

## Anísio Teixeira, full-time public school and inclusive education

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### Abstract

This article will analyze the proposal for the construction of public full-time schools in intellectual production and acting as public manager for Anísio Teixeira. For the educator, this is an essential public policy to guarantee inclusive education based on universal access to quality education capable of offering comprehensive training to all individuals. In order to carry out this analysis, a qualitative study on Anísio's life and work will be adopted to understand his definitions of integral training and inclusive education, the understanding of his model of organization of the full-time public school and the exam of their experiences in the implementation of the Carneiro Leão Popular Education Center in Salvador and of the class and park schools in Brasília. In this way, it is expected to demonstrate the importance of the public performance and intellectual production of this educator for the current debates on the direction of education in Brazil.

.**Keywords:** Full-Time School. Inclusive Education. Teaching.

### Anísio Teixeira, escola pública de tempo integral e educação inclusiva

#### Resumo

Este artigo analisará a proposta da construção de escolas públicas de tempo integral na produção intelectual e atuação como gestor público de Anísio Teixeira. Para o educador, trata-se de uma política pública essencial para a garantia da educação inclusiva baseada na universalização do acesso a um ensino de qualidade capaz de oferecer uma formação integral a todos os indivíduos. Para a realização desta análise, adotar-se-á um estudo qualitativo sobre a vida e obra de Anísio para a compreensão de suas definições de formação integral e educação inclusiva, o entendimento de seu modelo de organização da escola pública de tempo integral e o exame de suas experiências na implantação do Centro de Educação Popular Carneiro Leão em Salvador e das escolas classe e parque em Brasília. Desse modo, espera-se demonstrar a importância da atuação pública e produção intelectual deste educador para os debates atuais sobre os rumos da educação no Brasil.

**Palavras-chave:** Escola de Tempo Integral. Educação Inclusiva. Ensino.



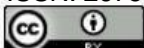
## 1 Introdução

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Anísio Teixeira defends the democratization of the Brazilian educational system by offering quality public education to all individuals. Those who can afford to pay for their studies in private educational institutions should have their freedom of choice respected by the State. However, what cannot be done is to transform socioeconomic differences into a factor that deepens the historical inequalities existing in Brazilian society. In other words, education should not become yet another structural factor for perpetuating social injustices. In this sense, it is fundamental that the Public Authorities offer to all Brazilians the possibility of access to and permanence in public schools that are able to promote the inclusion of children, young people and adults of different socioeconomic conditions, ethnic-racial and regional origins, professional vocations, levels of cognitive development, learning rhythms, etc. It is the constitution of an inclusive school system in the country that needs to adjust to the characteristic plurality of the public that seeks it, implying, especially in terms of access to compulsory education<sup>1</sup>, in eliminating any kind of discrimination. Therefore, in this inclusive education must be given

a minimum of equal opportunities for the capacities, or rather the potentialities, of the human biological organism to develop, producing even what we call mind and intelligence, which, strictly speaking, is not something innate, but a social product of education and cultivation. The new type of society - democratic and scientific - cannot consider its perpetuation possible without a very special schooling apparatus. It is because of this that we see the United States raising, in many states, compulsory education to the age of eighteen, England, to the ages of fifteen and sixteen, and so on... And none of this will be enough, because it is not just a question of attending to it, but of reconstructing it, of giving it new meaning, of finding ways and means of teaching what has not yet been taught, that is, to think with security, precision and vision, in the midst of an impersonal, dynamic and extremely complex civilization. One can now see how much the new interest, the new need for education is noticeable. There will certainly be private education. It will even be convenient that an effort will not disappear from the whole, which will be added to that of the State, in the great educational

<sup>1</sup> Anísio Teixeira died in 1971. Before the Law of Directives and Bases of National Education of 1971 - Law No. 5.692, compulsory education in Brazil consisted of a four-year elementary course, which could be supplemented by a one-year supplementary primary course.





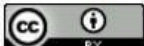
experimentation of the present and the near future. But the undertaking will be so costly and so extensive that it will inevitably be mostly public (TEIXEIRA, 1976, p. 318-319).

The choice of full-time education as the object of study is due to the fact that, for Anísio Teixeira, the construction of public schools that adopt this type of teaching enables the democratization of educational opportunities of access to a quality education, capable of offering a comprehensive education to the new generations, especially to those coming from the lower social strata. After all,

Among us, almost all children, with the exception of the children of wealthy families, could be considered abandoned. For, in fact, if they have parents, they have no homes where they can be educated, and if they apparently have schools, in reality they don't, for these have become simple houses where children are received for sessions of a few hours, for a deficient and improvised education. At the very least, Brazilian children who manage to attend schools are abandoned half the day. And this abandonment is enough to undo what, by chance, the school has done in its morning or afternoon session. To remedy this, it has always seemed to me that we should return to full-time schooling (TEIXEIRA, 1960, p. 288).

