



Education for Work and Basic Education in Brazil: Analysis of Innovative Educational Practices in the High School

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Abstract

This article analyzes educational public policies developed in Brazil, contemplating the curriculum proposal of High School of Integral Time's Schools. The High School is the educational level of basic education in Brazil destined to youth that contemplates the relationship between basic education and the formation for the work world in your curriculum developed in Integral Time's Schools. This research was developed through a qualitative and bibliographic research contemplating theoretical frameworks that discuss the thematic of education for work and the high school curriculum in Integral Time's Schools. Through the analysis it was found that the proposal of to offer an education for the labor world, together with the High School is contemplated in the Integral Time's Schools. This kind of work is consolidating as an innovative proposal in the educational field in Brazil, through the possibility of allowing for the students to understand the reality that surround them and the context of the world work in which they will enter, in the end of studies. However, the results of this research led to conclude that this kind of educational proposal can be consolidated as an adjustment of people for the capitalist work market needs, dislocating the primary focus of the educational proposal, that should be related with the human education in your integrality and prioritizing the aspect of the education for work. This aspect is important for the educational process however, it's necessary that the education contemplates others aspects important to promote a integral formation committed with the society and with the student's needs. In front of this, it was possible to conclude that the educational practices should steer themselves by the aim to offering a comprehensive training, consolidating as an emancipator education. These results of this research are important of being divulgated and analyzed because they can contribute to improve and to innovate educational practices in Brazil and around the world, considering that the educational proposals, in every places, must be focused in the human development, committed with your needs and with the contemporary society reality, but as an emancipatory education, and don't as an alienating process.

1. Introduction

This paper analyzes educational public policies developed in Brazil, contemplating the curriculum proposal of High School of Integral Time's Schools.

In Brazil, the Basic Education contemplates the Elementary School, with nine years of schooling, starting the six years of age and the High School, that is the educational level of basic education in Brazil destined to youth, contemplating, in general, people between 15 – 17 years.

This level of education offers disciplines with general content, according the Brazilian educational legislation and contemplates too the perspective of the education for the work world, present in the curriculum, in general, like an interdisciplinary activity.

However, according Brasil [1], the Education Secretary of the São Paulo State instituted by the Decree nº 57.571 of December, 02/2011 one of the main pillars of the Integral Education Program. This pillar contemplates a new model of school and a work regime, considered by its creators as more attractive for teachers.

The main objective of this educational proposal is to better the educational results in São Paulo State/Brazil.

To deploy a management model focused on improving the quality of education, several actions have been proposed and, in this sense, It was deployed Integral Education Program, established by Complementary Law No. 1164 of January 4, 2012, amended by the Complementary Law No. 1.191, of December 28, 2012 according Brasil [1].

This Program, according Brasil [1], started in 2012 contemplating only the High School, however, in 2013, 22 elementary schools joined with the Program with 29 High Schools e more 2 schools who offer the High School and the Elementary level of education, totaling 53 school units. Today is present in 257 schools.

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These schools, according Brasil [1], offer for students an education focused on the people potentially and education for the citizenship. The students stay in school during until nine and a half hours. The curriculum is composed by disciplines of the common curriculum and by a diversified part that contemplates orientation for the studies, preparation for the world of work and helps to develop a life project. So, the students also have electives disciplines chosen according their goal pointed in their life project.

This project is a special aspect of this educational model, because it will follow the students for all the Integral Educational.

The teachers who work in these schools are selected from other effective teachers who work in the public education system of the São Paulo/Brazil, and who wish to work in full-time, for 40 hours per week and getting an additional of 75 % in their remuneration.

In High School field of this Program, professional education is offered generally, through a discipline dedicated to the preparation for the work world.

Students don't receive specific training for a particular profession, but learn general knowledge related with the world of work and in accordance with your life project.

However, it's important to be noted, about the education for work proposal of this program that education should be given in order to provide a critical formation, to enable students to understand the amplitude of the social landscape in which they will operate and to prepare them to act on it too.

It's a complex process that can reside in the students integral develop.

Thus, according the propose of the education for the work of this Program, it's important to question the nature of the education offered, related to the "market" and "working concept", in the sense of seeking to understand the assumptions that guide the actions developed in public schools.

For this, this study was proposed, seeking to amplify the discussions on the relationship between work and education within the Brazilian public education, starting the analysis of the Integral Education Program developed in São Paulo / Brazil, as will be specified in sequence.

2. Objectives and methodological procedures

This research contemplates as your mainly objective to analyze educational public policies developed in Brazil, contemplating the curriculum proposal of High School of Integral Time's Schools.

Therefore, this study was developed through a qualitative and bibliographic research contemplating theoretical frameworks that discuss the thematic of the education for work and the High School curriculum in Integral Time's Schools.

This analyze is based on the Integral Education Program proposal, contained in the Program Guidelines of the Program, available on available on the website of the federal government and that is the guiding document for the development of the actions that compose it.

