Educando
para a paz

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Resumo	The aim of this article is to discursively analyze the qualitative results of PISA (Programme for International Student Assessment) in order to better understand the educational context in Brazil referred to fake news and post democracy and to point out how these results can help us to undertake public policies to improve education issues in Brazil. Theoretically, we rely on the Foucauldian concept of discourse. The corpus consists of discourses of PISA in Focus, short texts available on the OECD website and also on INEP-Brazil on the qualitative results of the answers to the questionnaires applied to the students. For the analysis it was chosen PISA in Focus 113 that intended to answer the following question: Are 15-year-olds prepared to deal with fake news and misinformation? The analysis, conducted by discursive lenses, demonstrates the importance of understanding the order of fake news discourse by teachers in a way of providing students with mechanisms to distinguish between fake news and truths. We concluded that Brazil has yet a long way to advance in relation to other countries in terms of an education that enables students to distinguish between fake and true news. These results can help us to direct public policies to better prepare students for reading in the virtual world in a way to prepare them to be well-informed citizens and to preserve democratic values.
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