themes.

The results obtained from both stages were compared and complemented. The procedures in Iramuteq allowed for the identification of connections between textual elements and the establishment of statistically formulated categories with terms associated by text segment. Meanwhile, the analysis conducted in MaxQDA provided a deeper exploration of the documents' specifics, more detailed categorization, and a historical perspective on the elements. Figure 2 represents the methodological stages adopted.

Figure 2 – Methodological procedures



Source: Author (2023).

Results and discussion

Thematic Analysis of the Proposals Contained in the Documents

After reading and thematic coding of the data, the results were organized into the following categories, illustrated in descending order of frequency of occurrence across the total documents analyzed in Table 2.

Table 2 – Distribution of Categories in the Document Set

Category	Documents
Political organization	11
Human Rights and citizenship	10
Public policies	10
Strengthening the profession	10
Guiding role	9
Inclusive education and fighting ableism	9
Medicalization and pathologization	6
Health promotion	5
Combating violence	4
Other	9

Source: Author (2023).

Political organization

The commitments related to the political organization of the professional category in councils, unions, and other social mobilization and participatory management bodies were included. The Descending Hierarchical Classification (DHC) performed in Iramuteq led to the formation of four classes with lexicometric content. Sousa *et al.* (2020, p. 5) note that “the HDC performs a clustering analysis on text segments of a corpus, such that the material is successively partitioned based on the co-occurrence of lexical forms in the statements.” Thus, lexically homogeneous classes are formed based on the analyzed vocabulary, allowing for interpretation by the researcher.

In this category, Class 1 includes discussions related to two laws that required struggle: the attempt to implement the “Non-partisan School” project, and the approval and subsequent regulation of the law mandating the compulsory inclusion of psychologists in public schools. Class 2 proposes the rapprochement of the category with associations that address educational themes: the Brazilian Association for Psychology Teaching (ABEP), the Brazilian Association of School and Educational Psychology (ABRAPEE), and the National Association for Research and Post-Graduate Studies in Psychology (ANPEPP). Class 3 tends to relate education to a right and suggests that psychology be a means of guaranteeing it for

civil society. Class 4 advocates for closer integration of psychology in forums and State, Municipal, and National Education Councils.

Human Rights and citizenship

The positions regarding the defense of education as a means of guaranteeing citizenship, as well as a space for the defense of Human Rights, are included. Issues related to respect for diversities (primarily ethnic-racial, gender, and sexuality) were incorporated, although they were not always explicitly conditioned to education as a Human Right. After applying the DHC, five classes were generated.

Class 1 includes traditional and quilombola⁴ peoples as subjects of interest for psychology and presents proposals for improving education targeted at these populations, as well as psychology's contribution to the training of professionals working with them. Class 2 encompasses legal aspects related to the implementation of psychology in schools, as well as risks arising from projects that impact the democratization and freedom of education. Class 3 addresses the fight against discrimination and violence against LGBTQIA+ individuals, racism, and class prejudice in schools. Class 4 emphasizes ethnic-racial issues and demands a commitment from psychology to inclusive education in this regard. Class 5 includes calls for the Psychology Council System's participation in the development of national Human Rights plans and associated projects. It also highlights the need for the theme "education in Human Rights" as part of the ongoing training in psychology.

Public policies

This category highlights psychology in educational and intersectoral public policies. The use of the DHC feature organized five significant classes. Class 1 presents a set of proposals that connect education to the guarantee of rights for children and adolescents. Class 2 discusses aspects related to psychology training (with a participatory curriculum supported by school communities), as well as entities that support actions advocating for the rights of the populations served by educational policies. Class 3 consists of elements related to social control councils in education, and their contribution to the quality of education. It suggests, for example, that the CFP encourage psychologists' participation in these bodies. Class 4 emphasizes intersectorality, suggesting the interrelation of psychological practice in the educational context with health and social assistance policies, as an expression of psychology's

⁴ People who live in quilombos: Brazilian communities founded by escaped enslaved Africans during the colonial period. They were established in remote areas as safe havens where former slaves could live freely and maintain their cultural practices. Many of these settlements still remain.

social commitment. Finally, Class 5 includes issues related to the management and participation of psychology in Human Rights and educational plans and policies.