3. Education prospects of education for work in contemporary society and the model of the Integral Education Program

Through the analysis of the Integral Education Program proposal, contained in the Program Guidelines of the Program, available on the website of the federal government and that is the guiding document for the development of the actions that compose it, it is important to highlight that the education for the work proposed is related with the contexto of the labor market in the current society.

Therefore, being the capitalism, the predominant mode of production in Brazil that is permeated by the neoliberal ideology, whose main concern is far from the human formation and back primarily to meet the demands of the capital, it was observed a close relationship between the conception of education for the work present in the analyzed program and neoliberal assumptions.

In this point resides the main questioning aspect of this analysis, given what is considered essential that the formation is consolidated as a practice that contemplates human development in its complexity, considering the relationship between theory and practice and, especially, the social context as the background for the development of the education contents.

It's important to consider that the education process needs to contemplate multiple facets that make up the "human". The concept of work is complex and can't be taken as a product, but is a human expression, a motion creation and expression of human existence. So, the education for the work can't promote only an alignment to economic demands, without to promote the integral education of the students, what contemplates the development of a critical conscience.

So, the conception of education for work present in the Integral Education Program needs to be precisely questioned because it restricts the conception of human life and doesn't allow the



development of the human potential in their biological, psychological and cognitive dimensions oriented for the construction of a better society.

This aspect can be observed at the methodology of the Integral Education Program, based on the education pillars developed by Delors [2], when he wrote a document on the educational challenges for the 21st century developed by UNESCO in 1996.

It's proposed a methodology based on four fundamentals pillar. These pillars are the related with the context of the capitalism, This is abilities that people should develop to be able to insert in the context of society, especially in the labor market.

The pillars proposed are learn to understand, to learn to do, to learn to live together and learn to be. They are related with the worker preparation according a pragmatic education model, where the utilitarianism and the practice aspect is value more them the theory. The education process teaches accord the interest of the economic context. Thus, the knowledge became in goods and is produced to be consumed in the capitalist social context.

However, the problem is that the hitorical process shows that the capitalism is a excludent sistem system for the better part of the population who need to live without minimum conditions to survive and, in front of this, the educational process that must to contribut to overcome this difficulties, contribut to reinforce the inequalities and other problems createds in the heart of capitalism. So, as pointed by Ianni [3] everything that is related with the education is consider by the aspect of the profit what influences definetly the education goals.

According to Frigotto [4], occurred a redefinition of the human capital theory predominant in the 80 where the whole educational purpose was adapted to the scenario of where all educational adapted to the scenario of labor relationships flexibility, implementation of management mechanisms in education, mechanization of jobs, adaptability to rapid and constant change, competition for jobs, demands of professional qualification, among other things.

So, the school, include the public school where programs like de Integral Education Program, where a education for work is develope like we pointed here, is organized like a company and sell a fake promise of success in the personal and professional fied.

Considering this scenary, the objective of a critical education, oriented by emancipary principals reveals by the dictates imposed by the social context and is develop against against what we advocate like a good educational propose, comiteed with the students needs.

Thus, programs aimed to the training for the labor market like the program analyzed here not training for work in a broader perspective and don't focused on the development of the human potential in its complexity.

So, they reinforcing the importance of work as consumer and It educates peoples to act like machines and consumers, what is far from the quality perspective of education advocated here.

It's important to explain that we aren't proposing a decontextualized education, far from the social context, where, approving or not, we are part. But we defend that the propose of education needs to overcome the limits and barriers of the determination imposed by the economic and social conditions and promote a formation that allows students to understanding the reality and to develop themselves as protagonist of good changes in our society.

We consider important to allow an education that offer the possibility to prepare for the life choose by the young and the realization of the professional choice as the own aims of the young and like they own objectives. The life options related with the work world can't be imposed by the social context. It often defines the options and determines the works that will be possible for a specific population. It happens, in part, because the public education offered them, related with the formation for the work, destine them a program that is a training for the professional life for what the labor market requires and not for them life purpose, reinforcing the gap between the ruling and working classes through education.

4. Conclusion

Through the analysis it was found that the proposal of to offer an education for the labor world, together with the High School is contemplated in the Integral Time's Schools.

This kind of work is consolidating as an innovative proposal in the educational field in Brazil, through the possibility of allowing for the students to understand the reality that surround them and the context of the world work in which they will enter, in the end of studies. However, the results of this research led to conclude that this kind of educational proposal can be consolidated as an adjustment of people for the capitalist work market needs, dislocating the primary focus of the educational proposal, that should be related with the human education in your integrality and prioritizing the aspect of the education for work.



This aspect is important for the educational process however, it's necessary that the education contemplates others aspects important to promote a integral formation committed with the society and with the student's needs. In front of this, it was possible to conclude that the educational practices should steer themselves by the aim to offering a comprehensive training, consolidating as an emancipator education.

These results of this research are important of being divulgated and analyzed because they can contribute to improve and to innovate educational practices in Brazil and around the world, considering that the educational proposals, in every places, must be focused in the human development, committed with your needs and with the contemporary society reality, but as an emancipatory education, and don't as an alienating process.

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