

CHALLENGES OF PUBLIC EDUCATION IN BRAZIL: NOTES ON SCHOOL, THE FAMILY AND THE COMMUNITY¹

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ABSTRACT

This paper proposed to delimit as an object of study the “Challenges faced by Public Education in Brazil”, without the purpose of verifying the quality of education in the national territory. We understand that it is necessary for the school, the family and the community to walk together, so that socio-educational quality can be achieved. Therefore, an analysis of the main productions available on the subject is necessary. Although access to Elementary Education is practically universal, Brazil still faces the great problem of the precarious quality of education offered in its schools. Thus, the general objective of this work is to analyze the strategies that can be used by the school, the family and the community to implement the qualification of public education, specifically in Paraíba. Thus, subsidies to exercise and studies on the subject arise. This work is bibliographic and documental, under a qualitative approach, since it is understood as a social quality strategy and legal regulations through documents and bibliographic materials related to the strategies can be used by the school, family and community, to carry out the qualification of the public education, in Paraíba.

Keywords: Education. Brazil. School. Family. Community.

INTRODUCTION

Much has been discussed, both nationally and in state spaces, about the quality of public education, which becomes a challenge not only for the school, but for the family and the community, as it is a construction that must encompass dialogues between the three institutions mentioned.

In view of this initial panorama, this work proposes to delimit as an object of study the “Challenges faced by Public Education in Brazil”, in order to ascertain the quality of education in the state territory. We understand that it is necessary for the school, the family and the community to walk together, so that socio-

educational quality can be achieved. Therefore, we will carry out an analysis of the contemporary literature on the subject.

Throughout reading experiences and even studies of Pradime, in its various modules, it has been noticed that, although access to Elementary Education is practically universal, in Brazil there are still major problems, such as the precarious quality of education. This education, seen as a failure, is offered in their schools, most of which are peripheral public schools.

For a long time, the responsibility for teaching was placed only in the School, which currently does not work. The educational guidance of children and adolescents, in their learning path, is not only an obligation of the school, but also of the family, of society. (PRADIME, 2016). The PCNs (2001) present as an essential factor that students learn contents from different spheres for the construction of new social paradigms, as well as dialogical, responsive-active horizons. Both social, political and cultural relations are based on the dialogue that is established between school, family and community, and these, in turn, become effective for the exercise of citizenship in the construction of a democratic society, and consequently non-excluding.

Although we know this, there is a range of illiterate or semi-literate young people and adults, or functionally illiterate, which is quite worrying in Brazil, and specifically in the state of Paraíba. Such factors make us reflect on the following question: what strategies can be used by the school, family and community to implement the qualification of public education in Brazil?

Our hypothesis is that, in addition to the individual roles played by the aforementioned institutions, they can act together, taking into account cultural factors, such as the main difficulties faced by students and the reasons that generate them.

Thus, the general objective of this work is to analyze the strategies that can be used by the school, the family and the community to carry out the qualification of public education in Paraíba. The specific objectives consist of:

- 1) Understand the cultural factors that are crucial for achieving quality education.
- 2) Investigate the School's possible contributions to quality education.

The justification and relevance for working with this theme is that, in addition to being one of the main current debates on quality education, in Brazil and specifically in Paraíba, it constitutes an important study in the state horizon, as it serves basis for future studies on this theme. Thus, subsidies arise for discussions and studies on the effectiveness of qualification in public education in Paraíba, mentioning not only the school, but also the community and the students' families.

On the one hand, we realize that the school, as an institutional environment, must continually encourage not only the teacher in their ways of working (dynamically and interactively), but also provide moral, ethical and psychological support to students. On the other hand, that it maintains a healthy relationship with the family and the community, and vice versa, as this is the way for students to socialize and mature.

This work is bibliographic and documentary, under a qualitative approach, as it sought to understand the strategies of social quality and legal regulations through documents and bibliographic materials about the strategies that can be used by the school, family and community, to carry out the qualification of the public education, in Paraíba. Such an approach is of valuable importance for the

interpretation of phenomena and the attribution of meanings. This research performed is also characterized as exploratory, as it involved a bibliographic survey, which enabled the understanding of the content.

