



PUBLIC POLICY: SCHOOL FULL-TIME IN PUBLIC SCHOOLS

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ABSTRACT

This study presents the possibility of linkage between basic education and the expanded and diversified journey More Education Program established in Brazil on a national scale in 2008, strategy of the Ministry of Education (MEC) for the implementation of the Comprehensive Education in Brazil. It recounts the history of the debates and school fulltime policies in the country, showing that the theme has been consolidating. Presents the debate on cultural policy, from the guarantee of cultural rights. Argues that the areas of education and culture need to interact more with the school is central to the democratization of culture space. Studying the example of the Municipal School for Primary Education Augusto dos Anjos João Pessoa, and experience to articulate the two proposals in the planning of More Education Program. The School plans and experiences and cognitive processes of playful learning appropriate to the needs and interests of teachers and students will local reality and knowledge of the artistic and cultural community initiatives.

Keywords: comprehensive education, cultural policy access to culture, program more education

INTRODUCTION

The Full-Time School theme is not a new field of study. Many educators and researchers have discussed and written about this topic, such as Cavaliere (2007), Coelho (2002a, 2002b, 2009), Brandão (2009), Bomeny (2009), Maurício (2009), Guará (2009), among others. . Cited by Eugenio et al., 2010. Currently, in Brazil, some full-time school experiences have been developed, both at state level (São Paulo, Santa Catarina) and municipal level (Curitiba-PR, Goianésia-GO, Vitória da Conquista-BA, Apucarana-PR) and now João Pessoa.

The More Education/Integral Education Program, carried out by the Municipality of João Pessoa (PMJP) through the Secretariat of Education and Culture (Sedec), has developed complementary activities in 92 schools of the municipal teaching network. Of these teaching units, 12 of them are full-time, distributed in the neighborhoods of the capital of Paraíba, expanding the school day to 7 hours a day or 35 hours a week. Among them, the Augusto

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dos Anjos Municipal School located in the city of João Pessoa, Paraíba, where I work. With that, the desire to research, study and think about education academically emerged at a specific moment with the work developed in the Mais Educação Program, in João Pessoa. The desire to do a master's degree existed basically to have a professional ascension, but with the beginning of the work, the public policy theme came in handy because I've already been observing and experiencing the school full time, the moment to do the master's degree, because the core of the research appeared, in practice, in a proposal of Comprehensive Education for Brazilian public schools, with the coexistence of students, monitors, school daily life.

According to (Eugenio 2010) there are many discussions in Brazil regarding public education policies. Among these discussions is that the time devoted to school education should be increased to account for the training of students. In this way, there is no other way, this research will have the flavor of dedication and belief that education is a possible factor for changing the reality of millions of children and adolescents spread across Brazil, especially in João Pessoa I am living this experience at school in what work because it works in elementary school II and the more education program at the same time, the community in which the school is inserted the students have learning difficulties and low self-esteem, with serious problems in the insertion of social life. studying the laws that govern the Program, and I discovered that it develops, with the themes that were so relevant to me, a new school, through the relationship with the community, with access to culture, based on the concepts of Educating City; the possibility of getting involved with cultural workshops during the entire school shift, allowing students to work with a curriculum other than the traditional one at school, the school space also became a place for Painting, Dance, Theater, Judo, Guitar, Radio School and Jewelry .

The teachers' will is to promote interdisciplinarity and make a school attractive to everyone, having a physical space and appropriate materials in the school, so that students can actually be protagonists in the projects. The



importance of researching and experiencing in loco and accompanying part of the national process of comprehensive education through Mais Educação, and seeing that schools in Brazil are on a very interesting journey with the theme of full-time schooling. In this way, the proposal of the school where I work is remarkable in the national journey of Mais Educação. With this research, I want to merge the experience of a teacher with that of a researcher, being able to articulate the two curriculum grids from a look at my work in everyday life. I believe that it can also be a reading experience in which we find new possible paths for education. With a work that can be guided by the statutes and the experience in the classroom, I have observed the change in the lives of students, in a positive way, influenced by the access to culture promoted by Mais Educação.

THE MORE EDUCATION PROGRAM: CHARACTERISTICS OF AN EDUCATIONAL POLICY

The Law of Guidelines and Bases of Brazilian Education declares that a competent school is one that promotes knowledge of the various languages that guide the information age. It is a school that is interested in training people who understand and master information production systems and, consequently, are better prepared to act more responsibly in society.

