



HUMAN RIGHTS EDUCATION: PERSPECTIVES AND CHALLENGES IN BRAZILIAN BASIC EDUCATION

EDUCAÇÃO EM DIREITOS HUMANOS: PERSPECTIVAS E DESAFIOS NA EDUCAÇÃO BÁSICA BRASILEIRA

EDUCACIÓN EN DERECHOS HUMANOS: PERSPECTIVAS Y DESAFÍOS EN LA EDUCACIÓN BÁSICA BRASILEÑA

**ALDEMIR DOS SANTOS DIAS¹
RODRIGO DE MOURA REIS²
WELLINGTON SÉRGIO DE SOUZA³**

ABSTRACT

The article aims to map and analyze recent scientific publications that address Human Rights Education (HRE) in the context of Brazilian basic education, identifying methodologies, challenges, and social impacts of this pedagogical practice. The methodology adopted was the State of Knowledge approach by Morosini and Fernandes (2014),

How to cite this article:

DIAS, Aldemir dos Santos; REIS, Rodrigo de Moura; SOUZA, Wellington Sérgio de; Human rights education: perspectives and challenges in brazilian basic education.

**Journal of Socio-
Environmental Law -**

REDIS,
Morrinhos, Brasil,
v. 04, n. 01, jan./jul.
2026, p. 01-12.

Submission date:
11/12/2025

Approval date:
25/03/2026

¹ Master's student in Public Administration at the Federal University of Tocantins (UFT). Graduate student in Public Management at the State University of Tocantins. Specialist in Legal Sciences, Consumer Law, Human Rights, Women's Rights, and the Rights of Vulnerable Persons from Faculdade i9 Educação. Holds a Bachelor of Laws (LL.B.) degree from Unitins and is currently pursuing a Bachelor's degree in Accounting Sciences at Unopar. Holds a Technical Diploma in Agriculture from EEGTIADAF. Member of the Research Groups *Interdisciplinary Center for Innovation and Sustainability in Public Management and Civil Society Organizations* and *Research and Study Group in Law* (Unitins). Contact e-mail: aldemirdias16123@gmail.com. CV: <http://lattes.cnpq.br/9068444121410077>. ORCID: <https://orcid.org/0000-0001-6111-6718>.

² Bachelor of Psychology from the Catholic University of Pernambuco. Specialist in Organizational Psychology from the Centro Universitário Leonardo da Vinci. Specialist in Human Resources and Personnel Administration. Holds a Bachelor's degree in Business Administration with a concentration in Marketing from the School of Marketing (ESM). Currently serves as an Administrative Manager in the private sector. Contact e-mail: reis.rodriigo@outlook.com. CV: <http://lattes.cnpq.br/7012276140208772>. ORCID: <https://orcid.org/0009-0001-5253-4181>.

³ MBA in Public Institution Management from the Federal Institute of Roraima. Holds a Bachelor's degree in Business Administration and a Technical Diploma in Quality Management (IFRR). Has ten years of experience in administrative management, with a focus on management practices, continuous improvement processes, and quality control. Specialist in the development of administrative training programs and teaching-learning processes applied to organizational environments. Contact e-mail: wellingtonsergiodesouza1@gmail.com. CV: <http://lattes.cnpq.br/6363373293374140>. ORCID: <https://orcid.org/0009-0001-2757-2426>.



through which it was possible to carry out a systematic analysis of academic production on the topic of human rights applied to basic education. Thus, the study was organized into three distinct stages. First, the search term and the inclusion and exclusion criteria for the works to be retrieved from the CAPES portal were defined, along with the selection of the material to be analyzed. In the second stage, the works were analyzed based on their titles, abstracts, and keywords. In the third stage, a report was produced with a descriptive presentation and a reflective discussion of the results found. Based on the analyzed studies, it was evident that Human Rights Education (HRE) develops socio-emotional competencies, such as empathy and cooperation, and strengthens students' critical skills. Transversality and interdisciplinarity stand out as effective strategies for integrating human rights into the school curriculum, promoting citizenship education. However, challenges such as insufficient teacher training, lack of teaching materials, and community resistance persist. Despite these challenges, positive experiences demonstrate the transformative potential of HRE, especially through interdisciplinary approaches. Therefore, it is recommended to invest in teacher training, contextualized teaching materials, and the strengthening of dialogue.