Strengthening the profession

This category includes the defense of the qualitative strengthening of School and Educational Psychology, such as the valorization of the profession within multiprofessional teams, as well as the recognition of psychological knowledge in response to school demands. It also includes quantitative strengthening, attributed to the expansion of school psychologists hired by the State.

Class 1 involves psychologists working in public schools at all levels of government (city, state and federal). Class 2 addresses the articulation of psychology with associations encompassing education to ensure the inclusion of psychology in educational settings. Class 3 corresponds to the proposal for the insertion of psychology as a subject in high school. Class 4 includes the defense of exclusive functions of psychologists and reaffirms their role as professionals in education and other public sectors and community organizations. Class 5 focuses on promoting discussions about the practice of psychology, aiming at social awareness and engagement with legislators. Class 6 emphasizes the legal requirement for the inclusion of psychological services in schools.

Guiding role

The category includes a set of proposals that reaffirm the guiding role of the Psychology Councils System in disseminating and enhancing the practice of School and Educational Psychology through events, documents, technical notes, and other relevant strategies. Five classes were formulated through the DHC.

Class 1 involves the actions of CFP committees and associated organizations in disseminating guiding documents to the school community and society, promoting knowledge about psychology. Class 2 continues the focus on increasing visibility regarding the practices of school psychology, proposing actions through CFP communication channels and the development of a thematic year on School and Educational Psychology. Class 3 includes the activation of CREPOP as a resource for producing knowledge about practice and as a resource for management in guidance processes. Class 4 focuses on campaign strategies (primarily mental health), suggesting the implementation of these activities in schools. Class 5 proposes the organization of events with active participation from the category and the presentation of works that stimulate debate and enhance the visibility of School and Educational Psychology.

Inclusive education and fighting ableism

It presents a defense of the expansion and qualification of inclusive education, as well as active strategies to combat prejudice against people with disabilities in the educational context. Class 1, generated by the DHC, classifies disability as a topic related to Human Rights and aligns inclusion demands with other forms of discrimination combat (racial, gender, etc.). Class 2 includes proposals to promote the debate on disabilities in partnership with education professionals and psychology associations. Class 3 presents proposals focusing on inclusive education practices carried out by school and educational psychologists, suggesting their improvement. Finally, Class 4 seeks to surpass a perspective of viewing education inclusively not just as a technique but as a political stance.

Medicalization and pathologization

This category and the following ones, due to the small number of text segments in the results, would not ensure significant calculations for the application of the DHC feature in Iramuteq. Therefore, the analysis was based on the similarity graphs generated by the software, which group words based on their correlations.

This category addresses discussions about the medicalization affecting students' lives, as well as the pathologization of emerging behaviors in the school environment. It is based on a critical stance towards these practices. Suggested measures include: developing actions to combat discrimination and pathologization in the educational system; encouraging psychological interventions that consider the school context, going beyond an organicist view of mental phenomena; promoting events and campaigns on the subject; strengthening discussions and partnerships with other relevant entities; and updating technical references for psychologists working in inclusive education, considering the issue of medicalization.

This topic emerges in the research context only after the VII CNP (2010). A year later, the Forum on Medicalization of Education and Society was established, bringing together entities to discuss this matter. This was initiated at an event supported by the CFP titled "I International Seminar 'Medicalized Education: Dyslexia, ADHD, and Other Alleged Disorders'". In 2012, the CFP launched the campaign "No to Medicalization of Life – Medicalization of Education", further disseminating the agenda to the Psychology Council System and society.

Health promotion

These proposals advocate for the role of the school and educational psychologist as a promoter of health within educational contexts. They explicitly support the integration of psychology into multidisciplinary teams within schools. The psychologist's role should encompass health-related actions on topics such as: suicide prevention, violence, psychological

suffering, mental health, school inclusion, harm reduction, and anti-asylum fight movement. The importance of educational campaigns in schools, companies, and the media is also emphasized, along with the need for updating professional practices and raising awareness about issues of stigma, prejudice, and normalization.

