



Report on the film “Forbidden Education”

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Fabiola da Costa Soares¹

“Forbidden Education” is an Argentine documentary, produced in 2012 with the direction of German Doin and Veronica Guzzo that invites us to “re” think about Education through discussion and reflection on the standardized educational model and the values that support the education system. traditional teaching. The film is the compiled result of more than 90 interviews carried out in 8 Latin American countries, through 45 unconventional experiences and a total of 704 co-producers. As the narrator says, it is “part of a process that never ends” dedicated to children and young people who want to grow up in Freedom.

From the outset, it presents in a very interactive and visually rich way, with slides, animations, mind maps, synapses, inviting narration, some educational aspects that culminate in the importance of education for society and the need for improvements, namely: Investments in training, improvements in infrastructure, purchase of textbooks suitable for the child's development, notebooks, technologies in general, etc. However, this does not prevent the fact that there are still so many schools with distinct and antagonistic social realities. Some of them aim to include and encompass as many students as possible, others are dedicated to training workers from different hierarchies, and only a few are dedicated to the supposed results of excellence.

¹Graduated in Literature from UFU; Educational Psychoanalyst from FASSEM; Supervisor and Educational Advisor at Cândido Mendes University; Psychopedagogue and Specialist in Special and Inclusive Education from the Presidente Antônio Carlos University. Master's student in Technological Education from the Postgraduate Program in Technological Education at the Federal Institute of Education, Science and Technology of Triângulo Mineiro (PPGET-IFTM), in the Information and Communication (TICS), Technological Innovation and Educational Changes line, soaresfabiolaacosta@gmail.com. ORCID:[0000-0002-9485-2890](https://orcid.org/0000-0002-9485-2890)

Then, to exemplify the aforementioned dichotomies, and begin reflections on the needs for change and rupture with the arboreal paradigms rooted in the educational process, the documentary returns to the origin of every human process, with the concept of learning explained by the history of Philosophy, through a passage from Plato's book "The Republic" with the allusion to the Myth (or Allegory) of the Cave. Through this important metaphor it is possible to understand one of the philosopher's theories: how, through knowledge, it is possible to capture the existence of the sensitive world (known through the senses) and the intelligible world (known only through reason). After some sociological considerations and subjectivities on the topic, the basic discussion of the documentary begins, structured in fictional scenes outlining the story of young students from a hypothetical school who are completing high school, in a traditional Latin American school, and, as their final work, they receive the task of producing a descriptive essay with an opinionated assessment of school learning throughout their academic career. Thus, dissatisfied and eager for oratory, together they proclaim the text "Forbidden Education". At the same time, within the scope of reality, it displays the educational ideas and conceptions of teachers, authors and scholars from various countries, who defend the idea of a freer, less content-based Education with a focus on the full and integral development of the human being.

Thus, from the unfolding of the fictitious situation (from the newsroom), that is, the conflicts that emerge in the daily life of the traditional school with the students' desires and questions about the way they are treated and prepared to live an adult life with the theoretical explanation and epistemological of researchers who defend the need for changes in the model and pedagogical proposals. This plot occurs as chapters, where each discussion portrays a theme or basis, an educational pillar that expressed fragility from the fictional situation. Each block of interviews begins with an image and phrase (epilogue) from a great thinker in the field, which alludes to the topic of discussion, with a total of ten throughout the documentary.

The script begins with the illustration of the first weakness addressed, when the school principal oppresses and prohibits students from reading the essay. The interviews begin with questions about the importance of Education and its nature. And, to understand the paradigmatic conceptions that are adopted as a model to this day, we refer to the origin of Public Education, free and compulsory. The "Prussian" system, known to us as traditional, discussed throughout the film, historically began

in 1819. It arose from the monarchs' need to train obedient, docile and efficient soldiers. Based on enlightened Despotism, an elitist model, with class division, which literally based the school on an assembly line system, an image similar to a factory, a prison, where everything that was “taught” was in accordance with the interests of the society. ruling class, ethical, moral and social values were dictated by this class and prevailed as absolute truths. The ideals of this system are not freedom, fraternity and equality, but to create citizens who obey the state and advocates of forced competition. In other words, educate your subjects according to your purpose. Unfortunately, this type of educational system spread throughout Europe and later expanded to the Americas. A literal process of dehumanization and mass submission – the true dictatorship within the school!

From now on, the entire development focuses on highlighting, epilogue by epilogue, a cause As Carlos Calvo Muñoz, a Chilean educator, states in the opening minutes of the film: “Everything is homogenized. The standardized exams, the division of ages, the mandatory classes, the curricula disconnected from reality, the qualification system, the pressure on teachers and children, the system of rewards and punishments, the timetables, the cloister and the separation from the community. In short: “the school is isolated from the world”.

After discussing the topics listed above, the plot explains the need for the school to build its foundations based on love (inherent and vital to the human being), as the essence for the full and integral formation of the subject. Thus, transversalizing the above, we can suggest that the documentary is practically a political-pedagogical manifesto, from educators and researchers who believe in an education based on love, and calls us to reflect on the educational alternatives they believe in as a counterpart to the classical school. .

We point out, according to the documentary:**Montessori**(method that proposes to know and respect children in their development process, converting education into a process of monitoring life),**Homeschooling**(the best place for education is the home, with a variety of everyday experiences, with family support),**Systemic pedagogy**(based on Jung's theory - are innate predispositions to experience and symbolize universal human situations in different ways),**Popular Education**(Paulo Freire, who proposes a pedagogy centered on the subject's life, learning from their experiences and being responsible for guiding their own destiny),**Free Education**(whose essence is to respect the

development trusting in the life and construction of each person for themselves in a non-directive education), **Logosophical Pedagogy** (takes bonds and experiences as a starting point, emphasizing the student's self-knowledge), **Project Pedagogy** (Kilpatrick – the student learns through experiments and investigations that he himself develops); **Nova-Ativa School** (educational movement that, from Pestalozzi to Constructivism, defends contextual and experiential learning education); **Democratic School** (understands that there is a need for change in the school structure, taking into account each person's meaning for their schooling, joy, community, love and human rights). **Waldorf Pedagogy** (Rudolf Steiner – seeks development so that each person finds their essence, respecting the cycles of life) and **Reggio Emilia** (the adult is based on observation and discovery of children, responsible for selecting activities according to their motivations and interests).

And so, at the end of the documentary, the invitation remains: "Let's "re" think about Education?" "Forbidden Education" showed us the possibilities of a new school and encouraged us to self-criticize as passive agents of change in the comfort zone. It's time to make a difference!

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