Keywords: Human Rights Education. Human Rights. Basic Education.

RESUMO

O artigo tem como objetivo central mapear e analisar publicações científicas recentes que abordam a Educação em Direitos Humanos (EDH) no contexto da educação básica brasileira, identificando metodologias, desafios e impactos sociais dessa prática pedagógica. A metodologia adotada foi o Estado do Conhecimento de Morosini e Fernandes (2014), por meio da qual foi possível realizar uma análise sistemática da produção acadêmica sobre o tema dos direitos humanos aplicados na educação básica. Dessa forma, o estudo foi organizado em três etapas distintas. Primeiramente foi definido o termo de busca e os critérios de inclusão e exclusão dos trabalhos a serem buscados no portal da CAPES e a seleção do material a ser analisado. Na segunda etapa, os trabalhos foram analisados pelos parâmetros de títulos, resumos e palavras-chave. E na terceira etapa, realizou-se o relatório com a apresentação descritiva e discussão reflexiva dos resultados encontrados. A partir dos estudos analisados, evidenciou-se que a Educação em Direitos Humanos (EDH) desenvolve competências socioemocionais, como empatia e cooperação, e fortalece habilidades críticas nos estudantes. A transversalidade e a interdisciplinaridade destacam-se como estratégias eficazes para integrar os direitos humanos ao currículo escolar, promovendo uma formação cidadã. Contudo, desafios como a insuficiência na formação docente, a falta de materiais didáticos e a resistência comunitária persistem. Apesar dos desafios, experiências positivas mostram o potencial transformador da EDH, especialmente com abordagens interdisciplinares, dessa forma, recomenda-se investir na formação de professores, materiais pedagógicos contextualizados e no fortalecimento do diálogo.

Palavras-chave: Educação em Direitos Humanos. Direitos Humanos. Educação Básica.

RESUMEN

El artículo tiene como objetivo central mapear y analizar publicaciones científicas recientes que abordan la Educación en Derechos Humanos (EDH) en el contexto de la educación básica brasileña, identificando metodologías, desafíos e impactos sociales de esta práctica pedagógica. La metodología adoptada fue el Estado del Conocimiento de Morosini y Fernandes (2014), mediante la cual fue posible realizar un análisis sistemático de la producción académica sobre el tema de los derechos humanos aplicados a la educación básica. De este modo, el estudio se organizó en tres etapas distintas. En primer lugar, se definieron el término de búsqueda y los criterios de inclusión y exclusión de los



trabajos a ser consultados en el portal CAPES, así como la selección del material a ser analizado. En la segunda etapa, los trabajos fueron analizados a partir de sus títulos, resúmenes y palabras clave. Y en la tercera etapa, se elaboró el informe con la presentación descriptiva y la discusión reflexiva de los resultados encontrados. A partir de los estudios analizados, se evidenció que la Educación en Derechos Humanos (EDH) desarrolla competencias socioemocionales, como la empatía y la cooperación, y fortalece las habilidades críticas de los estudiantes. La transversalidad y la interdisciplinariedad se destacan como estrategias eficaces para integrar los derechos humanos en el currículo escolar, promoviendo una formación ciudadana. Sin embargo, persisten desafíos como la insuficiencia en la formación docente, la falta de materiales didácticos y la resistencia comunitaria. A pesar de estos desafíos, experiencias positivas muestran el potencial transformador de la EDH, especialmente mediante enfoques interdisciplinarios; de este modo, se recomienda invertir en la formación docente, en materiales pedagógicos contextualizados y en el fortalecimiento del diálogo.

Palabras clave: Educación en Derechos Humanos. Derechos Humanos. Educación Básica.

INTRODUCTION

Human Rights Education (HRE) constitutes a fundamental basis for the formation of conscious, ethical, and critical citizens, promoting values such as equality, dignity, and social justice. Despite its relevance, challenges persist regarding the effective integration of HRE into the school curriculum, including teacher training, the development of specific teaching materials, and the adaptation of pedagogical practices to local realities.

