

Editorial

Crianças da Faixa de Gaza, crianças do Brasil: olhares para as infâncias e para a Educação Infantil

*Children of Gaza, Children of Brazil:
Perspectives on Childhood and Early Childhood Education*

*Niños de la Franja de Gaza, niños de Brasil:
perspectivas sobre la infancia y la educación de la primera infancia*

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Abstract: The Journal *Educação e Políticas em Debate* (Journal of Education and Policy Debate) presents to the reader this issue, which includes the dossier that consists of the dossier *Políticas públicas de educação infantil e a luta histórica por acesso e qualidade* (Public Policies for Early Childhood Education and the Historical Struggle for Access and Quality). The dossier brings together diverse perspectives on education during childhood. Although the articles in this section focus primarily on the Brazilian context, in this editorial, we highlight fragments of the

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inhumane situation endured by Palestinian children as a way to join the voices calling for an end to the conflict in Gaza and for the right to human dignity for the children of that territory. The articles gathered in the dossier contribute to analyses on the importance of early childhood education and its fundamental role in fostering childhood development. Considering that many children have their childhoods interrupted and are deprived of fundamental rights, it is essential to broaden discussions on the evaluation of educational policies, the accountability of federal entities, educational indicators, and strategies that promote childhood well-being. In addition to the articles included in the dossier, this issue of Repod features papers in the Continuous Demand section from various regions of Brazil, as well as contributions from a Kenyan author and a Mexican researcher, which strengthen Repod's dialogue with African and Latin American countries.

Keywords: Palestinian children; Early Childhood Education; Public Education Policies.

Resumo: A *Revista Educação e Políticas em Debate* apresenta ao(à) leitor(a) o presente número, no qual divulgamos o dossiê “Políticas públicas de educação infantil e a luta histórica por acesso e qualidade,” que retrata diversos ângulos da educação na infância. Embora as abordagens desta seção se debrucem predominantemente sobre a realidade brasileira, trazemos, no editorial, fragmentos da situação desumana vivida pelas crianças palestinas, como forma de nos somarmos às vozes que clamam pelo fim do conflito em Gaza e pelo direito à dignidade humana das crianças daquele território. Os artigos que compõem o dossiê contribuem com análises sobre a importância da educação infantil e sua função prioritária na promoção das infâncias. Considerando que muitas crianças têm sua infância interrompida e são desprovidas de direitos básicos, é fundamental ampliar as análises sobre a avaliação de políticas educacionais, a responsabilização dos entes federados, os indicadores educacionais e as estratégias promotoras das infâncias. Além dos artigos reunidos no dossiê, o presente número da Repod disponibiliza artigos na seção Demanda Contínua oriundos de várias regiões brasileiras e conta, ainda, com a colaboração de um autor queniano e a coautoria de um pesquisador mexicano, os quais contribuem para as interlocuções da Repod com países africanos e latino-americanos.

Palavras-chave: Crianças palestinas; Educação Infantil; Políticas Públicas de educação.

Resumen: La *Revista Educação e Políticas em Debate* presenta al/a lector/a el presente número, en el cual divulgamos el dossier “Políticas públicas de educación infantil y la lucha histórica por acceso y calidad”, que retrata diversos ángulos de la educación en la infancia. Si bien los abordajes de esta sección se centran predominantemente sobre la realidad brasileña, traemos, en el editorial, fragmentos de la situación inhumana vivida por los niños palestinos, como forma de sumarnos a las voces que claman por el fin del conflicto en Gaza y por el derecho a la dignidad humana de los niños de aquel territorio. Los artículos que componen el dossier contribuyen con análisis sobre la importancia de la educación infantil y su función prioritaria en la promoción de las infancias. Considerando que muchos niños tienen su infancia interrumpida y son desprovistos de derechos básicos, es fundamental ampliar los análisis sobre la evaluación de políticas educacionales, la responsabilización de los entes federados, los indicadores educacionales y las estrategias promotoras de las infancias. Además de los artículos reunidos en el dossier, el presente número de la Repod disponibiliza artículos en la sección “Demanda Continua”, oriundos de varias regiones brasileñas y cuenta, además, con la colaboración de un autor keniano y la coautoría de un investigador mexicano, los cuales contribuyen con las interlocuciones de la Repod con países africanos y latinoamericanos.

