

The displacement of the conception of integrated high school: the case of the state of Ceará

ARTIGO

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Abstract

High school education, as the last stage of basic education, comprises a fundamental phase for the education of students, and therefore, at this stage there is integration with vocational education. This integration becomes a matter of dispute between two distinct societal projects: a hegemonic project and a counter-hegemonic one. The scope of this article is to reflect and problematize the displacement of meaning, fruit of a field of disputes, existing around the conception of integrated high school used in the state of Ceará, with the creation of the State Schools of Vocational Education in 2008. This article is the result of a qualitative bibliographical and documental research. The conclusion is that the Integrated high school education present in the state of Ceará is configured in a displacement of the conception of integration advocated by a counter-hegemonic project, which was appropriated by the hegemonic project as a synonym of qualification for employability

Keywords: Integrated High School. State Schools of Professional Education. Ceará.

Deslocamento da concepção de ensino médio integrado: o caso do estado do Ceará

Resumo

O ensino médio, como a última etapa da educação básica, compreende uma fase fundamental para a formação dos discentes, por isso, nesta etapa há a integração com a Educação Profissional. Essa integração passa a ser pauta de disputas entre dois projetos societários distintos: um projeto hegemônico e um contra-hegemônico. O escopo deste artigo é refletir e problematizar o deslocamento de sentido, fruto de um campo de disputas, existente em torno da concepção de ensino médio integrado utilizada no estado do Ceará, com a criação das Escolas Estaduais de Educação Profissional, em 2008. Este artigo resulta de pesquisa qualitativa de caráter bibliográfico e documental. A conclusão é de que o Ensino Médio Integrado presente no estado do Ceará se configura em um deslocamento da concepção de integração defendida por um projeto contra-hegemônico, que foi apropriada pelo projeto hegemônico como sinônimo de qualificação para a empregabilidade.

Palavras-chave: Ensino Médio Integrado. Escolas Estaduais de Educação Profissional. Ceará.

1 Introduction

In 2008, in the State of Ceará, the State Schools of Professional Education - EEEP were created and implemented. These schools were the challenge of integrating high school and professional education, in phase with Federal Decree 6.302, of December 12, 2007.

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The EEEP project, materialized by the then governor Cid Gomes, is called Integrated High School in the official documents. This designation is justified by the association of basic education with professional education, and this link was intended to train qualified labor to meet the demands of the labor market in Ceará.

This intention, mediated, exclusively, to train professional labor for employment, is not characterized as integration in a perspective of integral human formation. Integration comprises an intrinsic relationship between labor, science, technology, and culture. This discursive crisis [a term used and defended by Dagnino (2004)] leads to shifts in the meaning of concepts and terms. These shifts are the result of a perverse confluence between the political projects in dispute. For Dagnino (2004), the two projects in dispute are the neoliberal project and the democratizing project. In other words, there is a hegemonic project and a counter-hegemonic project. (MOURA, 2013)

From this argumentation, we highlight that in order to understand education and its role in society it is necessary to understand which societal project it is linked to. We believe that this is the key to understanding the shift in the meaning of the conception of integration.

The objective of this article is to reflect and problematize the shift in meaning around the conception of Integrated High School used in the state of Ceará, justified with and in the creation of the EEEP. The intention is to show that the conception of IMS, employed by the government of the state of Ceará, boils down to work in only one dimension, that of employment, and disregards the dimension of work as an educational principle.

This discussion is necessary, because what is at stake is not only the immediate

formation of young people in the school environment, but the very production of human existence, which corresponds to the human being as a product and producer of his reality, an agent of transformation. It is to understand that individuals are "subjects of our own history and reality. (RAMOS, 2012, p. 3)

To achieve this goal, we support ourselves in the assertion that the understanding of reality occurs through the analysis of the contradiction existing in the phenomena. In this reasoning, this research starts from an ontological perspective of social being, which identifies man as a concrete and historically constituted being, who transforms nature and himself. Methodologically speaking, and within this universe, the analysis was conceived from two paths that involve totality and singularity. In the first, we consider the determinations of totality that affect the object and, later, the singularity of the object and its relations with totality, based on reality. Within these two paths, this research fits into the qualitative approach, and for its operationality, two technical procedures were developed: bibliographic research and documentary research.

We divide the text into three parts. In the first, we rescue the philosophical, ontological and material assumptions of the conception of integration. In the second, we present the displacement in the conception of MLE, promoted by a hegemonic project underway in the capitalist and neoliberal society, from the analysis of the EEEP in the state of Ceará. And finally, the final considerations, we point out that the EMI present in the state of Ceará is configured in a displacement of the conception of integration advocated by a counter-hegemonic project, which was appropriated by the hegemonic project as a synonym for qualification for employability.