In Brazil, the implementation of HRE in Basic Education is aligned with the principles of the National Common Curricular Base (BNCC), which affirms its importance in building a more democratic and inclusive society.

The ninth general competence of the BNCC proposes an education that goes beyond traditional curricular knowledge, guiding students to act ethically, responsibly, and with critical awareness in relation to themselves, others, and the world. In the context of Human Rights Education, this competence seeks to promote the construction of a more just and inclusive society, integrating respect for diversity and the fight against social inequalities. The integration of Human Rights in the classroom allows teaching to go beyond the theoretical scope, providing an education oriented toward social practice and the development of citizens and students.

The ninth competence aims for students to be able to:

Exercise empathy, dialogue, conflict resolution, and cooperation, ensuring respect for themselves and promoting respect for others and for human rights, with acceptance and appreciation of the diversity of individuals and social groups, their knowledge, identities, cultures, and potential, without prejudice of any kind (Brazil, 2017, p. 600).

Human Rights Education is a response to historical and contemporary inequalities that permeate the Brazilian educational system. Through it, the aim is not only to teach content about rights but also to promote a culture of respect and appreciation of diversity. However, the effective introduction of this theme in basic education requires coordination between public policies, teacher training, and community engagement. This work is justified by the urgent need to consolidate transformative pedagogical practices capable of ensuring a broad, critical, and inclusive citizenship education.

The main objective of this study is to map and analyze recent scientific publications addressing Human Rights Education in the context of Brazilian basic education. It seeks to identify the methodological approaches used, the potentialities and challenges in implementing this theme in schools, as well as the social impacts generated by these pedagogical practices. To this end, the methodology adopted was the State of Knowledge approach by Morosini and Fernandes (2014), thus contributing to the strengthening and development of this field in national educational practice.

Regarding the methodological criteria, aiming to map scientific publications on the application of HRE in the teaching-learning process in education and its implications and potentialities, the State of Knowledge (Morosini; Fernandes, 2014) was used, as it enables a systematic analysis of academic production on the topic of human rights applied to basic education. This makes it possible to identify trends and gaps in the researched knowledge, which are essential for the formulation of comprehensive educational practices, through the survey of scientific articles available on the CAPES Journal Portal (Coordination for the Improvement of Higher Education Personnel).

This portal was selected to collect the studies due to its significance as one of the largest repositories of scientific articles in Brazil, bringing together a wide range of content across diverse fields of knowledge. According to its description, it aims to reduce regional disparities in access to scientific information, encouraging technological development and innovation. It is considered a unique initiative worldwide, as numerous institutions access its collection and it is entirely funded by the Federal Government (CAPES, 2024).

Regarding the method chosen for mapping and analyzing the data, it allows for: “[...] identification, recording, and categorization that lead to reflection and synthesis of scientific production in a given field, within a specific time frame, encompassing journals, theses, dissertations, and books on a specific theme (Morosini; Fernandes, 2014, p. 155).

The present study was organized into three distinct stages. In the first stage, the search term and the inclusion and exclusion criteria for the works to be retrieved from the CAPES portal were defined, as well as the selection of the material to be analyzed. In the second stage, the works were

analyzed based on their titles, abstracts, and keywords. In the third stage, the report was prepared with a descriptive presentation and a reflective discussion of the results found.

The search term used was “human rights education in basic education” (searched in quotation marks). The following filters were applied: open access yes; resource type article; period from 2023 to 2024; national production yes; peer-reviewed yes; field humanities; language Portuguese. This resulted in 13 findings, of which 4 met the research objective, as they were directly related to the theme of human rights applied to basic education.

The publications found in the CAPES portal were analyzed in depth, with the aim of extracting ideas and applications that may guide future pedagogical practices and educational policies, as well as identifying gaps in knowledge that may be explored in future studies.

1 THE NATIONAL PLAN FOR HUMAN RIGHTS EDUCATION (PNEDH)

One of the main documents that guides and directs the implementation of Human Rights Education (HRE) in Brazilian basic education is the National Plan for Human Rights Education (PNEDH). This plan is a public policy aimed at building a society grounded in the principles of democracy, citizenship, and social justice. It promotes a human rights culture based on solidarity, respect for diversity, and the defense of equality. Developed between 2003 and 2006, the plan resulted from broad social participation and a partnership between the former Special Secretariat for Human Rights, the Ministry of Education, and the Ministry of Justice.