Palabras clave: Niños palestinos; Educación Infantil; Políticas Públicas de educación.

*Think of the mute telepathic children
Think of the blind, uncertain girls
Think of the wounded, altered women
Think of the wounds as warm roses*

(Vinícius de Moraes, Rosa de Hiroshima: 1946)

At the beginning of this month (October 7, 2025), the war between Palestinians and Israelis in Gaza marked its second anniversary, leaving behind thousands of deaths and charges of genocide against Israel. More than two million Palestinians in the Gaza Strip are facing a humanitarian catastrophe. According to figures from Gaza's Ministry of Health, over 66,000 Palestinians have been killed, the majority of them civilians, not including the thousands still buried under the rubble of bombed cities. Acts of peace, as expressions of lucidity, have also been carried out by Israeli citizens who denounce the massive destruction of lives in Gaza.

The organization Save the Children reported that among the victims, there were more than 20,000 children killed, 21,000 left with disabilities, and 132,000 under the age of five at risk of dying from acute malnutrition. The organization also noted that children had been killed or injured in more than half of the deadly attacks on food distribution sites in Gaza since the Gaza Humanitarian Foundation (GHF) began its operations: "With an increasing number of households without adults, more and more children have had to take on adult roles, including collecting food from distribution points, exposing them to a greater risk of being shot by Israeli forces." James Elder, spokesperson for UNICEF (United Nations Children's Fund), described mothers and babies lined up in the corridors of Nasser Hospital, in southern Gaza, stating that premature infants were being forced to share oxygen masks and beds: "In one of the pediatric rooms, there were three babies and three mothers sharing a single bed, with one oxygen source, and the mothers rotated the oxygen for twenty minutes per child." According to UNICEF:

Children, adolescents, and families in Gaza have been deprived of access to water, food, medicine, and other essential goods, including safe access to hospitals, following the escalation of hostilities. Time is running out. Girls and boys are dying at an alarming rate and being denied their fundamental rights. Even wars have rules. Civilians must be protected, especially children and adolescents, and every effort must be made to spare them in all circumstances (Vasconcelos, 2023, n.p.).

Beyond these tragic statistics, these children are human beings with identities, names, hunger, dreams, and the desire to play. However, this terrible conflict, like so many others throughout history, has interrupted childhoods, destroyed playfulness, dimmed smiles, and stripped thousands of children of their right to human dignity.

In this edition of *Educação e Políticas em Debate*, we present the reader with the dossier *Políticas públicas de educação infantil e a luta histórica por acesso e qualidade* (Public Policies for Early Childhood Education and the Historical Struggle for Access and Quality), which offers multiple perspectives on education during childhood. Although the articles in this section focus predominantly on the Brazilian context, in this editorial, we have included fragments of the inhumane situation faced by Palestinian children as a way of joining the voices that call for an end to the conflict in Gaza and for the right to human dignity for the children of that territory. *Save Gaza's Children!*

Photo: Children waiting for the distribution of food prepared by a charity kitchen in Beit Lahia, northern Gaza Strip.



Source: available at: <https://www.cnnbrasil.com.br/internacional/uma-em-cada-dez-criancas-em-clinicas-de-refugiados-em-gaza-esta-desnutrida/>. Accessed on October 8, 2025.

The articles that compose the dossier, *Políticas públicas de educação infantil e a luta histórica por acesso e qualidade* (Public Policies for Early Childhood Education and the Historical Struggle for Access and Quality), undoubtedly contribute to expanding analyses of the importance of early childhood education and its essential role in promoting childhood development. Given that many children have their childhoods interrupted and are deprived of fundamental rights, it is crucial to deepen discussions on evaluating educational policies, the accountability of government entities, educational indicators, and strategies that promote childhood well-being.

