



From School to Work: The Skills as an Articulating Shaft

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Abstract

This paper investigates how the development of skills is considered a condition for access to employment and citizenship in the context of Brazilian society. Currently, the term "skills" is widely used in the educational field and is becoming a prime objective to be pursued in high school. The transformations in the world of work require new educational practices, demanding new learnings and requalifications listed to answer a more flexible model of production which can only occur from the acquisition of "skills", capable of developing in the individual great potential of analysis, fast responses, creativity, clear and accurate communication, evaluate procedures, face permanent changes and others. The speech is clear: the school organized from the skills of pedagogy can better prepare students for access to employment and citizenship. However, the benefits of skills are more consistent with the needs of business community than properly to the worker, because from specific skills can effectively carry a role in economic activity with the emergence of the multifunctional employee, but hides a perverse form of exploitation with the end of specialist. Starting from these assumptions, the paper discusses, more specifically, the skills as an articulating axis to insert young people in the labor market and as its fundamental objective of Brazilian public schools, then, the research analyzes the consequences of an education guided from pedagogies of skills. To achieve these objectives, the article assumes the qualitative approach, guided by theoretical reflections from a bibliographic research. Among the results, it is noteworthy that the Brazilian educational field is afflicted by business interventions and, therefore, the whole school organization must meet the needs of business to develop the neoliberal capitalism, moreover, the school formation of young Brazilians must encompass multiple tasks or skills required by the labor market. Finally, it was also observed that gradually the Brazilian educational field adopts strategies of reformers business in an attempt to inculcate the speech that the educational failures may impact on the whole economy.

1. Introduction

The labor market has gone through several transformations, the factor of greatest relevance is certainly the technological advancement which imposes new daily challenges facing a globalised age. Currently, the only guarantee that we have as sure will occur is factor "change". Change is the watchword.

In this context, the universe of work has required increasingly a professional profile more daring that can accompany or anticipate changes. The development of competences is fundamental to differentiate in the market.

In this endeavor, the educational system is also needed to change and adjust to the required standards socially. The Education is, then, as a tool to create and develop skills that the labor market needs. The Traditional education based on the theory appears as a retrograde vision.

The need has arisen to an education where learning is obtained in different contexts of life and that can be "moved" for new contexts, an education that emphasizes the process of construction of capacities, of competences developed and of opening up new perspectives for assistance in spaces stimulators.

In this way, the skills arise as an shaft articulator to face changes volatile market work, guaranteeing the possibility of access to employment, having as main agent education. From addition the paper presents the main definitions developed around the "skills", the process that has implemented the learning model based on skills and the consequences of a pragmatic education. To achieve these objectives, the research assumes a qualitative approach, guided by theoretical reflections from a bibliographic research.

2. Skills: the definitions developed from 1970 to the present days

Among the studies developed in the decades of 1970, 1980 and 1990 around the theme skills, it is worth highlighting the models developed by McClelland in 1973, Boyatzis in 1982 and Spencer and

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Spencer in 1993. In general, these American authors conceptualize the term "skills" as the set of qualifications that a person has to do a particular job with a higher level of performance [1] [2].

On the other hand, European authors as Lê Boterf and Zarifian have developed the concept of competences linked to the action, the results and the individual achievements.

In summary, Lê Boterf parses the term skills as a know act responsible that is widely recognized by other people, actions related to mobilização, Integration, ease of transferring knowledge, skills and resources in a given professional context [1] [2].

In addition, Lê Boterf analyzes the competence as a process formed by their educational training, by his professional experience and even by his own person itself (its history and forms of socialization), in this sense, the competence is a set of social learning and communicational means that are developed and built by learning and training [3].

Zarifian, in turn, defines the word "skills" as the practical intelligence that is based on knowledge acquired, transforming them into force as increases the complexity of the situations [1] [2]. The author also conceives skills such as the new form of qualification and, therefore, to discuss the theme "competence" must associate the Qualification [4].

At the end of the decade of 1990, Prahalad and Hamel proposed the concept of core competence, a new idea which surpassed the ability to identify, analyze and explore its core competencies. The main idea is to create products that had never before been imagined that meet the needs of the new and demanding consumers [5].

To understand and identify which or the competences which are essential to a particular organization, the company then begins to work and develop individual competences, in a process of successive unfold, always having as north strategic goals of the company [2].

3. From company to school

When the concept of core competence arises in the corporate world at the end of the 1990s and beginning of the 21st century, the human talent assumes a proportion never seen before. A scenario where the technological evolution has contributed to the creation of a new order, a new vision of what came to be compete.

