

Que educação quero para o futuro?

FISK

FISK Três Lagoas

A campanha "Que Educação quero para o futuro" é organizada pela Bookess Editora e Livraria Internacional SBS, através de seu programa SBS +Educação.

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**Short Stories, Poems and Essays based on the following question:
What education do I want for the future?**

Que educação quero para o future?

¿Qué educación quiero para el future?

By: Mrs. Arsiolli, Maria Auxiliadora,

assisted by the teachers:

Cruz, Sabrina;

Medeiros, Raul;

Vargas, Thamires

and their students.

Escola Fisk – Centro de Ensino

Unidade de Três lagoas - MS

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Introduction

There are four poems, ten stories and eight essays in this anthology. They are based on the opinion of our students about the proposal “what education do you want for the future?” and they are quite short. Most of them are written in English, but there is a collaboration of the students of Spanish and one in Portuguese. Readers can manage them easily, and it is not necessary to start by the first one. Because there are no specific divisions based on the level of English of the students through the book, you can select one of the works according to your interest: if you like, poems, short stories or essays, you may choose whichever you prefer. They embody a universal theme: education, which I expect to appeal to all readers of all levels.

In spite of the same theme, there are different stories presenting different challenges: some essays are linguistically demanding, some are conceptually demanding in the sense that they say a lot in a very compressed space. Some stories are very simple to understand because they use a child’s language.

All stories and poems or essays make an impact on who is reading them and replicate the experience that the writers had with regard to education and what they expect to happen in this domain in the following years.

Sitting in our armchair, we can recognize situations that are like ours, hope that education become better for all the entire human race and not just for me. We hope that you will find these stories interesting and rewarding, that their effort for you to know them was worthy.

The stories are not extracts but stories created from their answers to the question: “What education do you want for the future?”. This was an opportunity for them to express their ideas and find out what others in their class think or feel.

We hope you discover two kinds of pleasure in becoming familiar with them: finding out how different people are and finding out how alike, in some ways, we all are.

We hope you'll enjoy reading them!

Arsioli, Maria Auxiliadora.

SHORT STORIES

1. The Witches' Convention of education for the future

By: Mrs. Arsiolli, Maria Auxiliadora and her students:

Castro, Beatriz; Forte, Leticia; Souza, Maisa; Lima, Victor.

Fear? – Yes, man, I do fear! Courage? – That is for few. But there we go. This is a story that involves witches and their conventions in the XXX century. How do you imagine it might be? Will they come in flying brooms? Will there be cats and owls? Read this passage and found out.

3100 – The Witches' Convention – what education do we want for the future?

Bring ideas – Let's discuss it – Geneva

In their 'sup' group (or whatever will exist) four friends try to sign up for the convention and then start leaving and arguing what ideas to take:

- You first, said V.
- No, ladies first, he replayed.
- I insist, spoke B
- You, please, said M
- Go ahead, answered L.
- Well, well, I'm asking your opinion, says V.
- First the oldest, replied B
- How old are you?
- 90.
- So, you speak, please.
- And you?
- 79 and some months. See?
- Don't you cheat on me! You are 97. That is it.
- I am not. I told you 79 and some months
- How about you two?
- Ops, that's not the case
- The youngest, then.
- You admit!
- Admit what? This is my age. Let's keep walking or we will never get there.
- Yes, we will think along the walking.
- Walking? Are you nuts? Let's call an UBER.
- I can't. I'm broke.
- Why me? Don't you stare at me! I have things to do.

And they keep on walking and talking.

- Me too. Speak
- What?
- Your idea?
- I forgot.
- What we were talking about?
- Xiiiiuu...

The four keep on arguing about who gives his/her opinion first, they forget to order the UBER for the convention. Suddenly they arrive in Geneva at the address indicated. They take a look at the outside and the inside, everything is closed. They ask here and there. Someone finally answers: - ah? The Convention? It was last month. But why do you ask?