2 Some fundamentals of the Integrated High School conception

Integrated High School presents itself as a field of dispute. This dispute occurs between antagonistic fields: that of capital, a hegemonic project, and that of labor, a counter-hegemonic project. This dispute necessarily involves the understanding of the historical causes and structural determinations. The purpose here is to present some fundamentals about the conception of Integrated High School and professional education,

based on the counter-hegemonic project that aims at a "proposal for the integration of general and specific knowledge in high school, which includes basic and professional education so that people become able to understand reality and produce life" (RAMOS, 2012, p. 20).

The EMI within this counter-hegemonic project presents itself as an alternative for breaking the educational duality between propedeutic and professional education, which historically privileges a technicist formation for the children of the working class. This possibility, understood as a crossing, defends a polytechnic education with a general humanistic formation, in which work is understood as an educational principle, and the axes of work, science, technology and culture are inseparable dimensions of human formation. Therefore, the counter-hegemonic project would be an integral education, with principles of polytechnics that encompass intellectual, physical and technological education (Moura, Lima Filho and Silva, 2015).

Although EMI feeds on the principles of polytechnics, it is not synonymous with it. What Frigotto, Ciavatta, and Ramos (2005) call Integrated High School to technical education, under a unitary base of general education, which would be a necessary condition to make the "crossing" to a new reality.

Regarding integration, Ramos (2012), specifies three characteristic senses: (1) omnilateral formation; (2) indissociability between professional and basic education and; (3) integration of general and specific knowledge as a totality. In the first sense, the integration is worked "based on the integration of all dimensions of life in the formative process", in which it provides an omnilateral formation and that considers work as an educational principle, that is, it is inherent to the social being. This conception comprises the overcoming of an immediate and superficial formation, through the inseparability between work, culture, science, and technology. Moura (2007, p. 22), argues that work as an educational principle "allows an understanding of the economic, social, historical, political, and cultural significance of sciences and arts.

The second sense refers to the inseparability of high school and vocational education, in which learners need to dispose of work in its ontological sense, in which formation "can only be achieved as the being develops his capacities of decision and

action supported by the unity between intellectual and manual work." (RAMOS, 2012, p. 10)

The third sense, the integration of general and specific knowledge as a totality, that is, an integrated curriculum. The integrated curriculum comprises the break from the fragmentation of knowledge divided into sciences and taught in isolation and without interdisciplinarity. Here there is an argument for an education that enables,

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people to understand reality beyond its phenomenal appearance. From this perspective, the contents of teaching are not ends in themselves, nor are they limited to inputs for the development of competencies. The contents of teaching are concepts and theories that constitute the synthesis of the historical appropriation of man's material and social reality (RAMOS, 2012, p. 16).

This integrated curricular organization is justified from two philosophical assumptions: (a) the conception of man as a historical-social being and (b) the concrete reality is a totality, synthesis of multiple relationships (RAMOS, 2012). These philosophical assumptions allow "to go beyond appearances to apprehend and understand the real problems to which those who live from labor are subjected by the capitalist production mode." (KUENZER, 2011, p. 669).

In other words, according to Moura (2007, p. 23), "the integrated curriculum should enable students to understand the context in which they are inserted, to be able to intervene in it, according to collective interests". This curricular integration, according to Ramos (2012, p. 20), "requires that the relationship between general and specific knowledge be built throughout the training, under the axes of work, science, and culture". This curricular organization is necessary, since students will have to face a concrete reality marked by the contradictions produced by the capitalist mode of production.

These conceptions of integration, defended by the counter-hegemonic project and briefly presented here, make it possible to articulate the assumptions under dispute in the educational field in a capitalist and neoliberal society.

Describe how the study was developed, in order to allow its replication. It may contain information regarding: the research approach, the type of study, the place where

it was developed, the subjects that collaborated, the data collection instrument, the data analysis technique, and the ethical aspects.

3 Shifting the foundations of integrated high school education: the State Schools of Professional Education in Ceará.

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High school integrated to professional education is the opportunity to cross over to a new reality, since its principles have a unitary and polytechnic base. This will allow youth to understand the issues surrounding their reality and its transformation.

Ramos (2012) argues that, in Brazil, starting with Federal Decree No. 2,208, of April 17, 1997, there was an obstacle to this attempt at crossing over and the restoration of this guarantee was only possible with Federal Decree No. 5,154, of July 23, 2004.

We know that it was this journey that was interrupted by Decree 2,208/97, when it forced reality to conform to the law, prohibiting secondary education from also providing technical training. The reestablishment of this guarantee through Decree n.5.154, intends to reinstate a new starting point for this crossing, so that the horizon of high school is the consolidation of unitary and polytechnic basic training, centered on work, science, and culture, in a mediate relation with the specific professional training that is consolidated in other levels and modalities of education (RAMOS, 2012, p. 12).