2 STRATEGIES FOR EDUCATION QUALITY: RELATIONSHIP BETWEEN SCHOOL, FAMILY AND COMMUNITY

Even though access to Kindergarten and Elementary Education is practically universal, we realize that Paraíba still faces alarming difficulties regarding the precarious quality of education offered in its schools. Therefore, we often perceive the non-existence of a healthy and safe relationship between school, family and community, both regarding the students' entry into school, as well as their permanence and learning. Our discussion will begin, reflecting on what the Brazilian Magna Carta brings about the quality of education. Art. 227 of the aforementioned Letter indicates that it is duty of the family, society and the state to ensure children, adolescents and young people, with absolute priority, the right to life, health, food, education, leisure, professionalization, culture, dignity, respect, freedom and family and community coexistence, in addition to keeping them safe from all forms of negligence, discrimination, exploitation, violence, cruelty and oppression". In turn, the Law of Guidelines and Bases of Education, in its Article 2, establishes that "education, a duty of the family and the State, inspired by the principles of freedom and ideals of human solidarity, has as its purpose the full development of the student, his preparation for the exercise of citizenship and his qualification for work. (CONSTITUTION OF THE FEDERATIVE REPUBLIC OF BRAZIL, 1988).

In accordance with what has been stated, the Magna letter serves as support for the defense of our argument. It is not only the state or the school responsible for the various duties and care of children and young students. The family and society (hereinafter the community) enter the scene, which, when working together, must ensure that children, adolescents and young people enjoy full rights, both social, cultural and political. Likewise, the fight against discrimination, exploitation and violence constitutes an important duty, in the sense of protecting them and guaranteeing them a quality education.

It is also extremely important to mention the State, as an autonomous environment in its functions and duties with regard to the educational sphere, which proposes the implementation of municipal development policies and technical assistance, which encompasses not only municipalities and associations related to development geographic, but the full improvement of education with the school community, through educational services.

Thus, the interconnection of the State with regard to school, family and community, as well as the policies developed, means that there is articulation with federal and state entities and programs to coordinate the interests of the State and Municipalities of Paraíba in terms of obtaining resources and specialized technical support; (PRADIME, 2016).

According to the PRADIME studies support material (2016), learning does not only take place at school. It materializes in the family's daily life, whether through television, or living with friends, at a football game, or even at fairs and community parties. In addition, there is an urgent need for new information spaces and for educators to act as facilitators of learning. It is in this sense that we reaffirm the precision of visibility and cooperation between the various spaces and processes of education.

According to studies pointed out by Pradime (2016), If, on the one hand, the school has become the meeting point of the various relationships and learning that take place in the different spaces/times of the lives of those who live there, on the other hand, the municipality – city and countryside – is made up of educational spaces that they need to be recognized by the school. The complementarity between the educational spaces of social organizations, the various public social policies and the school will be positive if new and rich opportunities can be offered to children and adolescents. In this sense, the right to education cannot be restricted to the formal guarantee of access to school. Two challenges come together: improving education through quality comprehensive training and strengthening, in different social policies, the commitment to inclusion, offering special protection to those who need it so that they can access the numerous educational resources available (ACTION EDUCATIVA, 2005).

We understand that the architectural “family, school and community” represents an important advance in promoting the development of students, both children and adolescents and young people. The family, in this sense, constitutes the axiological vector of this development in the quality of education; these social institutions promote the sociocultural development of students, and consequently promote Inclusion; the community, a heterogeneous and diversified space, is the closest environment, the social universe through which relationships with the world pass; thus, the school, the family and the community provide the necessary connection for the student's insertion in a world of new learning, not only in the appropriation of information and decoded knowledge, but in new discoveries of knowledge about the world. In the case of the family, having the role of taking care of children and adolescents and protecting them, together with the school, they exert a great influence on their education. (PRADIME, 2016).

Some strategies used by the school consist of the constant opening of the institution's physical space to accommodate the family, in open dialogues, such as meetings with parents and guardians, and promoting dialogues with the psychopedagogue. In a similar way, the use of Readings in circles, and the materialization of healthy projects, such as the dissemination of literary and philosophical knowledge through the street of the Institution. Regarding the school's contact with the community, in the dissemination of students' work, contacts can be established with places in the neighborhood where there can be better visibility for school productions, and even an environment in which students feel more stimulated. Likewise, field research tours.

3 SCHOOL, FAMILY AND COMMUNITY THROUGH INCLUSION

3.1 INCLUSION THROUGH SCHOOL, FAMILY AND COMMUNITY

Let's begin the construction of this chapter with what is contained in the Laws of Guidelines and Bases of Education about training processes: "Education encompasses the training processes that develop in family life, in human coexistence, at work, in teaching and research institutions, in social movements and civil society organizations and in cultural manifestations" (LDB, Art.1). In other words, education encompasses several social spheres, which constitute the full development of subjects, as they become responsive-active.

Two challenges come together: improving education through quality comprehensive training and strengthening, in different social policies, the commitment to inclusion, offering special protection to those who need it so that they can access the numerous educational resources available (ACTION EDUCATIVA, 2005).

It is in this semantic direction that the dual orientation of constructed knowledge takes place, both knowledge of codes and knowledge of the world (which will involve emotions). The shared knowledge offered by the school-community has the function of enabling students to reach a responsive-active understanding of theoretical knowledge, as well as the articulation of multiple meanings to the elements of the world around them.

