

## Extended School Day: Intersectoriality for the Development of Integral Education in Santos

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**Abstract:** This article presents the intersectoral articulation of the public policy in the students' attendance of the Municipality of Santos, Sao Paulo, through the Education Department, which bases and guides the implementation of the Total School Program, Project "Students Extended Journey" consolidated from Municipal Law nº 3994/2006, attending Elementary and Junior High School students. It seeks to reflect on the consolidation of the principles of the Educating City in harmony with the strategies for the development of the students' integral education and its relation with the National Plan of Education (2001, 2014). To do so, it uses the survey and the documentary analysis of the official publications, in order to demonstrate the guidelines and conceptions that give parameter to the program. Partially weighted the practices presented in the article, it allows a reflective perspective on the quality of the educational complementation in the extended time of the students in the school, considering the diverse challenges before the contemporary society, assured their constitutional rights.

**Key words:** intersectoriality, extended student journey, integral education

### 1. Introduction

The Public Policy of Integral Education of the Municipality of Santos, in the state of Sao Paulo, for Elementary School I and II cover 6 Integral Time schools, of the municipal system itself, of the 40 Municipal Education Units; 6 schools with attendance by subsidized institutions, in their own offices; and 27 schools with attendance through the Total School Program.

The Total School Program established by Municipal Law No. 394 of May 26, 2006, regulated by Municipal Decree 4675 of October 5, 2006, has the challenge of meeting the provisions of the National Education Plan of 2001, in the objectives and goals 21 and 22, in relation to the progressive expansion of school time and the promotion of pedagogical support, sports practices and artistic activities in said period. This quantitative complementation appears in the PNE, in 2014. In its annex, it establishes goals and strategies, where the goal of

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number 6 provides for the attendance of at least 50% of public elementary schools in terms of full-time students of this stage.

In Santos, the implementation of the projects, of the Total School Program, especially the Extended School Day Program, is fraught with fragilities foreseen in the decree, which require collaborative efforts, including civil society, institutions, NGOs and managers, especially the sectors and secretariats of public management. The effective attendance to the students counts on Volunteer for all educational demands.

## **2. Emancipate the City From the Students: Their Needs and Aspirations**

Planning the elevation of the students and inhabitants' life quality beyond civic construction, but still in services, and in the material plane, in the opportunities of transformation of the city spaces, applicable environmental conditions that configure novelties in response to the changes of life that benefit the collective.

In this sense, the interactions of different groups are organized in the public space, promoting the participation that defines the key element of the educating city, being "urban democratic life is in direct proportion to the real participation of citizens in collective life" (POZO, 2008, p. 30). Intergenerational dialogue, participative coexistence conducive to freedom, presentation of cultural diversity and mutual cooperation in the formation of self-esteem and individual self-knowledge and of groups, arise peacefully.

Throughout Primary Education, interconnected with the educational potential of the city, as well as the awakening of citizenship, re-signifies competences for labor mobility and, above all, for personal life. Articulated to the knowledge of local actors, university students from various areas, together with social educators, with incentives to go out for class rides, scheduling transportation use.

In addition, a challenge is the objective of the equal opportunity that the city offers in the scope of training, entertainment, work, services and personal growth.

The interventions in the formation of children, teenagers and young people, with the urgent changes need to be thought collectively: family, school, civil society, governments, communication (media), in the researches of the human sciences, 4 of Federal Law No. 8,069, July 13, 1990, the Statute of the Child and Adolescent, which determines:

"It is the duty of the family, the community, society in general and the public power to ensure, with absolute priority, the realization of rights relating to life, health, food, education, sports, leisure, professionalization, culture, dignity, respect, freedom and family and community coexistence".

Of all the spheres that surround an orbital movement, our students, institutionally organized or not, transverse life in society, influence the development of the human person, determining their formation, their interests, their behaviors, their beliefs, their plans, the most simplistic to the most complex and define their destinies. Clearly, the responsibility of all, and "duty" for the integral protection of children and adolescents from the conception, in the provisions of the articles of the same law (primacy of care, including for pregnant women), must be transposed in the imperative for its existence and development, diluted in the prevailing sectors of public administration.

The aspiration is focused on the institution called school, since it is the place recognized and legitimate for educational action. "Society destroys childhood and expects teachers to reconcile their kindness, care and affection with the utter indolence of society and governments", says Arroyo (2014, p. 21), but it is clear that it is not a question of the acceptance of the comfortable delusion by the teachers, but rather that the part that belongs to schools and teachers is specifically related to teaching and education.