The articles that compose the dossier, Public Policies for Early Childhood Education and the Historical Struggle for Access and Quality, undoubtedly contribute to expanding analyses of the importance of early childhood education and its essential role in promoting childhood development. Given that many children have their childhoods interrupted and are deprived of fundamental rights, it is crucial to deepen discussions on evaluating educational policies, the accountability of government entities, educational indicators, and strategies that promote childhood well-being.

Undeniably, in the period following the promulgation of the 1988 Brazilian Federal Constitution (*Constituição Federal do Brasil*), there were significant advances in theoretical discussions and debates on childhood, in the formulation and implementation of public policies to ensure children's rights, and in the quantitative and qualitative expansion of early childhood education. These advances resulted from the strong mobilization of civil society during the 1980s, which sought to enshrine the rights of children and adolescents in the new Constitutional Charter and to advocate for the drafting and approval of the *Estatuto da Criança e do Adolescente* (Statute of the Child and Adolescent, ECA – Law No. 8,069/1990).

The Brazilian Federal Constitution (*Constituição Federal do Brasil*), in Article 208, item IV, establishes that the State must provide early childhood education, encompassing daycare centers (ages 0 to 3) and preschools (ages 4 to 5). Subsequently, in 1990, this right was reaffirmed by the *Estatuto da Criança e do Adolescente* (Statute of the Child and Adolescent, ECA), which emphasizes the priority of service provision. Considered an iconic legal framework for the protection of children, the ECA, according to several jurists, is grounded in the Doctrine of Integral Protection, which defines children and adolescents as individuals in development and holders of rights who require special protection from the family, society, and the State. This doctrine is reflected in the guarantee of fundamental rights with absolute priority, in the application of protective measures in cases of rights violations, and in the shared responsibility of all sectors to prevent and punish neglect, violence, and exploitation.

As it approaches its third decade since promulgation, the *Lei de Diretrizes e Bases da Educação Nacional* (Law of Guidelines and Bases of National Education, LDB – Law No. 9,394/1996) establishes the principles and foundations of Brazilian education, encompassing all levels from early childhood to higher education, and addressing multiple aspects of how educational systems and school units function across all government levels. In Articles 29 and 30, early childhood education is defined as the first stage of basic education, offered in daycare centers for children up to 3 years old and in preschools for children aged 4 to 6. This legal framework is particularly relevant for young children living in poverty, since, although only the education of four- and five-year-old children, corresponding to preschool, is compulsory, and that of children aged zero to three is not, all early childhood education is a right of the child and the family. Its provision is a duty of public authorities, especially municipalities. In addition to the achievements established by the LDB, such as the inclusion of early childhood education as the first stage of basic education, another significant advancement was its incorporation into education funding policies through the *Fundo de*

Manutenção e Desenvolvimento da Educação Básica e de Valorização dos Profissionais da Educação (Fund for the Maintenance and Development of Basic Education and the Valorization of Education Professionals, FUNDEB) in December 2006.

Looking retrospectively at the post-1988 *Brazilian Federal Constitution* (Constituição Federal do Brasil) period, we can identify structural advances aimed at ensuring this public good for young children through a robust legal framework designed to promote the recognition of early childhood education as the initial phase of a child's schooling, which must be offered with quality. Nevertheless, it is essential to question and analyze early childhood education policies and practices in light of the paradoxes, discontinuities, and setbacks that have characterized this stage of schooling, which continue to pose dilemmas and challenges for its implementation based on parameters of socially referenced quality.

Among such dilemmas, we highlight the processes of privatization in education that affect all stages and modalities of schooling (Silva & Garcia, 2025). In the field of early childhood education, however, these processes have become increasingly recurrent due to the expansion of vouchers, the use of standardized didactic materials for early childhood, and the strong presence of partnerships with foundations, institutes, civil society organizations (CSOs), social organizations (SOs), and non-governmental organizations (NGOs). These dynamics have significantly intensified the hybridization of public-private relations in early childhood education, leading to the establishment of a dual system of educational provision: state and partnered provision. As a rule, the educational services provided by partnering institutions contribute to the erosion of children's rights, as school meals, didactic materials, and building infrastructure are often precarious. This precariousness is also evident in the hiring of education professionals without public examinations, which can negatively affect pedagogical practices, the absence of specialized training among professionals, and the high turnover rate in schools.