The relevance and timeliness of Anísio Teixeira's proposal for a full-time public school are due not only to his concern with the constitution of an inclusive educational system that would stimulate access and create favorable conditions for everyone to remain in school. Moreover, it is important to focus on the concern of this educator with the need to prepare the new generations for the exercise of citizenship in a democratic society and the insertion in the labor market of an economy increasingly marked by intense scientific-technological transformations that requires a more skilled workforce adapted to this new reality. This implies a social demand for individuals who should leave the educational institutions with a solid physical, social and emotional formation (integral formation).

Public schools cannot be restricted to teaching only the basics of reading, writing and arithmetic, but must also stimulate i) the practice of physical activities; ii) student autonomy in the teaching process through the relationship between curriculum content and reality beyond the physical space of the classroom (meaningful learning); iii) the development of the methodology of educational projects that prepare students for





experiential learning of disciplinary knowledge ("learning by doing"), collaborative work with peers and understanding of the importance of the application of school knowledge in everyday life; iv) an environment of respectful coexistence with peers who present a diversity of social, economic, racial, religious, etc., backgrounds. ; and v) learning democracy from the moment the teacher considers the interests and different levels of cognitive development and learning rhythms of students and classes, seeing himself as a mediator and motivator in the process of knowledge construction by the student. From these considerations, it can be deduced that

the school, aiming, above all, at the formation of habits of work, of social coexistence, of intellectual reflection, of taste and of conscience cannot limit its activities to less than the full day. They should and need to be full time for the students and served by full time teachers (TEIXEIRA, 1957, p. 126).

The full-time school designed by Anísio Teixeira is an important means for the recovery, restoration and reconstruction of public education. By thinking and implementing a plan for full-time education in Salvador and Brasília, this educator set out to restore the dignity of public schools and to propose a viable solution for overcoming a model of education based on shifts of few hours and discouraging, bookish and decorative teaching.

## 2 Methodology

This research on Anísio Teixeira's proposal for a public policy to promote full-time schools is qualitative in nature. It is a study that has as its methodology the interpretative analysis of Anísio's action and thought, relating them to his biography, his intellectual background, the currents of pedagogical ideas present in the educational environment and the Brazilian historical context of the twentieth century.

During the study, the primary sources used are Anísio Teixeira's intellectual production in the educational field, which includes his reflections about the reality of Brazilian education in the 20th century, the goals and organization of full-time schools, the justifications for the implementation of public educational institutions that adopt this





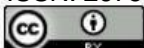
teaching model, the importance of properly trained and qualified teachers for full-time education, the type of education that public schools should offer to students, among other aspects. In addition, books and academic articles dealing with the educator's biography and work are used as secondary sources.

### 3 Results and Discussion

Between 1947 and 1951, Anísio Teixeira was Secretary of Education, Culture and Health of the Bahia State Government during the administration of Governor Otávio Mangabeira. In an administrative report prepared by Anísio and attached to the message presented by Governor Otávio Mangabeira at the opening of the Legislative Assembly's annual work in 1948, the educator elaborated a plan for the construction of Integral Education Centers with the objective of recovering Bahia's primary education. These centers would consist of class-schools, which would teach reading, writing, arithmetic, physical and social sciences, and park-schools, which would develop extra-class activities such as physical education, drawing, industrial arts, music, social education and health education. Thus, according to Anísio Teixeira (1960, p. 285),

we wish to give the elementary school its full school day again. We wish to give it its five-year course. And we wish to give them their full program of reading, arithmetic and writing, and more physical and social sciences, and more industrial arts, drawing, music, dancing and physical education. Moreover, we wish the school to educate, to form habits, to form attitudes, to cultivate aspirations, to really prepare the child for his civilization - this civilization so difficult because it is a technical and industrial civilization, and all the more difficult and complex because it is in permanent mutation. And, furthermore, we want the school to give the child health and nourishment, since it is not possible to educate the child in the degree of malnutrition and abandonment in which he lives.