Combating violence

It refers to the role of psychology in combating situations of violence occurring within the school context and in public policies interacting with schools. It mentions the relationship between violence and social vulnerability, LGBTphobia, gender issues, and diversity. It suggests that addressing violence requires considering the intersectionality between education, health, and social assistance. This topic also addresses the effects of violence, which, in addition to impacting mental health, lead to precarious educational trajectories and increased school dropout rates.

Other

At this point, proposals were included such as: psychology addressing obstacles within the school institution, education for traffic safety, direct interventions in teaching-learning processes, psychopedagogy, and socio-education. These topics were mentioned and, in rare cases, better explored in sections not directly related to education.

Historical Evolution of Proposal Categories

Using the code matrix feature in Maxqda, it was possible to identify the evolution of the occurrence of each theme. Table 3 presents this evolution, showing the absolute frequency of occurrences of proposals included in each category according to each CNP document.

Table 3 – History of occurrence of proposals for each category

Category	CNP										
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
Political organization	2	1	6	7	10	8	14	4	5	3	6
Human Rights and citizenship	2	1	2	0	5	3	5	3	10	6	11
Public policies	8	1	5	1	4	8	2	0	1	5	5
Strengthening the profession	8	0	1	5	2	3	8	6	7	3	5
Guiding role	2	0	0	4	1	10	11	2	6	6	6
Inclusive education and fighting ableism	1	0	0	1	5	9	2	1	5	5	5
Medicalization and pathologization	0	0	1	0	0	0	4	6	3	3	6
Health promotion	2	0	0	0	0	1	2	0	0	3	1
Combating violence	0	0	0	0	0	0	0	1	6	4	2
Other	3	0	3	0	1	1	1	1	1	1	1

Source: Author (2023).

The temporal analysis of the proposals in the CNP documents provides insight into the evolution of themes. It reveals both consistencies and significant gaps and transformations in certain topics. This retrospective not only enriches the understanding of the trajectory of psychology within the political context but also highlights the influence of external social events. "Political organization" and "Human Rights and citizenship" were regular themes throughout the CNPs, present in most documents with high frequency. Others, such as "public policies" and "strengthening the profession," seem to be emphasized during periods of intense public debate in the field of psychology. For example, in the years leading up to 2019, there was a push for the enactment of what would become Law No. 13,965/2019, which mandates the presence of psychologists and social workers in educational public policies. This explains the number of proposals for strengthening the profession between the VII and IX CNPs, with texts aimed at reaffirming the importance of the psychologist in public schools.

Other themes, such as "Combating violence" and "Medicalization and pathologization," were not emphasized by psychologists in the CNPs for many years. Regarding discussions on medicalization and pathologization, as presented in the specific topic, there was an academic and political movement seeking to research, discuss, and give visibility to this issue, which, although not new, occupied a restricted space within School and Educational Psychology in the country.

Despite the unanimous concern about violence in schools within the practice of School and Educational Psychology, this theme was absent from political discussions mediated by the CNPs for many years. The first occurrence (VIII CNP, 2013) mentions concerns about social vulnerabilities and sexual violence in the school context. The cited proposal seems to associate one theme with another as a condition, which does not reflect its complexity. In the subsequent CNP (IX CNP, 2016), discussions on Human Rights are strengthened, and the theme of violence is included. Thus, the documents start to relate violence in schools to racial, gender, sexual orientation, and religious discrimination, among others. Although other themes are addressed (conflict mediation and state violence against students), in the most recent document (XI CNP, 2022), the relationship between violence and discrimination remains prominent. However, it is questionable why this political body did not revisit the topic of violence for so many years. And, if so, what impact did this invisibility of the issue have on the functioning of the Psychology Councils and on the practice of School and Educational Psychology in the country?