Structured into five axes—Basic Education, Higher Education, Non-Formal Education, Education for Justice and Public Security Professionals, and Education and Media—the PNEDH presents guidelines, objectives, and actions aimed at implementing a critical and transformative education. Among its priorities are the continuous training of educators and administrators, the inclusion of human rights topics in school curricula, and the promotion of pedagogical practices that strengthen democracy, combat prejudice, and ensure respect for diversity.

Human Rights Education is conceived as a systematic and multidimensional process, oriented toward the formation of rights-bearing subjects. It articulates historical knowledge, ethical values, civic practices, and participatory methodologies, seeking to promote social inclusion, protect against discrimination, and foster a culture of peace and harmonious coexistence. In this sense, the PNEDH reinforces the importance of ensuring a safe and respectful environment at all levels and modalities of education, especially when it states that “it is essential that human rights education be a continuous process, involving the whole of society and implemented at different levels and modalities of education” (National Plan for Human Rights Education, 2018, p. 32).

The PNEDH presents as its main guidelines the training of educators and administrators, focusing on continuous capacity-building that integrates the promotion and defense of human rights into pedagogical and administrative practices. A central aspect of the plan is the inclusion of human rights themes in school curricula and educational practices, promoting a critical and reflective education within the school environment. This approach is complemented by an emphasis on guaranteeing fundamental rights, with actions aimed at protecting against discrimination, violence, and exclusion, ensuring everyone the right to learn in a safe and respectful environment.

The plan is also committed to promoting a culture of peace, encouraging the peaceful resolution of conflicts, respect for differences, and harmonious coexistence among individuals and social groups. In addition, it prioritizes social inclusion and accessibility by implementing actions that ensure full access to education and human rights, regardless of origin, ethnicity, gender, age, or disability.

According to the National Plan for Human Rights Education (2018), education should be understood as a central instrument in building a democratic society that respects and promotes human rights. This perspective encompasses both formal and non-formal education, aiming to reach all individuals and promote active citizenship.

To ensure the effectiveness of its actions, the plan proposes monitoring and evaluation mechanisms, coordinating efforts among different levels of government and civil society. It also reaffirms Brazil's commitment to international human rights treaties, such as the Universal Declaration of Human Rights and the International Covenants on Economic, Social and Cultural Rights. In this way, the PNEDH is consolidated as a strategic instrument for transforming education into a pillar of social justice and inclusion.

2 HUMAN RIGHTS EDUCATION IN BASIC EDUCATION

Basic education in Brazil has undergone a significant reform with the implementation of the National Common Curricular Base (BNCC), which expanded instructional hours and emphasized the connection between theory and practice in the teaching-learning process.

The National Common Curricular Base was created with the purpose of becoming a guiding document for the development of curricula in all schools in the country, whether public or private, as well as guiding teacher training, the production of teaching materials, and assessment methods.

In addition to traditional curricular content, the BNCC places emphasis on the development of students' socio-emotional competencies. To this end, content from different areas of knowledge

has been integrated through structuring axes, with the aim of developing essential skills in students that previously lacked emphasis.

According to the Law of Guidelines and Bases of National Education (LDB No. 9,394/96), the school has the social function of forming citizens, as described in Article 22: “Basic education aims to develop the learner, ensure the common training indispensable for the exercise of citizenship, and provide the means to progress in work and further studies” (LDB, 1996).

The definition of human rights is relatively recent and can be understood as the basic rights and freedoms of all human beings, therefore being inherent to all individuals, regardless of race, sex, nationality, ethnicity, language, religion, or any other condition. These include the right to life, liberty, freedom of opinion and expression, as well as the right to work and education, among others (UN, 1948).