One of the requirements for this, according to the support material for the DME, is the opening of the school to the community in which it operates. This means a double movement: "on the one hand the school, going beyond the walls of the school and, on the other hand, the community seeking the school team and realizing the difficulties that the school faces and the limits it has to face these difficulties" (PRADIME, 2016). In addition, it is worth mentioning that the responsibility of education should not be placed on the State or on the school, and this is justified by the reasons for the existence of illiterate young people, and even adults: If there are so many functional illiterates, and if they increasingly arise students with "grade-age" problems, the explanation consists of a set of factors that are decisive for this:

a) extra-school factors – the initial conditions for learning, from the (dis)advantages in accessing cultural goods; the conditions of the family, including the level of maternal education, the lack of monitoring of their children's school activities and poverty, which results in the need to leave school to work; in addition to the class character associated with the school, which is accompanied by public policies that ignore this characteristic; (PRADIME, 2016)

b) intra-school factors - such as the school's failure to value the child's cultural universe, even in the use of a different language; the affective elements of the teacher-student relationship⁴; the lack of access to Early Childhood Education and processes of school exclusion, derived from disjointed pedagogical practices and without a link to the students' lives, which do not produce significant learning and do not allow the creation of effective links with school knowledge and precarious working conditions of professionals. Directly or indirectly, these aspects lead to exclusion from school, evasion or repetition (PRADIME, 2016).

3.2 ANALFABETISMO LIGADO ÀS POPULAÇÕES JOVEM E ADULTA

In reflecting on the problems related to illiteracy in relation to young and adult populations, in which he projected to implement a new literacy pedagogy, Paulo Freire asserts that

It was necessary, therefore, that the educational process interfere in the social structure that produced illiteracy. Adult literacy and basic education should always start from a critical examination of the students' existential reality, identifying the origins of their problems and the possibilities of overcoming them (FREIRE, 2005, p. 25).

In Freire's dialogical understanding, the concept of the maxims "literacy" and "education" are side by side, complementing each other. So,

Literacy is more than a simple mechanical mastery of techniques for writing and reading. In effect, it is the domain of these techniques in conscious terms. It's understanding what you read and writing what you understand. [...] It implies a self-training which can result in an active posture of man about his context. Therefore, literacy cannot be done from the top down, nor from the outside to the inside, as a donation or an exhibition, but from the inside to the outside by the illiterate person, only adjusted by the educator. This means that the role of the educator is fundamentally to dialogue with the illiterate about concrete situations, simply offering them the means with which they can become literate (FREIRE, 2005, p. 28).

Thus, in the discursive perspective of Perrenoud (1999, p. 2), Almost the totality of human actions requires some kind of knowledge, sometimes superficial, sometimes profound, arising from personal experience, common sense, shared culture in a circle of specialists or technological or scientific research. The more complex, abstract, mediated by technologies, supported and systemic models of reality the actions are considered, the more in-depth, advanced, organized and reliable knowledge they demand.

In the same interpretative line, Ferreira (2006, p. 3-4) states that:

The construction of quality and inclusive schools for all must, therefore, necessarily involve the development of school policies for professional teacher development with a view to preparing them pedagogically to work with the socio-cognitive and experiential plurality of students through enriching [sic] curriculum contents that promote equality, peaceful coexistence, mutual learning, tolerance and social justice.

Amidst this, it is considered of valuable importance that the school open space for the community, allowing for new axiological and dialogical horizons, in which teachers can use elementary issues to debate not only with students, but with parents and responsible, about the learning difficulties encountered and indiscipline problems. With this in mind, we can reflect on the following question: "how to build a relationship between school and family that favors the learning of children and adolescents?" (PRADIME, 2016).

This Support material for the DME shows us that this questioning was the guiding thread of a UNESCO-MEC study published in 2009 with the objective of "offering educational and school managers qualified information for the development of projects and policies for school-family interaction according to its mission of guaranteeing students the right to learn" (p. 10).