In this context, the dossier will undoubtedly advance knowledge in the field and foster reflection on the various processes that advocate for the rights of young children. It disseminates research on childhood and public policies for early childhood education from a multidisciplinary perspective, considering the diversity of viewpoints within these categories.

In addition to the articles included in the dossier, this issue of Repod also features eight (08) papers in the Continuous Demand section and one (01) review. These works come from several Brazilian regions, such as the Central-West, Southeast, and South. We also include contributions from a Kenyan author and a Mexican researcher, who strengthen Repod's dialogue with African and Latin American countries.

The article entitled *Satisfação e insatisfação dos professores da rede pública de Mato Grosso: indicadores laborais, econômicos e titulação* (Satisfaction and Dissatisfaction among Public School Teachers in Mato Grosso: Labor, Economic, and Educational Indicators), by Helvécio Pereira Lopes (Secretaria Estadual de Educação de Mato Grosso) and Evando Carlos Moreira (Universidade Federal de Mato Grosso), focuses on the job (dis)satisfaction of public school teachers in the State of Mato Grosso. The study emphasizes satisfaction indicators related to teachers' thoughts about leaving the profession, their engagement in parallel economic activities, their employment status, and their educational qualifications..

Thalita Matias Gonçalves (Universidade Federal do Espírito Santo) and Eliza Bartolozzi Ferreira (Universidade Federal do Espírito Santo), in the article *Ensino médio: o que falam os jovens de uma escola pública?* (High School: What Do Students in a Public School Say?), present analytical syntheses on the meanings of high school for students enrolled in a state public school in Espírito Santo. Based on empirical research conducted through questionnaires, interviews, and discussion groups, the authors problematize the complexity of the relationship between high school and youth, highlighting the need for consistent, long-term educational policies grounded in the realities of public-school youth.

In the article *Altas habilidades ou superdotação no Brasil e no México: estudo comparativo em bases legais* (High Abilities or Giftedness in Brazil and Mexico: A Comparative Study of Legal Frameworks), Rosemeire de Araújo Rangni (Universidade Federal de São Carlos), Fabiana Oliveira Koga (Universidade Federal de São Carlos), and Cristianne Butto Zarzar (Universidad Pedagógica Nacional – México) discuss public policies addressing high abilities or giftedness, based on an analysis of educational documents from Brazil and Mexico.

Hinan Tsai Sun (Universidade Estadual Paulista "Júlio de Mesquita Filho"), in the article *Políticas educacionais na formação de professores no Brasil: avanços ou retrocessos?* (Educational Policies in Teacher Education in Brazil: Advances or Setbacks?) presents the current landscape of teacher education in Brazil, guided by the debate surrounding the so-called "teacher shortage." The author problematizes how the current *National Curriculum Guidelines for the Initial Training of Teachers for Basic Education* and the *National Common Base for the Initial Training of Teachers for Basic Education* contribute to worsening this issue, thereby impacting the quality of teacher training.

The article *A Educação Física no Programa Nacional de Livro e Material Didático: uma análise da implementação* (Physical Education in the National Textbook and Teaching Material Program: An Analysis of Implementation), by Fernando Garcez de Melo (Universidade do Estado de Mato Grosso), Shirley Cláudia da Silva e Souza (Universidade

do Estado de Mato Grosso), and Evando Carlos Moreira (Universidade Federal de Mato Grosso), analyzes the inclusion of Physical Education in the *Programa Nacional do Livro e do Material Didático* (PNLD – National Textbook and Teaching Material Program) and the implementation of this policy in municipal schools in Cuiabá (MT), which began in 2017. The study concludes that, despite the PNLD's potential to contribute to the democratization of knowledge in Physical Education, its practical implementation depends on greater teacher engagement and adjustments to the selection and use of materials.