2. THE EDUCATION IN THE FUTURE

A short story By Mrs. Arsiolli, Maria Auxiliadora and her students:

Ferreira, Ana Beatriz; Nadal, Alice; Lima, Arthur;

Martinusso, Gabriela; Lima, Gustavo;

Gorga, João Henrique; Lemes, Leonardo;

Silva, Leonardo and Gonçalves, Leticia

My friend L moved to Brazil ten years ago and I still have the e-mail he wrote me when he first arrived, in which he describes the effect bad education has had on society: ‘You see students talking back to teachers, wandering around corridors and not attending classes. There are cell phones behind books with which students check their social media while teachers are explaining a lesson. There is always bullying, and people do not look after each other. It really depressed me to think of students not using their time very well.’

Ten years ago, it seemed a strange letter, but it accurately describes scenes that have become common in this country too. I am a teacher now and I am feeling exactly what L told me in his mail in his first year in Brazil.

Some of my most cynical friends say that it is possible that education will become better as technology improves. Popular belief states that we will learn without an effort just by pushing a bottom.

Some points to the advantage of this kind of education: it is fast, which serves as a reminder of old times. There may be some merit to this argument: dig books that save trees, tablets with lots of apps to use, but ... how about the human side?

I made a poll with my students and here is what they answered:

Gabriela: ‘I’d like an education with more technology, no books and more tablets in the classroom.’

Leticia: ‘I want teachers to be more responsible and no more bullying at school.’

Alice: ‘I’d like a school where teachers and students respect each other.’

Gorga: ‘The education I want for the future? I want the most enthusiastic teachers. I want them to participate more.’

Ana Beatriz: 'I want students to respect teachers, teachers to spend more time with the students, the end of bullying and all schools with the same level of education.'

Lemes: 'I want teachers to be respected, better schools where buildings are not falling apart, teachers having courses and attention, making a difference. I want an egalitarian school.'

Silva: 'I want to see students throwing garbage in the trash can, respecting teachers and I want to see their parents helping them at home with their homework.'

Lima: 'I want a good school, where teachers are respected and valued. I want an education that starts at home, a quality school that could fulfill my dream to become a programmer. This education would not take me away from my projects, no matter how difficult they are.'

Arthur: 'I want that in the future education can provide us all with free access to the university and be of quality. This would give us a good future. A future in which we can dream of good jobs when we finish college.'

Now, my own feelings about the education I want for the future? That everybody reaches total perfection in languages and other subjects because education is beautiful and enlightening. A thing that no one will ever take from you as long as you live on this planet.

3. The oldest game

Planned and developed by: Mrs. Arsiolli, Maria Auxiliadora;

Assisted by: Vargas, Thamires and her students:

Silva, Ana Beatriz; Silva, Armando; Dias, Cristian;

Souza, Pedro Henrique; Souza, Lucas; Queiroz, Leonardo.

Some kids were playing one of the oldest games of humanity – RIDDLES ---

Lucas: I'll start, you are the next.

Leo: No, this time I'll start! Why you are always the first?

Lucas: Because I'm number one at games.

Pedro: So what?

Leo: All right, all right. Let him go first.

Lucas: Good. "We are not joking

But we think we are kidding

Our strength we use against the weaklings

Nobody approaches us. It seems we are sulking.

Do you know why?

Because we're _____

Pedro: Bullying

Lucas: Right.

Pedro: See? That's disgusting.

Leo: My turn! We're super but people forget

We sure must be used between teachers and students

Anna: Easy man! Respect

Pedro: Ok. Here I go. It gives you dignity, it gives you freedom

It must be part of everybody lives and nations. What am I talking about?

Armando: Education

Cristian: What are you people doing?

All: Playing Riddles.

Cristian: Can I play it too?

Lucas: Yes, but next class only. Time is over, man.

And this was indeed what students wanted for education in the future – Games in which they can learn, think and have fun.

4. A receipt for education in the future

A text by Mrs Arsiolli, Maria Auxiliadora;

Assisted by Miss Vargas, Thamires

Illustration by (5 to 7 year old kids): Gamarra, Murilo;

Assisted by: Silva, Agatha Beatriz;

Silva, Isis; Souza, João Vitor;

Mancini, Maria Victoria;

Lanza, Maria Fernanda.