According to the National Curriculum Parameters: “This requires that the school be a training and information space, in which the learning of contents must necessarily favor the insertion of the student in the day-to-day in the important social issues and a larger cultural universe. School education should provide for the development of skills, in order to favor understanding and intervention in cultural and social phenomena, as well as enabling students to enjoy national and universal cultural manifestations”. (PCN, 2001.Vol.01.page45).

In this context, faculty and students move from the condition of consumers to the category of knowledge producers.



The Law of Guidelines and Bases of National Education (LDB) – Law no. 9.394/96 provides, in articles 34 and 87, for the progressive expansion of the school day to full-time, at the discretion of educational establishments. In January 2001, Law No. 10,172 establishes the National Education Plan (PNE), which also reinforces the possibility of Comprehensive Education. In its goal, it is proposed to extend the school day to – at least – seven hours a day, with emphasis on the most needy sections of the population. In April 2007, the Ministry of Education launches the Education Development Plan (PDE), which contains actions for Brazilian education. From it, the proposal of integral education is gaining strength and breath. The National Fund for the Development of Education (FUNDEB), for example, associates greater values in the distribution of resources, taking into account the implementation of full-time education.

The Mais Educação Program was born with the objective of implementing the full-time actions that make up the PDE. It is instituted by Ordinance Normative Interministerial nº 17/07, with the objective of “fostering the Comprehensive Education of children, adolescents and young people, through socio-educational activities, in the after-school shift, articulated to the teaching project developed by the school ” (BRASIL, 2009a, p. 24).

It is important to point out that the proposal for the National Education Plan (Bill 8085/10 – pending in the Chamber of Deputies) contains a specific goal for full-time education, with the aim of offering full-time education in 50% of public education schools With some strategies: progressively extending the scope of the national program to extend the school day, by offering full-time public basic education, through pedagogical and interdisciplinary follow-up activities, so that the length of stay of children, adolescents and young people at school or under their responsibility becomes equal to or greater than seven hours a day throughout the school year, seeking to serve at least half of the students enrolled in the schools covered by the program.

Institutionalize and maintain, in collaboration, a national program for the expansion and restructuring of public schools through the installation of



multi-sports courts, laboratories, libraries, auditoriums, kitchens, cafeterias, bathrooms and other equipment, as well as the production of didactic material and training of human resources for full-time education. Foster the school's articulation with different educational spaces and public equipment such as community centers, libraries, squares, parks, museums, theaters and cinema. Stimulate the provision of activities aimed at extending the school day of students enrolled in public schools of basic education by private social service entities linked to the union system concomitantly and in articulation with the public education network. Guide, in the form of art. 13, § 1, I, of Law No. 12,101, of November 27, 2009, the use of gratuity in activities to expand the school day of students enrolled in public schools of basic education, concomitantly and in conjunction with the network public education. Assist rural schools by offering full-time education considering local peculiarities (BRASIL, 2010).

The More Education Program is a strategy to achieve this goal. At the Escola Municipal de Ensino Fundamental Augusto dos Anjos, while public and democratic, it has been seeking to effectively collaborate for the formation of full citizens that meet the needs imposed by a globalized society, seeking to offer quality education, combating dropout and guaranteeing grade repetition. thus, the permanence of all through socialization/appropriation of knowledge and significant skills and competences, so that subjects can be active, protagonists and determinants in the process of social transformation.

According to Cavaliere (2007), studies carried out over the last decade have identified at least four conceptions of full-time schooling: the assistencialist vision, the authoritarian conception, the democratic conception and a multisectoral conception of integral education. Still according to the author, the expansion of the student's daily time at school can be understood as a way to improve school performance, as an adaptation of the contemporary urban routine, in which the school serves to meet this demand, or as a new conception of school education, in which the school plays the role of formation



in the lives of individuals. Therefore, it is a very important tool in the social and intellectual development of students coming from this system.

FINAL REMARKS

One of the biggest problems in Brazil is achieving high-quality public education, as the reality in the classroom is “hard”, with a lot of delay, repetition and failure. To try to solve some of these problems, the full school program was created, defended by some educators such as Paulo Freire and Anísio Teixeira.

The More Education Program emerged with the purpose of reducing or ending these problems, including discouraged students, through a differentiated educational proposal and the extension of the school day, the program offers students educational and social insertion.

The implementation of this program in public schools generates some problems regarding the physical space and adequacy of qualified professionals to be monitors, as it is also a national program, it requires adjustments for each reality.

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