We consider, therefore, that in education we need intersectorality, that responsibilities are redefined urgently, that the articulation of public policies that are more focused on effective collaboration in the formation of children and adolescents and how they will be built as a social individual.

Based on the commitment to work for people to find their place in society, backed by public policies in the city that point to the possibilities of coexistence, social inclusion and personal construction processes, we must integrate the feeling of belonging to the city, for means of different routes and formal and informal education for the knowledge and construction of the identity and the significant learning. Pozo (2008) complements:

“It is intended that every person living in the city really feels the point of attention of the whole of the city and, especially, of its democratic representatives; to feel that they are subject to citizenship rights as a person with a real possibility of developing their abilities at all times and in full.”

Engaged in actions and partnerships among municipal administrators in governance that implements the development of social cohesion, democratic education, guided by collective justice, expectations in the quality of life of its inhabitants, in correspondence of growing inequalities and their varied dimensions.

### **3. How to Offer Depends on Who Will Receive**

In *Broken Images*, the author Miguel Gonzalez Arroyo, in his narratives, traces the times of students and teachers, as he calls them “masters”, deeply immersed in the reflection about the teaching identity and who are the students we are dealing with today. We already know that “the students are no longer the same”, he emphasizes.

To search the school collectives he wrote his observations, in the discussions of groups of teachers and their analysis in the behaviors and evaluations in the environments of his researches. Although Master Arroyo's focus is on this concomitance of the social challenges of a school on the margins, dedicated to children and adolescents on the margins, surviving and inventing ways of survival in society, in and out of school, chapters, and subtitles they give clues to the propitious art of reinventing conviviality, especially between teachers and students, students and teachers, and also the necessary awareness for meaningful learning.

In the narrated reflections appear the speeches of members of the school collectives (teachers, managers) prepared to admit that their own images also break before the broken images of the students. The challenge of rediscovering the role and image of pedagogy in times when we find pupils who are no longer an inspiration to the ideals of the exercise of teaching, since in the past there was a metaphorical relationship with the image of kindness and innocence of children from the teacher's imagination. These images are broken (p.10-20).

Arroyo (2014) defends the favoritism of giving opportunities of choices in the search of the citizen formation and inquiries about the scholastic times: “We learn patterns and behaviors by making choices, exercising freedom: what are the margins of choice, exercise of freedom we offer children, adolescents, youth and adults in times and in school spaces?” (p. 158).

The reflection leads to the analysis of the propitious moment to flexible the planning of the pedagogical projects that include the electivity. In Paulo Freire's (1987) statements it is possible to perceive that in the legacy of his works are the reflections on the challenges of humanity to recognize oneself, to know oneself, to discover oneself in the face of cultural dynamics and social ethics, open and redefine teaching ethics and school culture.

The managers and educators who work in pedagogical complementation are actors and builders of the relationships that the students have with themselves, with the other and with the knowledge. The proposals of the Total School Program in the presentation of multiple educational languages, aiming at the integrality of being,

contribute to the development of complex thinking, corroborates with the statement of Morin (2010, p. 11) when he says that education is not to transmit the mere to know and understand our condition and to help us live and “favor an open and free thought”. To education, it is necessary to improve intellectual capacities by appropriating “methods for establishing mutual relations and reciprocal influences between the parts and the whole” (Morin, p.14) for autonomy in thought and the complexity of life.

Thinking that only man is a being of praxis, “which reflects his own activity and separates from it” (Freire, 1975), it is necessary that the constructions for change be initiated in the managers and educators, since it is clear that experiences as students and training are consolidated, influencing their practice. To invite for reflection “implies in a critical insertion of the person ... by objective the attainment of a critical consciousness, that is, of the maximum of possible consciousness”, affirms Freire (1975, p. 39), this process of continuous improvement that provokes throughout their professional lives.

#### **4. Integrating Different Spaces, Times, Languages in Education**

Considering the principles of integral education, it is necessary to think of a new curricular organization that understands the inevitability of participation and involvement of all, to extend the socio-cultural experience, to value the characteristics of the environment, territorial exploration and common spaces, democratic management, of proposals, and emancipatory.