The soup

I was looking for a receipt to do this weekend and suddenly an idea came out for my students' text about education in future. After talking to my students and ask them what they want in future, I got the ingredients for this receipt. It is a soup, we will make and it's very simple and super easy to do. Grease the soup Kettle with courage, then put dignity, respect and responsibility. Reserve. Now break into small pieces the bullying, disrespect to teachers and lack of will. Stir, until they disappear at the bottom of the kettle. Put a pinch of love little by little. Add passion and continue stirring. Don't stop until bad habits and bad costumes disappear. Pass to an ovenproof casserole dish and it's ready our receipt for education in future. Eat without restrictions.



5. THE BOTTLE

By: Mrs. Arsiolli, Maria Auxiliadora and her students:

Pereira, Alice; Miranda, Ana Clara; Miura, Luiza;

Meneses, Maria Vitória; Cadini; Yumi

Illustration by: Cadini; Yumi.





On Friday -



8

DON'T
TURN
THE
PAGE
MUAHAH

YOU
HAVE
7 DAYS



In front of Yumi's house.



7



9



10

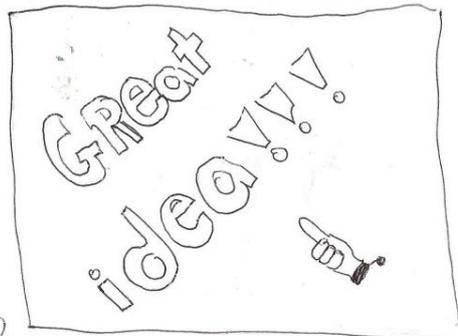


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At the park -



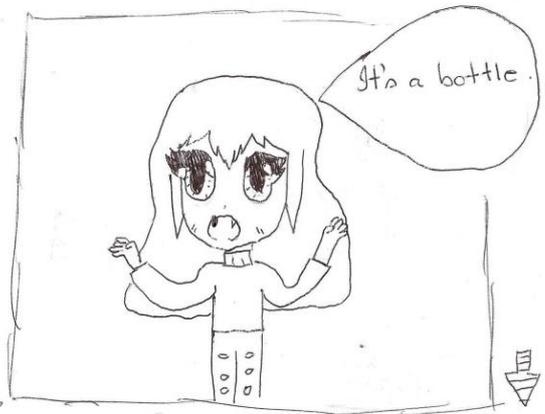
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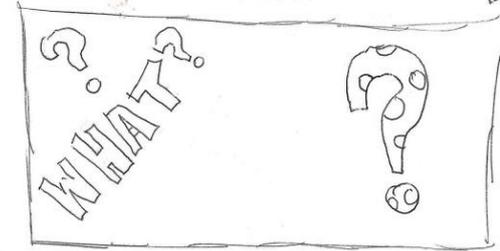
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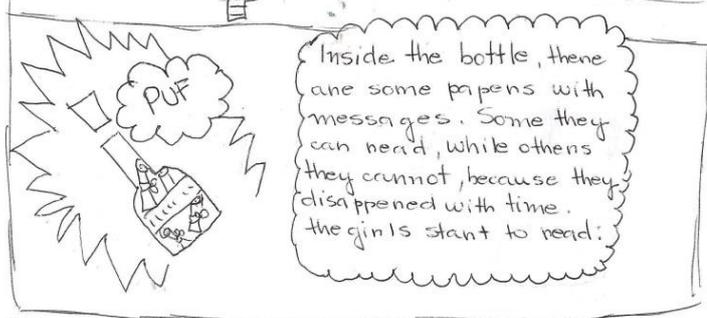
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19



20



Listen!
 A couple wrote this
 to one of their child:
 "We want you and your siblings
 to have an education in which
 English and Portuguese will
 be a priority at schools".

LOOK THE
 OTHER PAGE



22



I'll read mine. My name
 is Many and I want the students
 respect teachers, and that kids
 have activities in groups so they
 can socialize more. And I
 also want more digi books
 to protect trees
 from being cut.