Compete now started to have a synonym of doing business in a world without borders, where trade agreements were enabled, both by agreement between partnerships and countries such as distance learning offered by own evolution of the internet. Which meant to say that the geographical distance is no longer a problem and began to be a characteristic of this market.

The challenge now would be: how the school will teach the necessary skills that the labor market needs? Then comes the pedagogy of competences widely sponsored by UNESCO through the document "Education: a treasure to discover"[6].

In general, the document discusses a pragmatic education that encompasses all the processes of human life, from childhood to the end of life, leading them to a dynamic knowledge with the world by combining in a flexible way with four fundamental learning: learn to understand, to learn to do, to learn to live together and learn to be.

Since then, other transnational agencies such as the World Bank, the International Bank for Reconstruction and Development and the UNESCO itself produced reports and documents relating, in general, that the national development has strong bond between education and the labor market.

But this is not develop any type of education, but a specific education that allows you to leverage the skills of the students. Therefore it is a teaching defined in the production of verifiable skills in situations and specific tasks of the entrepreneurial environment. We have seen, then, the transfer of the business needs for the educational curricula, is born the utilitarian education that should teach content and, above all, practical from a portfolio of skills.

4. From school to company

The dissemination of the model of competences in Brazil had such as space schools in the decade of 1990. The implementation in classrooms come by means of public policies, through the Curricular Guidelines and the National Curriculum Parameters [7].

The 1990s were marked by the recomposition of capitalism which triggered a restructuring of labor and production management, aiming at greater flexibility of the productive system and by deploying the neoliberal recipe, that reforming the State in order to adapt it to the new demands of capital expansion, affected by economic and political transformations.

Education had their goals and projections reorganised in the bulge of these transformations recanalized, as the central issue, but now linked to the theme of the competitiveness of the globalised economy [8]. This is the point at which the theme powers becomes part of Brazilian agenda.



The model of competences has been a strategic tool of rationalization productive with views to reduce spending on the labor force to ensure the expansion of capital and contain the resistance of workers [9].

These by recent would have more autonomy and could hold the control of the work process, which implies in new relations between the capital the work, therefore, the deployment of this new model is in the transition of the taylorist fordist to flexible accumulation.

For the author there is a distinction between the models of skills and qualification: the first disunites the vocational training of relations between capital and labor, allowing the work associate their behavioral characteristics to the values of the company.

In this way, the professional training of an individual is subject to competitive needs of company; while in the second is related to implementation, design and control work.

Therefore, the individual investment in skills becomes requirement and outcome of the market because of the instability of life, this means that the success or failure depends of the competences that each individual chooses to develop and that this is recognized by the market [10].

5. The consequences of a utilitarian education

What if note currently, in the context of Brazilian society that education is one of the main mechanisms for the promotion of social ideal that needs forming workers to meet the needs of the capital. In that attempt, the school must deal to teach what will usefulness guaranteed, by inculcating knowledges associated with the notion of "progress", where the legitimate knowledge is founded and validated in experience, this time, education is contaminated by neoliberal discourse and the school is replaced by a functionalist view, with the intention to form for the job.

The content to have aspirations focused on practice, the educational field becomes afflicted by the movement of "Theory Retreat" [11], in which there is the prevalence of knowledge from practice on knowledge from rational and objective investigation (scientific). The deletion of the theoretical study falls under the prestige of the practical usefulness of knowledge.

With this, the theory is devalued and there is an impediment to the emancipation policy, because immersed in the school space and on issues relevant to their own practice, the subject not envisions the possibility of justifying concretely and historically social relations and, in this way, becomes impracticable the resolution of its contradictions, the coping of their problems nor the critical reflection and explicitation of reality which surrounds him.

6. Conclusion

This paper presented concepts related to the terminology "skills" and its unfolding in the context of Brazilian society. Currently, the concept of core competence appeared in the corporate world and then was transferred to schools through public policies sponsored by transnational agencies.

The school to teach from the model of skills has just by favoring the school practice, suppressing fatally theory in education.

To remove the theory of the school environment favors the development of the skills required for the inclusion in social life and productive, in this sense, the training of citizens are based on concepts that are usually alienating, not favoring the political emancipation of the subjects.

This scenario points to an education that must assimilate the business logic as something natural in which at the same time that proclaim that one of the principles of partnership is the "development of citizenship", practice reveals mechanisms that enable the exclusion and the resignation favoring the principle of meritocracy, in this sense, when business principles are reproduced in the school, the students absorb the supposed naturalization of hierarchy and social inequality.

Break with this education is certainly a huge challenge, because it comes to break with an order that is fully established. There is the need to promote and create resistances of dominant ideological forces that operate within the school through the company to the point that they may build a counter-hegemonic discourse and the business practices - representative by excellence of the movement of capital in its current phase.

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