Anísio's goals with full-time primary education were: (i) to make education an instrument for the formation of a better individual in physical, moral and intellectual aspects, making a great effort to form an active and conscious citizen for the consolidation of the democratic social order and a worker prepared for the new demands of the labor market in an economy increasingly globally integrated and influenced by scientific and technological development; ii) provide access to quality education for all,

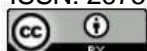




since education should not be a privilege, but a fundamental social right that must be guaranteed by the government; iii) develop a curriculum enriched with the practice of physical education, theoretical and practical learning of craft activities and the teaching of subject content linked to the daily lives of students and integrated with the reality of the community, thus contributing to the formation of habits and moral and social attitudes, a spirit of critical reflection and active subjects in the decisions of collective interest; iv) give the child the opportunity to have experiences as a student in the school-class, as a worker in the industrial activities workshops, as a citizen in the social activities, as an athlete in the sports gymnasium, and as an artist in the dance, theater and music classes; v) enable the new generations to acquire observation habits, the development of imaginative capacity and initiative from a teaching process that would allow the student to act as an active subject in the permanent construction of his knowledge through the significant learning of the curricular contents, being the teacher responsible to be an incentive in the child's incessant search for knowledge.

In the project of the Centers of Integral Education for the State of Bahia, Anísio Teixeira's idea was to consist of four buildings with twelve classrooms each that would make up the class-schools and a set of pavilions that would form the park-schools. The expectation was that each Center of Integral Education could serve about 4,000 students daily, with the class-schools receiving 1,000 students per shift and the park-schools 2,000. However, the project of the Centros de Educação Integral earned Anísio several criticisms at the time, since the educator seemed, to some opponents, an excessive "dreamer," while, according to others, such an undertaking consisted of a "luxury"

of expensive maintenance in a relatively poor state that did not have enough budgetary resources to maintain its school network. They didn't have the necessary sensitivity to understand the significance of the great work that was being done. But despite the regrets, the Carneiro Ribeiro Center for Popular Education, located in Salvador's Liberdade district, played its pioneering role and to it we owe one of the best pedagogical experiences in our country (GOUVEIA NETO, 1973, p. 38).



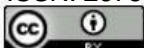




In the class-schools there would be classrooms and administrative facilities for the principal, assistants and teachers. Park-schools, on the other hand, would include music, dance and theater rooms for art education (art sector); drawing and industrial arts rooms for pre-vocational education (work sector for applied, industrial and plastic arts); gymnasium for physical education (physical education or recreational sector for games, recreation, gymnastics, etc.); library, auditorium and theater (cultural extension sector for reading, study and research); dormitories for living quarters for the students and their families (study and research sector); library, auditorium and theater (cultural extension sector for reading, study and research); dormitories for living quarters (study and research sector). ); library, auditorium and theater (cultural extension sector for reading, study and research); dormitories to house abandoned children for permanent school interaction with boys and girls who had families; restaurant; general services area; and spaces for the installation of the student union, school newspaper, school radio, bank and store (socializing sector). The purpose of the socializing sector was to create favorable conditions for the articulation between the school and the community by

give the students the opportunity for greater integration in the school community; carry out communication activities; prepare them to act in the community, aware of their rights and duties; develop autonomy, initiative, responsibility, cooperation, honesty, and respect. In the bank we learn to develop economic sense; the newspaper stimulates in young people an interest in the problems of the community; the school radio helps in communication; the student council gives the opportunity to participate democratically in the community; the store will allow the students to acquire notions of profit, loss, and economy. A mini community, teaching social coexistence for an urban, industrialized, capitalist society (ALMEIDA, 1990, p. 159).

Anísio Teixeira's concern with inclusive education in his proposal for the Centers for Integral Education in the State of Bahia can be demonstrated by the suggestion in the architectural project prepared by Paulo de Assis Ribeiro's office of the construction of residences in the educational center for abandoned children and by the choice of the neighborhood in Salvador for the location of the Carneiro Leão Center for Popular Education. Regarding the first aspect, Anísio believed that, instead of placing children without families in orphanages, it would be more viable for society to build places in the





educational centers where they could maintain a permanent conviviality with members of the school community. Instead of feeling excluded or marginalized by society, the children without families would feel welcomed, thus avoiding possible behaviors of revolt against the collectivity and social anomie and stimulating cohesion among community members. After all,

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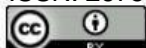
precisely because education will be the process by which the individual will be formed for the plural and multiple society to which he will belong, we must make educational institutions examples of integrated, human and personal institutions, in which we initiate the student in the experience of integration, thanks to an environment that retains the qualities of the still small, simpler and purer environment, as opposed to the great complex, tumultuous and divergent environment in which he will live and into which he will enter with the viaticum of his school education (TEIXEIRA, 2009, p. 52).