Lilian Moreira Cruz (Universidade Estadual de Santa Cruz), Laiane Santos Santana (Universidade Estadual de Santa Cruz), and Andréia Cristina Freitas Barreto (Universidade Estadual de Santa Cruz), in the article *Reforma do Ensino Médio e a Docência em Filosofia em escola pública no sul baiano: condições de trabalho e saúde do(a) professor(a)* (High School Reform and Philosophy Teaching in a Public School in Southern Bahia: Working Conditions and Teacher Health), analyze the working conditions of philosophy teachers in a public high school in the countryside of Bahia and the consequences of these conditions for teachers' health and professional development. The authors present data showing that teachers work in an environment marked by intense physical and emotional strain resulting from work overload, inadequate conditions, and pressure to meet the new curricular requirements of high school. This context contributes to illness, increased stress, irritability, and a constant sense of frustration.

The article *Restaurante Universitário e Segurança Alimentar: Um Estudo de Caso da Universidade Estadual de Ponta Grossa* (University Cafeteria and Food Security: A Case Study at the Universidade Estadual de Ponta Grossa), by Tatiany Palácio Hilgemberg (Universidade Estadual de Ponta Grossa), Giovana Moraes (Universidade Estadual de Ponta Grossa), Augusta Pelinski Raiher (Universidade Estadual de Ponta Grossa), and Mirna de Lima Medeiros (Universidade Estadual de Ponta Grossa), analyzes the importance of university cafeterias (Restaurantes Universitários – RUs) in mitigating food insecurity (insegurança alimentar – IA) among undergraduates at the Universidade Estadual de Ponta Grossa (UEPG). Based on a stratified probabilistic sample of UEPG students, the authors observed that those who use the RU tend, on average, to experience lower levels of food insecurity than a similar group.

Eliud Shani Ominde (University of Kabianga) and Justine Mukhungulu Maira (Taita Taveta University), in the article *Axiological Implication of Kenneth Kaunda's African Humanist Philosophy and Citizenship Education in Kenya*, present analyses concerning the ideas of Kenneth Kaunda's African humanist philosophy to contribute to the improvement of citizenship education in primary schools. Based on a philosophical investigation, the study adopts conceptual analysis as its foundation, aiming to clarify the meanings and limits of

concepts and to enhance understanding. The study found that Zambian humanism is a crucial worldview for defending citizenship education in Kenya, as its ideas are consistent with the *Basic Education Curriculum Framework* (2017) and *Chapter Six of the Constitution of Kenya* (2010) on Leadership and Integrity.

Finally, in the Book Review section, researchers Maria de Lourdes Bernartt (Universidade Tecnológica Federal do Paraná), Marcos Henrique Carneiro Alves (Universidade Tecnológica Federal do Paraná), Fábio Zambiasi (Universidade Tecnológica Federal do Paraná), and Graziela Scopel (Universidade Tecnológica Federal do Paraná) present a critical review of the doctoral thesis *O acesso, ao inverso: desigualdades à sombra da expansão do ensino superior brasileiro, 1991–2020* (Access in Reverse: Inequalities in the Shadow of the Expansion of Brazilian Higher Education, 1991–2020). The reviewed work enables analysis of the paradoxes surrounding the expansion of higher education opportunities in Brazil: while access for young people to higher education has increased, social disparities have continued to exclude many from universities, intensifying a competitive environment for graduates and exposing a darker side of the expansion process.

The collection of texts presented here will undoubtedly help broaden perspectives, deepen reflections on contemporary educational policies, and contribute to our continuous formation. Therefore, we also express our gratitude to the authors, who offer multidimensional perspectives on contemporary educational policies, as well as to the indispensable work of the reviewers and editors and their invaluable contributions to the composition of this issue. We hope that the works presented here will allow readers to construct a broader interpretive framework of the subjects discussed, inspiring new questions and new angles of reflection, analysis, and debate.

We wish everyone an enjoyable reading and deep reflections.

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ⁱFonte: Disponível em: <https://www.bbc.com/portuguese/articles/c89djj8zwwjwo>. Acesso em 08/10/2025