According to Silva (2010, p. 49):

Human Rights Education is not limited to the contextualization and explanation of the social, economic, political, and cultural variables that influence and guide educational processes. It goes beyond contextualization, although this is essential for understanding its construction. Part of this education involves grasping the content that shapes this field, that is: the history, the processes of evolution of achievements and violations of rights, the legislation, pacts, and agreements that provide support and guarantee to rights are contents to be addressed in the basic curriculum. [...] these contents must be associated with the development of values and ethical behaviors, from the perspective that the human being is always incomplete in terms of their formation. Due to this incompleteness as a social, temporal, and situated being, human beings have a permanent need to know, construct, and reconstruct rules of coexistence in society.

According to Bobbio (1992), the recognition and protection of human rights must be present in the main modern democratic constitutions. It is common to hear that we are all born with equal rights; these rights exist to ensure a dignified life, and it is the role of the State to safeguard them. Freedom, equality, tolerance, dignity, and respect are fundamental values that must be guaranteed to all, without distinction of race, color, religion, political opinions, or social class. These principles allow each person the opportunity to live with dignity and to pursue what they consider essential.

3 HUMAN RIGHTS IN BASIC EDUCATION IN CAPES JOURNALS

The studies analyzed in this research were conducted by Daminelli and Machieski (2023), Fernandes and Medeiros (2023), Freitas (2023), and Adrião *et al.* (2023). The investigation focused on four scientific articles (Table 1), all addressing the theme of Human Rights Education in the context of basic education. The selection of these works made it possible to identify the main theoretical and practical contributions produced by each author, enabling a critical and reflective

analysis of the integration of human rights into the teaching-learning process. Below, Table 1 presents the respective titles, authors, years, and journals of publication.

Table 1. Human Rights Education in Basic Education

TITLE	AUTHORSHIP	YEAR	JOURNAL
Child and Adolescent Rights Guarantee System: A Proposal for Continuing Education for Basic Education Teachers	DAMINELLI, Camila Serafim; MACHIESKI, Elisângela da Silva.	2023	Socioeconomic Development in Debate Journal
The Teaching of Literature from a Human Rights Perspective: A Methodological Proposal	FERNANDES, Maria Clara de Oliveira; MEDEIROS, Jalon Barbosa de.	2023	Foco Journal
Human Rights Education in the School Context: A Cross-Curricular and Interdisciplinary Approach	FREITAS, Claudiane Lopes de Carvalho.	2023	Foco Journal
Educational Provision and the Influence of Private Actors: Implications for the Realization of the Human Right to Education	ADRIÃO, Theresa; DOMICIANO, Cassia; DRABACH, Nádia.	2023	Journal of Educational Policies

Source: Prepared by the authors, 2025.

The results of the research show that Human Rights Education plays a crucial role in the development of socio-emotional competencies, such as empathy, cooperation, and respect for diversity, in addition to strengthening students' critical and reflective skills. Pedagogical practices that integrate HRE into the school curriculum promote a broader education, enabling students to face the challenges of a constantly changing society.

The analyzed experiences revealed initiatives that integrate HRE in an interdisciplinary and cross-curricular manner. School projects based on real cases of rights violations allow students to develop socio-emotional competencies such as empathy and cooperation. Furthermore, the school, as an agent of the Rights Guarantee System, can act directly in the promotion and protection of human rights, strengthening a culture of peace and respect for diversity.

The work of Freitas (2023) complements this perspective by emphasizing cross-curricularity and interdisciplinarity in HRE, highlighting that the integration of human rights across all school subjects creates an environment conducive to critical reflection and dialogue. This approach broadens the scope of HRE, promoting the comprehensive education of students and reinforcing values such as equality, justice, and human dignity.

Freitas (2023) also highlights that the interdisciplinary approach enables students to understand the relevance of human rights across different areas of knowledge and in everyday practical situations. This process promotes the internalization of fundamental values and the development of a critical and engaged civic awareness. Working in a cross-curricular manner helps to demystify prejudices and stereotypes, contributing to the construction of a more inclusive and democratic society.

Fernandes and Medeiros (2023) emphasize the need to integrate literature into school curricula in a cross-curricular manner, allowing students to connect literary experiences with ethical and social issues. This practice promotes critical analysis of human rights from multiple perspectives, enriching learning and expanding students' ability to recognize and confront inequalities.