To plan proposals to qualify the offered education in the expansion of the time in the school is to think in the diversity of possibilities in the presentation of the common one to the students: its history, its neighborhood, its city. This conception is worked through pedagogical intentionality in the protagonism of the actors involved in the educational context. “The production of school time and the production of the times of life are inseparable” (Arroyo, 2014, p. 202). Complementary ideas, Arroyo (2014, p. 202) still writes, “Whenever the social and cultural meanings of childhood, adolescence are replaced, school times are called to rethink.”

It is understood that education needs to be fully thought out, because according to Arroyo, students have whole lives, teachers have whole lives, managers have whole lives. It is an opportunity for citizens to stay for a longer time in school, which will give everyone an infinite possibility of new and learning and multiple forms and languages to present them. As a result, Arroyo (2012, pp. 44–45) states that:

“Extend the function of the school, teaching and curricula to account for a full-time integral education project that articulates the right to knowledge, sciences and technologies with the right to cultures, values, the symbolic universe, the body and their languages, expressions, rhythms, experiences, emotions, memories and diverse identities. This function of the most integral school of human formation requires more times, more spaces, more knowledge, arts, professional commitments, and professional diversity”.

The intersect oral articulation in the attendance of the students of the Extended School Day with favor of the public places as educational spaces, of cultural and artistic manifestation, collaborates with the involvement of the school management in the actions proposed in each Political Pedagogical Project of the Teaching Units of Santos, in consonance with the principles of Integral Education, seeking to promote meaningful learning in the construction of educational territories.

Annex II, Project “Extended Student Day”, in article 3, of Decree 4.675, which regulates Municipal Law No. 2,394, provides the following statement: “with the purpose of expanding the attendance and when there are no proper places and equipment municipalities available for this purpose, the Project may be developed in other

places, fruits of partnership with civil society.”

The proposal comes from the need and the attempt to equalize the quality of the offer, in dealing with the places where students are served, in order to ensure the right of citizenship for all, with repercussions on the educational practices proposed to students of the Extended School Day.

The Program has several spaces, called Centres, which are organized and installed in public and private places, in partnerships with civil society. Some of these are charged for rent because they are private places. Considering the proximity or distance from the school to the Centres, the commute with the students is carried out on foot, or they are transferred on buses contracted by the Municipality of Santos.

The Project counts on a number of approximately 2200 enrolled students, and there is repressed demand in some schools, in the interest of those responsible, manifested through a waiting list. The demand for attendance is always linked to the capacity of the places available for the development of activities, and limited by the capacity of the buses, which carries students.

The Total School Program now has only one building of its own to accommodate the students in their extended school day activities and hosts in the same space the administrative of three projects; the Extended Journey Program, to see the Band Play and Our School, including a meeting place for educators and equipment storage. The “Integrated Center of Activities from Santos — CAIS Vila Matias”, is located at 150 Rangel Pestana Avenue, Vila Matias District.

There are eight other Centres instituted to attend the other students of the Extended School Day. Among them, seven are public places, with free access from the local community, given without concern for their purpose.

The Secretariat of Education, represented by the Pedagogical Department and the Integral Education Commission, seeks intersectoral partnerships that involve the assignment of spaces for the development of the Project.

## **5. Final Considerations**

It is possible; however, the obstacles are numerous, including disinterest in the proposals of Integral students Education, demands of adaptations that are not compatible with attendance, political interests, among others, by their public or social managers.

According to the provisions of Federal Law No. 8,069, July 13, 1990, Statute of the Child and Adolescent, “the child and adolescent have the right to education”, with a view to their development and social and citizen formation. Respecting their cultural, artistic and historical values, social scope, freedom of creation is ensured, and cultural languages are presented as a source of stimulus for their global development. It is, therefore, the federal entities manifestation of interest in stimulating and facilitating the allocation of resources and spaces for the promotion of educational activities in the cultural, sports and artistic axis for children and adolescents.

Assuming that the exercise of citizenship is carried out in the places where the individuals are inserted as citizens, the sense of belonging develops the critical awareness of the children and the use of public places, administered by several sectors, should be at the disposal of the students and their educators with an educational intentionality that brings the proposal of experimentation as a learning process in search of the meaning of teaching.

The professionals need initial models, explanatory, encouraging to walk with their brilliance, with creativity, with interdisciplinarity (Fazenda, 2017, p. 17), highlighting the sharing, partnership and dialogue, so necessary for

richness of reflexive moments of construction of teachers.

We also believe the exercise and involvement of the school management team in the Extended Student Day favors the quality of care, extends the possibilities of planning and articulating projects and interdisciplinary activities among teachers and social educators, in search of successful results development of students.

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