The question that arises is whether the Federal Decree 5.154/2004 really made this crossing possible. We have to be aware that although the decree has made the crossing possible, the conjuncture did not allow it. And it did not allow it, because neoliberalism does not work only as an economic doctrine, but as a hegemony.

According to Anderson (1995), the hegemony achieved by neoliberalism has acquired the status of an ideology. This ideological characteristic of neo-liberalism makes it difficult to understand its actions on social policies, since it is not a doctrine based on a theoretical-practical monopoly, but on a heterogeneous ideology of concepts and arguments. (DRAIBE, 1993)

What could previously be considered democratic or socialist ideals are appropriated by neo-liberalism and start to shape its discourse, where this "appropriation results in an efficient strategy of ideological predominance, conferring apparent originality

and persuasive force to this current that ended up, for example, claiming exclusivity over any proposals of social and political modernization" (DRAIBE, 1993, p.88).

Here we have a displacement of meaning. This displacement is the result of the need to maintain the effectiveness of neoliberal ideology. It is in this dispute and conjuncture that we have to be aware that the integration of high school with professional education in Brazilian educational policies does not always correspond to the presented meanings of the conception of integration in a counter-hegemonic project. On the contrary, the hegemonic project, based on the neoliberal ideology, has produced a displacement of the meanings of the integration conception. This caused several public policies to start using the term integration, allied to secondary education, to justify their teaching model and to meet the demands of capital. This is what happened in the state of Ceará with the creation of the State Schools of Professional Education, named with EMI.

The EEEP were created by State Law 14.273, of December 19, 2008, which ensures autonomy in pedagogical, administrative and financial matters, as quoted below.

Art. 1 The Executive Power is authorized to create, by means of a Decree, within the organizational structure of the Secretariat of Education - SEDUC, State Schools of Professional Education - EEEP, being assured the pedagogical, administrative and financial conditions for the offer of technical high school and other modalities of preparation for the job.

Sole paragraph. In order to guarantee the necessary articulation between school and work, the high school integrated to professional education to be offered in the State Schools of Professional Education - EEEP, will have a full time journey (CEARÁ, 2008).

The EEEPs were the response of the state government of Ceará, through the Secretary of Education (SEDUC-CE), to the integration policy of the federal government, which legalized from the Federal Decree 5.154/2004, instituted the Brasil Profissionalizado Program, with Federal Decree 6.302/2007. The purpose of this federal program was to strengthen the integration between high school and professional education in the Brazilian states' education networks. This integration is outlined within the understanding that education is the means by which countries would be competitive in the global economy.

Initially 25 schools were created, and by 2022, the state already had 127. These full time schools, with a pedagogical proposal of integration, joined general education, professional education and diversified education in a single curriculum.

The general education corresponds to the basic curricular components common to high school: Portuguese language, arts, physical education, English, Spanish, history, geography, philosophy, sociology, mathematics, biology, physics and chemistry. The professional training corresponds to the specific curricular content of each technical course. And the diversified formation represents the disciplines intended for the students' formation in an integral and citizenship way, as follows: life project, work world, entrepreneurship, interdisciplinary project, study time and formation for citizenship (referring to the class director project).

This curricular structure, despite having general and professional education subjects in the same curriculum, does not conceive the integration advocated by the counter-hegemonic project, which unites the general and specific knowledge in the totality, but rather brings together, based on a fragmentation and a hierarchization of the sciences, fruit of modernity, stemming from positivism and the Cartesian perspective.

What happens is that this fragmentation causes specific knowledge to be understood only in the practical field, as necessary, exclusively, for the exercise of the profession. And this makes it impossible to use it in situations other than professional practice, because there is a primacy of the technical. This curricular separation prevents the integration of theory and practice, the articulation between knowledge and the various dimensions of reality. Thus, we have a curriculum that understands work in a unilateral way, that of employability.

Thus, we have a preparation for work that detaches the understanding of integration to simply preparing for a job or improving employability. This displacement empties the "ethical-political values and historical and scientific content that characterize human praxis" and empties the ontological dimension of work, reducing it to a utilitarian vision of wage labor (RAMOS, 2012, p. 4)

The EEEP curriculum, even though it includes three curricular axes of training, is not based on, and much less materializes a human training that prioritizes the axes of

work, science, technology, and culture in an inseparable way. On the contrary, this curriculum does not allow for the understanding of the real problems of reality, since it is based on the development of competencies by the students.