Some strategies would be: "Educate families"; "Open the school for family participation"; "Interacting with the family to improve educational indicators"; and "Include the student and their context". So, thinking within this perspective, let's see how this relationship and inclusion in the operational guidelines of Paraíba takes place:

3.3 "INCLUSION" THROUGH THE NATIONAL EDUCATION PLAN AND THE OPERATIONAL GUIDELINES OF PARAÍBA

The guidelines of the PNE, Art. 2:

I - eradication of illiteracy;

II - universalization of school services;

III - overcoming educational inequalities, with an emphasis on promoting citizenship and eradicating all forms of discrimination;

IV - improving the quality of education;

V - training for work and citizenship, with an emphasis on moral and ethical values on which society is based;

VI - promotion of the principle of democratic management of public education;

VII - humanistic, scientific, cultural and technological promotion of the country;

VIII - establishment of a target for the application of public resources in education as a proportion of the Gross Domestic Product - GDP, which ensures that expansion needs are met, with a standard of quality and equity;

IX - valuation of education professionals;

The articles bring keywords in the context of social inclusion, such as "universalization", "overcoming", "improvement in quality", "emphasis on moral and ethical values", which directly refers to the strengthening between the family, the school and the community. Such guidelines, when put into practice, when they are materialized in the human work and effort for justice and school maturity, gradually operate to promote rich studies, based on socio-interactionism and the dialogical perspective of conceiving human relationships (BAKHTIN, 2011).

Let's see how Inclusion takes place according to what is measured in the Operational Guidelines of Paraíba, in its various areas. Together with the current discussions on educational policies and based on current legislation, the Guidelines present the legal and normative aspects that govern the actions of schools, as well as discuss the guidelines that deal with their structural and functional organization. Finally, they describe the operationalization of the main programs and projects of the Secretary of State for Education and the Ministry of Education.

Thus, show a Table 1 with the main socio-educational programs and projects, provided for in the DOP, in which the State maintains a direct dialogue with the School, which, in turn, makes room for the insertion of the family and the community in maturation educational and cultural aspects of their children and family members.

Table 1: Socio-educational programs and projects, provided for in the DOP

PROGRAM	DESCRIPTION
Inclusion through Music and Art Program – PRIMA:	It is a Program of the Government of Paraíba coordinated by the State Departments of Education and Culture that operates in teaching centers located in the public education network, also operating in partnerships with municipal governments. It aims to create a system of orchestra, bands and youth choirs, using music education to promote human values and citizenship. (DOP, 2017).
PROJOVEM Urbano in Prisons:	The National Youth Inclusion Program - Projovem Urbano, is also carried out with young people aged 18 to 29 who have not completed elementary school, guaranteeing them schooling at the elementary school level, who are deprived of freedom. This action is developed in partnership with the Secretariat of Penitentiary Administration – SEAP, through the Resocialization Management. The Pedagogical guidelines for prison units

	are the same as the PROJÓVEM URBAN, with an adaptation in the workload, respecting the routine activities of the Prison Units. (DOP, 2017).
Educational Program for Resistance to Drugs and Violence - PROERD	This educational action, promoted by the command of the Military Police, in partnership with the State Department of Education of Paraíba, seeks to reduce the social and personal vulnerability of children and adolescents, in addition to strengthening protective factors and developing critical and citizen capacity, a necessary condition for students to empower themselves to say no to drugs and defend a culture of peace. (DOP, 2017).

Source: Paraíba operational guidelines, 2017.

Such projects, in addition to acting in order to remedy unique difficulties in the emotional, psychological and student life of students, work from the same perspective (noticing the difference in terms of age group) as the PCNs, which present as an essential factor, that students learn contents from different spheres to build new social paradigms, as well as dialogical, responsive-active horizons.

Likewise, it complies with what is directed by the PRADIME Support materials (2016), which guide us to the fact that the educational guidance of children and adolescents, in their learning path, is not an obligation only of the school, but also from the family, from society. (PRADIME, 2016).

4 FINAL CONSIDERATIONS

In view of this study, it is clear that there are still several difficulties faced in the national educational panorama, and specifically in Paraíba. Therefore, we emphasize the constant relationship between School, Family and Community in an attempt to strengthen and improve the quality of education.

Through our results, some strategies that can be used by the school, the family and the community to carry out the qualification of public education in Paraíba were demonstrated, as well as the cultural factors that are decisive for achieving quality education. As mentioned above, some strategies used by the school consist of the constant opening of the institution's physical space to accommodate the family, in open dialogues, such as meetings with parents and guardians, and promoting dialogues with the psychopedagogue, as well as the dissemination of students' work, in which contacts can be established with places in the neighborhood that can give better visibility to school productions, and even an environment in which students feel more stimulated. Likewise, field research tours.

The family's participation in school is elementary and essential for the responsive-active maturation of children, adolescents and young people, in the most diverse environments in which teaching-learning takes place. The ties between school and family concretely demonstrate the importance of affection, especially when it makes room for community activities, by creating links with museums and libraries, and in full articulation with community organizations. In this way, the participation of community members in the school is favored. With regard to families, interaction processes should aim at strengthening the family group so that it is able to process its daily life in an emancipatory way.

Finally, it is worth reflecting that this work, in addition to being able to contribute to other future studies in this area, brings together research on the educational literature of Paraíba, reflecting on institutional strategies to improve the quality of Brazilian education.

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