23



Nice

24



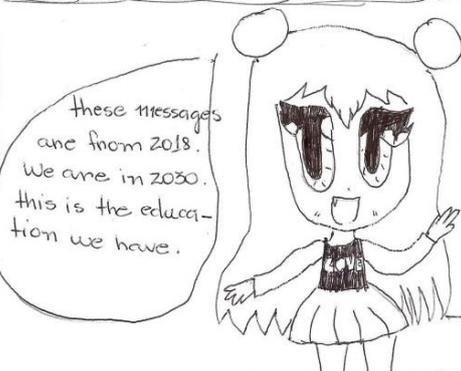
Sonny. this isn't readable.

25



COOL!

27



these messages
 are from 2018.
 We are in 2030.
 this is the educa-
 tion we have.



Amazing!



yes

PUBLIC
 SCHOOL



26

6. Teacher's talking

By: Cruz, Sabrina and her students:

Justino, Danielly; Garcia, Gabriel;

Cruz, Igor; Melo, Rafael Felipe.

There, there was my class and I on a Saturday morning, as usual. Danielly, Gabriel, Igor and Rafael. We were discussing all kinds of things, as usual too. So, I asked them: "Guys, what do you think about our classes? What can you take from this experience?" Thenceforth, their minds started to work. All of them, in their own way, had a good critical sense. So, Igor started to talk, as he started to speak, all the rest nodded agreeing with him.

- It's very good. Time flies when we are in the classroom or outside it. I can learn lots of things.

Based on their answers I decided to ask one more question. This one gave me something to think of too. I asked them what was the education or school they wanted to their children or to themselves. Once again they stopped and reflected for some time. Maidenly, Danielly started to say her conclusions.

- The education that I want for the future is one that we all can have good access, with teaching materials, access to technologies, comfortable ambient, new form to teach, always looking for the need of everyone. And also a lot of tea and cookies available!

Everyone in the classroom was touched by her words, until she said the last part. They started to laugh and agreed with her. After they decided to come back to the real point of the discussion, it was Gabriel's time.

- I want a well-qualified school. With good teachers, good space to study, modern structure and good materials like better computers and books. More advanced and challenging classes, like chemistry labs, physics labs. I also want more respect with teachers and school employees.

- An excellent point of view. I think we all want this to happen in the future. I said and everyone whispered positive things.

Then, Rafael decided to say his thoughts. We could notice that among the sentences he was saying, a lot of things were stuck in his head.

- The school I want for me and for everybody is an education with more respect, more food, cool teachers and an advanced infrastructure. Like all my other friends said. But I also want comfortable chairs, advanced technologies specially investment in science. All of these because education is the base of our society. Without education, the society is ignorant and persuasive.

As he spoke, all of his classmates were laughing, agreeing, thinking, myself included. And right after him, Igor thought it was time for him to say what was in his mind.

- The education I want for the future is one that subjects like sociology and philosophy treated more seriously. These two subjects can form good citizens.

When the four of them showed their point of view, I congratulated them all. Everything they said is what I believe and want, as a teacher. What we have to do, from now on, is to make all these things become true.

7. Halloween or not Halloween?

By: Cruz, Sabrina.

Pencil, books, notebooks. Little Ana was tired. "School is a horrible place!" she yelled in her way to school. She was so mad that she didn't notice she was in front of the school. A dark place. She could see bat and a little witch flying and laughing with a terrible sound. This place could give fears feelings to the bravest person.

She decided to come in. Zombies, vampires, werewolves. Every day, she went to school, it's like Halloween. She hated Halloween. 7A was her classroom. She opened the door. A lot of playful ghosts were in there. She trembled. This classroom was so cold. The talkative ghosts were yelling and making horrible noises. One of them passed through her ear and said to her: "There is a new teacher. She's the worst!" Now her hopes were gone. A new monster in the school! Great! The ones that she already knew were the worst. A new monster... She just couldn't take it anymore. She decided to go out of the classroom slowly. If she arrived at home, she could say that wasn't feeling well. That she was sick.