A similar phenomenon occurred with the theme of "Inclusive education and fighting ableism". In the first four CNPs (1994-2001), this theme is almost completely ignored. It is possible that this was due to the belief that discussions about the role of psychology in addressing the specific needs of people with disabilities in educational contexts were settled, as this theme has traditionally been part of the field (Coll; Marchesi; Palacios, 2007). However, as educational policies are restructured, new demands are highlighted. For instance, in 2008, the National Policy on Special Education in the Perspective of Inclusive Education was launched. It was observed that during this period there is a higher occurrence of proposals related to this theme in the analyzed documents (VI CNP).

On the other hand, sometimes the responses of psychology to this issue do not align with external movements and agendas. For example, the immediate struggle for the establishment of the Statute of the Person with Disabilities, which took place in 2015, coincides with the proposals established in the VIII CNP. However, this document barely addresses the relationships between inclusion and education and their implications for the practice of psychology.

The increase in proposals emphasizing the guiding role of the Psychology Councils System starting from the VI CNP (2007) is noteworthy. In the previous year, the Technical Reference Center in Psychology and Public Policies (CREPOP) was established, strengthening the guiding role of the Councils and linking this function to the conduct of research on work scenarios in the primary sector, whether traditional or emerging. Although guidance was a pre-existing responsibility of the Psychology Councils, the creation of CREPOP expanded demands in this area, as evidenced in the documents following its establishment.

One effect of these deliberations was the research conducted by the CFP through CREPOP on psychology in public basic education, deliberated in 2008 and initiated in 2009. As a result, in 2013, the "Technical References for the Practice of Psychologists in Basic Education" were published, which, until its reissue in 2019, became the main guiding resource of the CFP and CRPs for professionals working in this context.

From Historical Agendas to Contemporary Demands

Antunes (2008) demonstrates that even before the scientific recognition of psychology, topics related to psychological phenomena were present in Brazilian colonial thought, particularly in educational contexts. In the 19th century, these topics were incorporated into the curricula of normal schools, where, in the following century, the first psychology

specialists conducted research on psychology and education (Sekkel; Barros, 2013). In this context, psychology aligned with the scientific approach to education and the construction of Brazilian nationalist ideals, functioning - as part of the education system - as a tool for social hygiene (Patto, 2022), revealing a character of body control, in contrast to the emancipatory vision that would emerge six decades later.

In the mid-20th century, even psychology purportedly committed to the teaching-learning process was, according to Antunes (2008), subject to criticism for the indiscriminate and decontextualized use of psychological tools in schools. Interpretations derived from clinical and psychometric methods often excluded the historical and social phenomena affecting school actors. Souza (2009) reveals that it is only from the 1980s onward that a critical perspective on School and Educational Psychology emerged, emphasizing the importance of considering a concrete student in the practice, which integrates methods and techniques aimed at overcoming social inequalities.

Thus, the advancements in psychology as a science should be accompanied by progress in psychology as a profession if the goal is to build an effective and progressive practice in School and Educational Psychology. In this sense, the categories identified in this study do not reveal random or abstract demands raised by psychologists in political discussion spaces, but rather concrete phenomena that traverse educational issues and the schooling processes in Brazil. However, upon examining the documents, we observe that the transition of topics of interest to the field operates in a somewhat disordered manner, and their origins are not always evident. There is also an intermittency between traditional and contemporary topics.

For instance, contrary to the traditional approach of School and Educational Psychology, which focuses on topics such as learning and human development, the proposals identified in this research go beyond "basic" issues. There is an indication that the professional category organized within the political context of constructing the CNPs envisions this field with a more contextualized approach, considering the historical and cultural nuances that permeate the educational landscape, aligning with the current configuration of the field as noted by Antunes (2008). It also reflects a distancing of School and Educational Psychology from clinical practice, which Barbosa and Marinho-Araújo (2010) interpret as a strengthening of its identity. On the other hand, we must remember that, although the proposals analyzed in this research guide the actions of the Psychology Councils and resonate within the professional category nationwide, the practice of psychology committed to social change and the analysis of educational demands, from a perspective that goes beyond blaming individuals for not learning,

adheres to a more complex theoretical and political struggle. At times, this practice deviates from the ideals identified here.