Another significant issue for the analysis of the integration of high school and professional education, from the perspective of the counter-hegemonic project, is school management. The EEEP are known, precisely, for their pedagogical proposal, based on the conception of business management in school management. The business logic is captured by the school community from the management model called Tecnologia Empresarial Socioeducacional (TESE), a document inspired by the Tecnologia Empresarial Odebrecht (TEO), a pioneering experience in the state of Pernambuco.

The main idea of TESE is to "solve the problem of formal education, therefore, as the document itself states, it corresponds to a new proposal of education for Brazilian youth" from a new proposal of education that has as its centrality the learning by competencies. (NASCIMENTO, MOURA E DAMASCENA, 2017, p. 10). For this new proposal to be efficient, it is necessary, according to TESE (2008, p. 8) "a true deconstruction of concepts and paradigms to understand, accept and practice its postulates. Therefore, it is more a conscience than a management method".

What we see in the document is much more a management model than awareness, it is a hegemonic business and neoliberal vision, which understands the school as a company, where quality education is the school's business and this relationship should generate results. The results are not configured in young people with an understanding of the totality, that is, of the context in which they live in the economic, social, historical, political, and cultural aspects. The results express young people with competencies and skills necessary to adapt to reality, that is, with knowledge of entrepreneurship and the conditions of flexibility necessary for the job market.

In the SESE, we have the predominance of a utilitarian vision, which is manifested in the understanding of work, not in its educational principle, but in the sense that "it is restricted to 'learning by working' or 'working while learning', which appears in a clear relationship between the SESE and the pillars of knowledge defined as fundamental in the Jacques Delors Report: (a) learning to know; (b) learning to do; (c) learning to live

together; and (d) learning to be. This relationship has as its backdrop the preparation of young people for the labor market. The most permissible dimension of this combination is that it results in holding young people responsible for their future and employability, taking the focus off the conditioning factors inherent to capitalism.

What occurs is a transfer of responsibility, which is ideological and present in the Thesis, where youth are always shown that their performance depends on their choices.

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It is our goal to ensure, through a body of qualified educators committed to the cause of high school, the implementation of a curriculum and a school project that inoculate in the young person the belief that he "is not the problem, but part of the solution" and that inspire him to seek, through opportunities and good choices, that which is fundamental to the achievement of his life project (TESE, 2008, p. 29).

This possibility of choice to define a life project creates conditions for students to learn to manage, to acquire cognitive and behavioral skills to adapt to flexible accumulation. We can observe these demands in the curriculum, with the implementation of disciplines such as entrepreneurship, world of work, and life project, and in the fundamentals of TESE. The choice is constrained by the needs of capital, flexibility, and entrepreneurship.

The management model (TESE), is in line with what Cabral Neto (2012), calls the management model advocated as modernization of the educational management model. In the words of Cabral Neto (2012, p. 24 and 25), "this model focuses on the search for efficiency and productivity and, later, incorporates quality, understood from the consumer's point of view, characteristics that are present in the guidelines of neoliberal globalization." This idea of modernization, efficiency and productivity is precisely the materialization of the detachment of meaning, developed by the hegemonic societal project, which makes the private enter the public disguised as innovation and originality.

In other words, the incorporation of the constituent elements of business management in the field of educational management makes education be treated as a service to be offered to consumers, as an answer to the problems of capitalist society. Thus, there is a transposition of the business model to the educational model, in which the success and efficiency of the public sector depends on the tools, methods, and

techniques of the private sector.

In the hegemonic project, the school intends to prepare for the labor market, to meet a model of flexible accumulation. And one of the problems is that, as a result of the productive restructuring, being employable becomes more important than employment, in addition to the transfer of responsibility of the worker about his engagement in the labor market. This neoliberal agenda places education as an institution that must meet the new demands imposed by capital and this ends up creating new forms of exploitation of workers.

4 Final considerations

In order to reflect on and problematize Integrated High School, the conception of integration in its concreteness, we noticed a shift in the meaning assigned to the term integration and how it becomes part of a neoliberal agenda and the hegemonic project. In this agenda, we understand that the network of High School Integrated to Professional Education created in the state of Ceará contributes to this shift in the meaning of the conception of integration linked to high school.

This observation is based on an analysis of the meanings of integration defended by a counter-hegemonic project and by the ideological meanings put into practice by the hegemonic project in the state of Ceará. Integration is not only a school that links professional education to high school and that makes general and specific knowledge available to young people. Integration is not considering work only in its productive dimension based on employability. Integration is not transferring the responsibility for society's problems to young people through their efforts. Integration is not just preparing the student for technical jobs.

Integration is to consider the dimension of work as an educational principle, to value an omnilateral, polytechnic and unitary education. Integration is the understanding of general and specific knowledge as a totality. Integration is the inseparability between work, culture, science, and technology.

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