

Between duty and aspiration: The policy of innovation connected education

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ABSTRACT

The present research, developed at the master's level, has as its object the Connected Education Innovation Policy (PIEC), created by Decree No. 9,204/17 and converted into Law No. 14,180/21. It is, in short, the main national policy for the incorporation and use of digital technologies in basic education, since 2017. Adopting as a theoretical framework the concepts of morality of duty and morality of aspiration, theorized by Lon Fuller and expanded by Zenon Bańkowski, it is intended to understand how the PIEC was structured to combat the problem of digital exclusion in Brazil, and then to answer whether the measures adopted, within the scope of the Policy, are compatible with its aspiration, to revolutionize basic education, through technological mediation. The research, of a qualitative, exploratory, bibliographic and documentary nature, comprises the study of the founding and instrumental acts of the PIEC, the inspection reports drawn up by the TCU, articles, dissertations and theses on the Policy and educational research, such as Pisa and ICT Education. The study is at an advanced stage, and it is possible to extract, by way of preliminary conclusions, that although the Policy has adopted the Dutch *Four in Balance model*, according to which the effectiveness of the integration of ICTs in education depends on a wide range of initiatives, Brazil has given priority only to the technical dimensions, related to the increase in connectivity rates in schools. In this sense, it is argued that, by acting in this way, the PIEC loses its innovative pretension and inserts itself as one more among a set of national policies that delegates primarily to technologies, not to people, the ability to transform education, a circumstance that, over the approximately 40 years of federal policies aimed at the integration of ICTs in education, continues to prove insufficient to produce the desired impacts.

Keywords: Education, Technology, Innovation, Digital inclusion.

Funding Agencies: Foundation for Research Support of the State of Minas Gerais – FAPEMIG.

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