It is evident, however, that there is a greater emphasis on a psychology that transcends individualistic interventions, highlighting the importance of a broader institutional and social focus. This shift could impact certain themes traditionally associated with an individualized approach to psychology both within and outside the school, including health interventions. Although the analyzed documents, when examined in their entirety, did not neglect the topic of mental health (sometimes assuming centrality in various axes), it was clear that there was limited attention given to mental health in the proposals related to education.

From a critical psychology perspective, health in the school context is not viewed separately from institutional, historical, and political practices, nor from the phenomena that stem from them. Therefore, we can associate the other categories identified in the documents as being, to some extent, related to health processes. However, from this theoretical perspective, there is a critique of the health models that have been internalized in the school context, sometimes transplanting clinical and preventive processes into the school (Lima, 2005), or operating within hygienist frameworks for controlling behaviors deemed normal and socially acceptable (Patto, 2022).

In other words, intervening in mental health in schools requires moving beyond the biomedical understanding of health and illness, and not limiting oneself to the clinical therapeutic setting to which psychology has historically defined its practice, nor conforming to a medical logic that the school may not adhere to. This stance appears to be common among the politically organized layers of psychology, as reflected in the documents analyzed here. However, Jacinto and Dazzani (2022) demonstrated that such discussions have not prevented clinical practices from dominating expectations of school psychology in the public sphere, as this model of practice is still frequently required in job postings and in the content of exams for competitive positions.

Finally, the analysis of the proposals reflects a commitment to a perspective of psychology that is dedicated to social change, in line with critical school psychology (Meira; Antunes, 2003). Even topics traditionally addressed differently are now viewed within this context, indicating a significant shift in the understanding of School and Educational Psychology, at least among the politically organized professionals who contributed to the development of the documents analyzed here. Therefore, it is up to the System Councils to implement this stance, while the professional community must monitor, oversee, and contribute to specific actions.

Conclusion

This research aimed to analyze how education-related themes have been historically addressed in the National Psychology Congresses, spaces where the category of psychologists discusses priority issues that should constitute commitments for the Psychology Council System (Federal Psychology Council and Regional Psychology Councils).

The analysis demonstrated that the emerging themes from the discussions proposed in the CNPs align with the historical and political aspects surrounding psychology and constitute concrete demands within the profession. Thus, contemporary themes appeared alongside traditional aspects of School and Educational Psychology, often surpassing them in frequency.

It was found that recurring themes in professional practice, such as violence, health, and inclusion, were not addressed at the same pace by the CNPs. Predominant themes were those related to recurring social issues and a strong connection with public education as a field of intervention for psychology.

Although some of the deliberations form ongoing agendas within the Psychology Council System, it was observed that some of them (e.g., public policies and the discussion on medicalization) were targeted towards concrete actions by the CFP, such as conducting research, campaigns, and publications. However, the implementation of these proposals in practice still requires critical scrutiny. It is essential to question whether the actions proposed in the CNP notebooks have translated into effective practices in the daily life of School and Educational Psychology.

It is also important to acknowledge some limitations of the adopted method. The structure of the documents has changed over time, leading to a somewhat heterogeneous sample. While some CNPs had specific axes for education, others showed a dispersion of the agenda. In these cases, the lack of clarity in some proposals, with the aggregation of loosely related themes, could affect the accuracy of Iramuteq. This complexity underscores the need for caution in interpreting the results, as the mere presence of keywords related to education did not always ensure that the analyzed passage was relevant to the objectives.

Finally, this study paves the way for a broader and more in-depth use of the CNP deliberation notebooks as data sources and for reflection. A deeper understanding of the proposals, their historical evolution, and a critical analysis of the underlying theoretical orientations can serve as a guide to enhance practices, promote more robust discussions, and stimulate innovations in psychology that more effectively address contemporary educational needs.