So she did. She picked her backpack and started to walk out to the door slowly. When she was ready to open it, the new monster arrived. She was a little tall. She was the light that was missing in that creepy kingdom. For the first time, Little Ana was smiling. The new teacher said: "Where were you going?" and as she finished, a beautiful smile was in her face. Ana could swear she was an angel. "I was going to look for you..." and her face blushed. Among smiles, Ana returned to her seat.

From this day on, Little Ana was in paradise. All the ghosts, all the zombies, all the monsters transformed themselves in beautiful creatures. Going to school turned to be the best part of her day. And she was in love for learning.

8. QUE EDUCAÇÃO?

By: Medeiros, Raul

“Quero salas de aula mais confortáveis”

“Professores mais legais”

“Mais merenda”

“Ensino de verdade”

“Eu quero uma escola com banheiros sem vazamento”

“Sempre quis ar condicionado na sala por causa desse calorão da cidade”

“Menos bullying”

“Queria que a diretora fosse legal com a gente”

“Queria aprender de verdade pra ter um futuro melhor”

“Mais tempo de recreio”

“Queria que as notas fossem boas pra todo mundo”

“Queria mais tempo na escola, pois não gosto de ficar em casa”.

“Que tal uma educação que todos fossem respeitados iguais?”

“Uma educação com mais apoio aos alunos”

“Uma educação que não reprove!”

“Eu queria uma educação que a gente só tivesse aula fora de sala. É bem melhor!”

“Mais educação física!”

“Meu sonho é que ter uma escola parecida com as dos filmes”

“Queria ter armários nos corredores”

“Uma educação que a gente possa ter mais amigos em sala”

...

Enfim, a professora terminou de corrigir a tarefa com o tema “Que educação eu quero para o futuro?” enquanto pegava a terceira condução para chegar à segunda escola em que trabalhava.

9. The class

By: Cadini, Caio; Beltrão, Bruna; Bueno, Nicolas;
Camilo, Allana; Lima, Daniel Isaac; Luz, Rafael;
Barreto, Raquel; Gonçalves, João Guilherme; Fonseca,
Maria Eduarda; Floriano, Messina.

It was Saturday morning and as usual I had to wake up and go to work. As a teacher I have a quite busy day. The day before I needed to think about what I will teach, but this time I will debate a very important subject: education. Then on the day of the class, I began just the way you will read.

So people, what education do you want for the future? Yes, let's start with you Caio:

CAIO:

The education that I want for the future is based on a lot of things; I want an education where anyone who studies in any type of school can have a good learning, with a good structure and good professionals.

I want an education that motivates the student to learn new things, that make him/her like to study, an education that talks about things that happen on our actual society.

I want an education that can make not just good students, but also good people.

Nice. How about you, João?

JOÃO GUILHERME:

The education that I want to the future is one that can reach people who don't have much money but with the same quality as the education for people who have much money.

Very well remembered. Messina, what do you want?

MESSINA:

The education I want to my future is a fair one, which is the same for all kind of people, regardless of their color, gender and origin. I also wish that the education may be of quality, in any place or time.

Sure, Maria, would you like to give your opinion?

MARIA EDUARDA:

The education I want for the future is an education where we have a counsel on our side to help us decide our future. Well, when starting high school, most of the teenagers' only thought is in which college they should get into and which course to take. And yes, it is one of the biggest problems for young people: to decide what to choose for their career, both for lack of family support and for not having decided what stands out. And that's because judging is one of the most complicated tasks.

With all of this, the school should make itself available to help its students by talking to them or making dynamics to help them get to know each other better. Thus, they don't regret their choices by throwing years away.

Bravo. Can you say something? Yes, Allana.

ALLANA:

The education I want for the future is an education with more commitment of the students and teachers, very laic. And it's important to give more importance to Humanity like Philosophy, History and Sociology.

Agreed. Can you say some words? Daniel, go ahead.

DANIEL ISAAC:

What I want for the education in the future is the teaching of diversification, which is able to lead the same level of knowledge to everybody.