The authors Fernandes and Medeiros (2023) also highlight that the use of literature in teaching can serve as a means to foster empathy and understanding among students, especially when exploring narratives that address cultural diversity, social justice, and the challenges faced by marginalized groups. In this way, literature not only informs but also transforms attitudes, contributing to a humanizing and emancipatory education.

However, the challenges for the effective implementation of HRE are significant. One of the main obstacles identified is the insufficient initial and continuing teacher education, as many teachers do not feel prepared to address topics related to human rights in the classroom. As presented by Daminelli and Machieski (2023), continuing teacher education is essential for educators to act as promoters of the rights of children and adolescents.

In this sense, the Child and Adolescent Rights Guarantee System, analyzed by the authors, reinforces the need for educators to deeply understand the Statute of the Child and Adolescent (ECA) and its underlying philosophy. It was identified that many teachers still do not feel capable of identifying and dealing with rights violations in the school environment, for example. The continuing education of these professionals should include historical, legal, and practical elements so that the educational system operates as a network, integrating school, family, and community.

Furthermore, the lack of specific teaching materials and pedagogical resources focused on HRE limits the reach of these initiatives.

Another critical point is the resistance of some school communities, which may misinterpret HRE or fail to recognize its importance in the educational context. This resistance requires awareness-raising and engagement strategies that involve all actors in the school community, including administrators, parents, and students.

The study by Adrião *et al.* (2023) warns about the consequences of privatization in the realization of the human right to education. The involvement of private actors, such as investment

funds, generates inequalities within public education systems, compromising the universalization of access and the quality of education. Programs such as “Acelera Brasil,” cited by the authors, exemplify the influence of the private sector on guidelines that often disregard regional and cultural specificities. This context requires that Human Rights Education (HRE) be seen as an essential tool to combat inequalities exacerbated by such initiatives and to promote a more inclusive public education.

Despite these challenges, the study revealed positive experiences in various regions of the country, where interdisciplinary projects and community-based actions demonstrated the transformative potential of HRE. These initiatives point to the need for robust educational planning and pedagogical training that place HRE at their core, valuing its cross-curricular nature by integrating it into regular subjects and extracurricular activities, thus contributing to quality education as a universal and inclusive prerogative.

4 CONCLUSION

The research concludes that Human Rights Education is an indispensable instrument for building a more just and equitable society. Its application in Basic Education contributes to the development of citizens who are more aware of their rights and duties, while also promoting inclusion and respect for diversity. However, for HRE to reach its full transformative potential, it is essential to overcome the identified challenges.

It is recommended to establish public policies that ensure the continuous training of teachers, guaranteeing that they are prepared to implement pedagogical practices related to HRE. Furthermore, it is necessary to invest in the production and dissemination of teaching materials that are aligned with the reality of Brazilian schools and that take into account regional specificities.

Another crucial point is the strengthening of dialogue between schools and communities, demystifying HRE and fostering the engagement of all those involved in the educational process. Future studies should explore new pedagogical and methodological approaches to integrate HRE into the school curriculum in a more effective and sustainable way, contributing to the formation of full and active citizenship.

REFERENCES

BOBBIO, Norberto. **A era dos direitos**. Tradução de Carlos Nelson Coutinho. Rio de Janeiro: Campus, 1992.

BRASIL. **Constituição da República Federativa do Brasil**. Brasília: Senado Federal, 1988. Disponível em: https://www.planalto.gov.br/ccivil_03/constituicao/constituicao.htm. Acesso em: 10 dez. 2024.

BRASIL. Ministério da Educação. **Base Nacional Comum Curricular (BNCC)**. Brasília, DF, 2017. Disponível em: <http://basenacionalcomum.mec.gov.br/>. Acesso em: 10 dez. 2024.

BRASIL. **Lei nº 9.394, de 20 de dezembro de 1996**. Estabelece as diretrizes e bases da educação nacional. Diário Oficial da União, seção 1, Brasília, DF, 23 dez. 1996. Disponível em: https://www.planalto.gov.br/ccivil_03/LEIS/L9394.htm. Acesso em: 4 nov. 2024.

CAPES. Portal de Periódicos. 2024. Disponível em: <https://www.periodicos.capes.gov.br>. Acesso em: 11 dez. 2024.