References

- ALBANEZI, R. M. B. Funcionamento democrático do Sistema Conselhos de Psicologia: CNP/APAF. In: *Conselho Federal de Psicologia*. Democratização no Sistema Conselhos de Psicologia. Brasília: CFP, 2008. pp. 21-24.
- ANTUNES, M. A. M. Psicologia Escolar e Educacional: história, compromissos e perspectivas. *Psicologia Escolar e Educacional*, v. 12, p. 469-475, 2008.
- BARBOSA, R. M.; MARINHO-ARAUJO, C. M. Psicologia escolar no Brasil: considerações e reflexões históricas. *Estudos de Psicologia (Campinas)*, v. 27, n. 3, p. 393-402, 2010.
- BRASIL. *Lei nº 4.119, de 27 de agosto de 1962*. Dispõe sobre os cursos de formação em psicologia e regulamenta a profissão de psicólogo. Diário Oficial da União, Brasília, DF, 29 ago. 1962.
- BRASIL. *Lei nº 5.766, de 20 de dezembro de 1971*. Cria o Conselho Federal e os Conselhos Regionais de Psicologia. Diário Oficial da União, Brasília, DF, 22 dez. 1971.
- CAMARGO, B. V.; JUSTO, A. M. IRAMUTEQ: Um software gratuito para análise de dados textuais. *Temas em Psicologia*, v. 21, n. 2, p. 513-518, 2013. Disponível em: <https://doi.org/10.9788/tp2013.2-16>.
- COLL, C.; MARCHESI, A.; PALACIOS, J. et al. *Desenvolvimento Psicológico e Educação* (2ª ed., Transtornos de desenvolvimento e necessidades educativas especiais; v. 3). Porto Alegre: Artmed, 2007.
- FÓRUM DE ENTIDADES DO CONSELHO NACIONAL DA PSICOLOGIA. *Documento 001/94 do Fórum de Entidades do Conselho Nacional da Psicologia*, criado pela resolução nº 012/94, 1994.
- HOLANDA, A. Os conselhos de psicologia, a formação e o exercício profissional. *Psicologia: Ciência e Profissão*, v. 17, n. 1, p. 3-13, 1997.
- JACINTO, P. M. S.; DAZZANI, M. V. M. Atribuições e competências para o psicólogo escolar: uma análise do perfil requerido em concursos públicos. In: MARINHO-ARAUJO, C. M.; TEIXEIRA, A. M. B.; CAVALCANTE, L. (Orgs.). *Psicologia Escolar: atuação profissional e a Lei 13.935/2019*. Grupo Átomo & Alínea, 2022.
- LEITE, W. S. Lei 5.766: uma cara conquista. In: Conselho Federal de Psicologia. *Democratização no Sistema Conselhos de Psicologia*. Brasília: CFP, 2008. pp. 10-13.
- LIMA, A. O. M. N. Breve histórico da psicologia escolar no Brasil. *Psicologia Argumento*, v. 23, n. 42, p. 17-23, 2005.
- MAGALHÃES, G. M.; MARTINS, L. M. Onze teses sobre a relação entre psicologia educacional e pedagogia escolar. *Revista Educação em Questão*, v. 58, n. 55, 2020.
- MEIRA, M. E. M.; ANTUNES, M. A. M. *Psicologia escolar: práticas críticas*. São Paulo: Casa do Psicólogo, p. 70-78, 2003.

PATTO, M. H. S. *A produção do fracasso escolar: histórias de submissão e rebeldia*. Universidade de São Paulo. Instituto de Psicologia, 2022.

SEKKEL, M. C.; BARROS, C. C. *Licenciatura em psicologia: temas atuais*. São Paulo: Zagodoni, 2013.

SOUSA, Y. S. O. *et al.* O uso do software Iramuteq na análise de dados de entrevistas. *Pesqui. prá. psicossociais, São João del-Rei*, v. 15, n. 2, p. 1-19, jun. 2020.

SOUZA, L. K. D. Pesquisa com análise qualitativa de dados: conhecendo a Análise Temática. *Arquivos Brasileiros de Psicologia*, Rio de Janeiro, v. 71, n. 2, p. 51-67, maio/ago. 2019.

SOUZA, M. P. R. Psicologia Escolar e Educacional em busca de novas perspectivas. *Psicologia Escolar e Educacional*, v. 13, p. 179-182, 2009.