Please, Rafael

RAFAEL:

The Education that I want for the future should have a better preparation for the teachers; different ways of teaching students, providing more opportunities for all the people, and making them have a better future.

Ok, it is missing you Raquel:

RAQUEL:

The education I want for the future is one that all schools have teachers with good didactics and materials that facilitate students' learning.

Thank you very much. I learned a lot with you today.

POEMS

1. Education

By: Arsiolli, Maria Auxiliadora and her students:

Ramos, Caroliny; Silva, Eduardo;

Mello, João Pedro; Oliveira, Leticia.

Daddy told us one day
It was just a memory anyway
that education was once different
we saw in his album
there was respect, things were coherent

daddy, what else do you have?
What education was like in your time?
we want in the future
the education you had, not just
a storytelling in our bedtime

We grew and now we're at school
But some teachers don't care about you
they misguide the children, they hurt our soul
not showing emotion
that we should all know

education exposes its weakness
upon what we have
however, daddy
time won't come back

However, in town it was well known
education is failing
and we say no!

Don't tell us it's normal!
Don't call us 'poor ones'!
We just need to control
the education we want.

2. Little poems

By: Cruz, Sabrina and her students

I.

The education I want for the future
Can come in many ways
Advances and improvements
These can become true
If it was the students aim.
The education I want for the future
Will have better learning
'Cause the students
Will have better study.

By: Marques, Gabriela.

II.

Once we have well-qualified public schools
We'll have better education.
Once we have appreciation of the education professionals
We'll have better classes, well-prepared lessons.
Once we have increase in the teacher's salary
We'll have more trained professionals.
Once we have more trained professionals
We'll have a favorable school ambient.

By: Suematsu, Allana.

III.

The education in a world which is not in crises.

Let's form thinkers not copycats.

We want original brainstorming among the professionals.

By: Mendes, Bianca.

IV.

Since childhood we make teachers our relatives

We care about them

Until we don't.

I want this again.

I want to make these professionals great again.

I want the world to be a teacher for us all.:

By: Cruz, Sabrina.

3. Education

By: Ramalho, Beatriz; Garcia, Camilly;
Campache, João Marcelo; Silva, Sthefany Vitoria;
Lucas, Vitória Caroline.

No bullying
Amazing grades
Everybody studying
Support for the classmates
Teachers being respected
Students being accepted
We don't want just more vacation
We want an awesome education

4. Concrete Poem

By: Albornoz, Cauan Eduardo;

Gomes, Pedro Aurélio;

Melo, Vitor; Lima, Ana Luiza.

lEarning

Determination

stUdent

Crayon

librAry

Teacher

pencIl

bOoks

learN

Friends

fUn

Teach

qUestion

homewo**R**k

Education

ESSAYS

1. What education do you want for the future?

By: Arsiolli Junior, Gilberto Marques.

The education I want for the future should provide people with tools to be independent and to think for themselves. Moreover, it should also prepare students for what markets are looking for. Above all, it should make them able to innovate, research and develop new ways of coping with reality.

To be independent and a free thinker does not mean I have to be skeptical the whole time. Skeptics can sometimes be cynical or unable to act. Education should allow students to understand things as they are, change those they do not agree with and deal with those they do not agree with but cannot change with patience and dignity. It should also teach that some things are sometimes good as they are. Too much criticism leads to constant dissatisfaction, unhappiness, anarchy and nihilism, which are not good if you want to guarantee a future. Highly educated societies tend to develop and preserve liberal values and free democracies, such as those in Sweden and Switzerland. There is no need to struggle for changes there. These are models to be followed by any educator today or tomorrow.

Furthermore, the education I want for the future, as we have lived in a capitalist world at least since 1989, needs to prepare students for the labour market and for what companies expect from a young apprentice or an experienced worker. Last, but not least, it needs to create entrepreneurs. This does not mean everybody will own their own firms. However, educated people in the future, if they want to, should be able to try to open new business, and, of course, fail and try again. If they do not engage in new business, they will at least have the tools to come up with new solutions and technologies for their jobs and employers.