COMITÊ NACIONAL DE EDUCAÇÃO EM DIREITOS HUMANOS (CNEDH). **Plano Nacional de Educação em Direitos Humanos**. 3. ed. Brasília: Ministério da Educação, 2018. Disponível em: <https://www.gov.br/mdh/pt-br/navegue-por-temas/educacao-em-direitos-humanos/DIAGRMAOPNEDH.pdf>. Acesso em: 12 dez. 2024.

DOMICIANO, Cassia Alessandra.; ADRIÃO, Theresa.; DRABACH, Nadia. Oferta educacional e incidência de atores privados: implicações para a realização do direito humano à educação. **Jornal de Políticas Educacionais**, [S. l.], v. 17, n. 2, 2023. DOI: 10.5380/jpe.v17i2.89483. Disponível em: <https://revistas.ufpr.br/jpe/article/view/89483>. Acesso em: 2 dez. 2024.

FERNANDES, Maria Clara de Oliveira.; DE MEDEIROS, Jalon Barbosa. O ensino de literatura na perspectiva dos direitos humanos: uma proposta metodológica. **Revista Foco**, [S. l.], v. 16, n. 3, p. e1360, 2023. DOI: 10.54751/revistafoco.v16n3-085. Disponível em: <https://ojs.focopublicacoes.com.br/foco/article/view/1360>. Acesso em: 1 dez. 2024.

FREITAS, Claudiane Lopes de Carvalho. Educação em direitos humanos no contexto escolar: abordagem transversal e interdisciplinar. **Revista Foco**, [S. l.], v. 16, n. 10, p. e3288, 2023. DOI: 10.54751/revistafoco.v16n10-059. Disponível em: <https://ojs.focopublicacoes.com.br/foco/article/view/3288>. Acesso em: 1 dez. 2024.

MOROSINI, Marília Costa.; FERNANDES, Cleoni Maria Barboza. Estado do conhecimento: conceitos, finalidades e interlocuções. **Educação por escrito**, v. 5, n. 2, p. 154-164, 2014. Disponível em: <https://revistaseletronicas.pucrs.br/poescrito/article/view/18875/12399>. Acesso em: 10 dez. 2024.

ONU. Objetivos de Desenvolvimento Sustentável - ODS 4: garantir uma educação inclusiva, equitativa e de qualidade, e promover oportunidades de aprendizagem ao longo da vida para todos. Disponível em: <https://www.un.org/sustainabledevelopment/education/>.

ONU. Organização das Nações Unidas. **Declaração Universal dos Direitos Humanos**. Nova York, 1948. Disponível em: <https://unric.org/pt/declaracao-universal-dos-direitos-humanos/>. Acesso em: 10 dez. 2024.

SERAFIM DAMINELLI, Camila; DA SILVA MACHIESKI, Elisangela. Sistema de garantia de direitos infantojuvenis: uma proposta de formação continuada para professores e professoras da educação básica. **Desenvolvimento Socioeconômico em Debate**, [S. l.], v. 9, n. 2, p. 60–84, 2023. DOI: 10.18616/rdsd.v9i2.7946. Disponível em: <https://periodicos.unesc.net/ojs/index.php/RDSD/article/view/7946>. Acesso em: 1 dez. 2024.

SILVA, Aida Maria Monteiro. Direitos humanos na educação básica: qual o significado? In: SILVA, Aida Maria Monteiro; TAVARES, Celma. **Política e fundamentos da educação em direitos humanos**. São Paulo: Cortez, 2010. p. 41-63.

This version was originally submitted in Portuguese and translated into English with the assistance of Artificial Intelligence.

Copyright 2026 – Journal of Socio-Environmental Law – ReDiS

Organizadores:

Dr. Elson Santos Silva

Dr. João da Cruz

Dr.^a Jéssica Painkow Rosa Cavalcante

Dr.^a Maurides Macêdo

Dr. Thiago Henrique Costa Silva

Dr.^a Vilma de Fátima Machado

Dr.^a Helena Esser

Editor-in-Chief: Thiago Henrique Costa Silva.



This work is licensed under a License [Creative Commons Atribuição-NãoComercial-SemDerivações 4.0 Internacional](https://creativecommons.org/licenses/by-nc-nd/4.0/).