Finally, education must not overlook knowledge that has already been accumulated for many generations. There is nothing wrong with having encyclopedic knowledge or learning more than one language in the age of Wikipedia and Google translators. Access to information is no longer the problem. What to do with it, which has always been a conundrum for humanity, is and always will be the question. Good teachers should be more like guides and cooperative leaders, learning while teaching, helping their pupils deal with information and develop their natural skills, rather than shaping them according to some pre-determined parameters. In this domain, freedom of thought is the most important value. Nevertheless,

thoughts do not come out of nowhere. This is why what has already been studied continues to be important. There is no future without a past.

If all these features are taken into account and encouraged, education in the future will stimulate innovation, creativity, entrepreneurship and economic and human development. It will grant access to the labour market, even though robots will do most of the heavy tasks. When they also become free thinkers and innovators, then humanity will need to start worrying about what to do. Maybe a creative free thinking robot will come up with a solution.

2. Education in the future

By: Nozaki, Leon.

It is known that education is a highly debated topic that causes havoc amongst intellectuals throughout the whole sociological community. However, amidst the common folk, it appears that the feverous debate, once sprouting incessantly, ceases to be or, at least, become lesser. This phenomenon, of course, should not be present, or it is duty of all to discuss important matters, such as education, especially since it, as it stands, is in need of a reinvention.

First, what exactly is wrong with education? While some may bring up how inaccessible good education can be, the issue lays in much more fathomless grounds. In our society, which is deeply rooted in a ceaseless class struggle – as proposed by philosopher and sociologist Karl Marx – the dominant class will often create circumstances to impose alienation and a congruent ideology on the submissive classes' mind. That is why the Italian philosopher Gramsci proffered a revolution through culture instead of violence.

Second, what does this fault in the system mean to those affected? Not only is it rendering down multiple people's potential, it also pares as a problem – or more, an affidavit – of our society and its malfeasance. In order to overcome it fully, we must first turn to ourselves.

Conclusively, what could be hoped for education in the future? Clearly equitable opportunities. Working in pairs, the government and the education ministry (MEC) should bring forward measures and programs that allow a higher reach for the education system, creating a space for marginalized to participate. It should also be the school's duty to come forward in search of those people, offering them scholarships and the like. Of course it is not the final solution – much has yet to be worked on – but it's a start to diminish inequality in the modern era, as present – if not more – than before.

3. The education in the future

By: Silva, Allana Luiza

In the past years, the education in Brazil have turned into a political and commercial product. It is very concerning this tragic way which politicians have been dealing and forwarding one of the bases of a developed society.

Education is essential for the formation of any individual; unfortunately, throughout history there was always an elite resource. The ones who have access and quality in studies are privileged because education has become one more capitalism product.

In Brazil, education is a right won by the citizen at 1900s. In contrast, what was a conquest faces a great social criticism ingrained as a delayed and separatist society. Furthermore, there are the corrupt governments trying to alienate people, in favor of their interests.

The answer for this problem is exactly the same question: Investments of education never is too much. An intelligent society has the capacity of criticize and make the difference to develop itself even more.

There are new times, but the history always repeats. So, it is important to pay attention to what is happening and take care of one of greatest rights a person may have, promoting citizenship and progress as a result.

4. Hints for a better education

By: Cruz, Ana Paula; Marciel, Francisco;
Eubank, Lucas; Queiroz, Samara Roberta.

Some of the things we want for the Future:

- A wider accessibility to all the complementary courses, including the language ones.
- Enhancement on the quality of the public schools, equalizing the education in private and public institutions, so that everybody may have the same conditions in the Job Market
- A fair and egalitarian education, in which all the people can be reached, mainly the kids all over the world.
- Increase of means of learning in order to broaden knowledge more and more.
- Teachers being recognized

5. Education

By: Cruz, Sabrina

Since ancient times, education has been the greatest thing a civilization could leave to the future world. Greeks, Egyptians, they were very important to build all the knowledge available today. So, learning and searching things were symbol of status. There were lots of people who dedicated their lives to the good of knowledge.

Nowadays, people lost their curiosity. As information is becoming easier to access, people generally are not so interest in searching for new things. They expect that all kind of information come easily to them. Without making no effort.

As this information can be accessed with no difficulty, it is not a surprise that the brain does not hold it. Since childhood, the brain process lots of things that surrounds an individual. Based on it, sometimes some information keep stocked in one's memory but the biggest part of it can be lost in the process of growing.

So, it's important for everyone to keep on learning. It is important to review and read all kind of things to keep the learning alive in the brain. So, in the future, people have to keep their mind and their heart open to the knowledge. They have to keep on their mind that learn and teach are things we need to be exposed forever. It needs to be something as essential as eat and sleep.

6. What education do you want for the future?

By: Guimarães, Fernando.

What I expect for the future of the education is more opportunities for all the people in the world. What we must keep in mind is the importance of learning new things and growing in wisdom. People need to have this target in mind, and it cannot be something mandatory, but a dream.

The Society must supervise the authorities so they could have some good governance in which the investments should keep toward to the education. Doing this way there will be no injustice between the minorities and the not fortunate citizens. Another way is that each student gets involved with his/her self-study and with homework.

Reading is the most important action. In reading a lot of books people improve vocabulary and get able to write and to pronounce new and different words.

With the newly globalization in nowadays, the idea of learning different languages keeps also very clearly that it is challenging people from different ages and social classes, mainly for people who desire to get a promotion or to be an international leader in their jobs.

This is what I want for my country and for the children, and then we will have a better future with more knowledge and respect.

7. What education you want for the future?

By: Vargas, Thamires.

Education is certainly related to the future and will form people who will educate the world of tomorrow. If you do not become stricter, the world will be hopelessly lost. We are turning into passive people and even conniving with the collapse of knowledge. Moreover, with a bad education we would be reduced to useless non-mechanical organisms, reproducing unspeakable mistakes.

Not to mention that education is passing through one of the most dramatic periods in history, because there is no respect for teachers coming from students. They do not even respect their classmates. Nowadays, students bully each other for anything, and sometimes they do the same thing with teachers. As teachers, all we want is respect for everyone like it used to be in the past.

There is no doubt there is a traditional education, but there is also more technologies and new challenges for students and teachers. How to use these technologies so students can be more attentive in the class and so they can have a perspective of a life with more knowledge?

The evolution of society has shown us that the future will be much more than what we are living today. Perhaps we should stop, listen to the future blowing in our window for the sake of a quality education that we can already receive in the present.

8. Que educação quero para o futuro?

Por: Medeiros, Raul.

Enquanto a educação não for uma das prioridades em nossa sociedade, continuaremos vivendo em mundo repleto de intolerância, desrespeito e desigualdades. Se tanto desejamos uma mudança, ela precisa vir por meio da educação.

Uma das várias funções da educação é a formação de cidadãos críticos, que sejam capazes de questionar e problematizar as mais diversas situações e contextos. Com essa meta, seriam formados alunos que buscam, analisam, pesquisam e indagam informações antes de simplesmente reproduzi-las. Como consequência, teríamos seres pensantes e ativos socialmente, que estariam aptos para a transformação de uma sociedade injusta.

Infelizmente, o que se tem percebido é um sucateamento da educação nos mais diversos níveis (desde o ensino infantil até o superior). Essa precarização tem um objetivo nada arbitrário: a desvalorização do ensino. Se não há condições adequadas para que se possa ter uma educação de qualidade, a tendência é que os resultados obtidos sejam insatisfatórios, tanto em relação ao desempenho quanto à formação de estudantes que pensem de maneira crítica. Consequentemente, teríamos alunos menos dotados de senso crítico e mais propensos a ser massa de manobra.

Portanto, a partir do momento em que a educação se tornar, enfim, reconhecida como um investimento primordial, e não simplesmente como um gasto poderá ter mais chances de mudanças sociais efetivas. Ademais, a promoção do pensamento crítico, a valorização e o respeito à diversidade são fatores essenciais para a formação de cidadãos dispostos a realizarem as transformações que são tão almejadas.

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