This explains the necessity of the presence in the architectural project of the Integral Education Centers of

dormitories for 200 of the 4,000 children served by the Center. We have the addition of this assistance service, which is necessary, given the social conditions. Five percent of them will receive boarding school. These children, properly called abandoned, without father or mother, will not be the unfortunate guests of sad orphanages, but the residents of the park-school, who will have the honor of housing their classmates, as well as the joy of attending the class-schools with them (TEIXEIRA, 1960, p. 289-290).

Regarding the choice of the Liberdade neighborhood for the inauguration of the Carneiro Leão Popular Education Center in 1950, it was one of the most populated places in the city of Salvador, with high rates of individuals in situations of social vulnerability due to the extreme poverty of a considerable number of its residents and lack of public services (education, health, sanitation, security, etc.). For this reason, that educational center in Liberdade was planned and built as a school that,

as a whole, resembles a small children's university. But we need nothing less, I repeat, in our time, to keep up with the impositions that technical and scientific progress is imposing on us. Whether we like it or not, we are going to transform ourselves from a primitive society into a modern and technical one. The inhabitants of this neighborhood in Liberdade leave a stage before the biblical times of agriculture and primitive life to immerse themselves in the bazaar of the





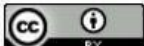


twentieth century. Either we organize for them institutions capable of preparing their children for our times, or their intrusion into the present order will have the character of geological intrusions that subvert and disintegrate the existing order. The problem of education is, par excellence, the problem of order and peace in the country (TEIXEIRA, 1960, p. 290-291).

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Anísio's initial estimate was to build between 1948 and 1951 thirty class schools and about seven or eight park schools. However, the educator's initial plans were frustrated, mainly because of the financial conditions of the State of Bahia, which explains why, until 1951, only three escolas-classe were built during his administration as head of the Secretary of Education. Only in 1955 were some of the pavilions of the park-schools built. This fact, however, did not remove the relevance of the experience of the Centro de Educação Popular Carneiro Leão in the educational field. This can be seen in the United Nations' making of a documentary about schools all over the world, in which "they chose this center for one of their films and showed it everywhere" (GOUVEIA NETO, 1973, p. 40). Moreover, the experience with the educational center of Salvador inspired the director of the National Institute of Pedagogical Studies (INEP) in 1957, Anísio Teixeira, in the preparation of the plan for the public school system of Brasília and the preliminary draft of the Organic Law of Education of the new Federal District and the administrative structure of its educational system. The educator intended to make the school system of the new federal capital a model to be followed by the entire Brazilian educational system and, to achieve this goal, organized

primary education in Centers for Elementary Education, comprising kindergartens; school-classes; school-parks; a children's library and museum; a pavilion for industrial arts activities; a complex for recreational activities; a complex for social activities (music, dance, theater, clubs, exhibitions); an annex for a cafeteria and administration; small residential complexes for homeless minors from 7 to 14 years old. The urban structure of the capital was made up of blocks, each block with a variable population of 2,500 to 3,500 inhabitants would offer the schooling population in each block: a kindergarten with four classrooms and a school-classroom with eight classrooms for two shifts. For each group of four blocks, a park-school designed to serve 2,000 pupils in two shifts. The Middle Education Centers would include: a) humanities courses; b) technical and commercial courses; c) science courses. There would be a Physical Education Park (volleyball, basketball, swimming pool, soccer fields), a Cultural Center





(theater, exhibitions, clubs), library, museum, administration, restaurant (LIMA, 1978, p. 188-189).

The proposal for the implementation of full-time schools was due to Anísio Teixeira's concern with the valorization of public education in the country, giving it favorable conditions for the expansion of the permanence time of the child in the school environment and, consequently, raising the level of quality of the education offered. Thus, public schools would abandon an educational model characterized by shifts of at most four hours of classes a day and a traditional teaching process in which the concern would be only with passive learning, disconnected from the student's reality, of the basics of reading, writing, arithmetic, social and physical sciences. By enabling universal access to full-time education through class-schools and park-schools, Anísio was thinking about guaranteeing the physical, cognitive and emotional formation necessary for the formation of individuals aware of their role in society, with capacity for critical reflection on reality and active in making decisions of collective interest. For the educator, these were fundamental characteristics for the exercise of citizenship and the consolidation of the democratic order in the country, as well as the insertion of new generations into the labor market of a globally integrated economy marked by transformations increasingly accentuated by the technological and scientific development of the contemporary world.

## 4 Final considerations

The main legacy of Anísio Teixeira's Centers for Integral Education for the current generation of educators and public administrators is the demonstration of the possibility of the existence of a public school of universal access, that is, inclusive, and that guarantees the integral formation of children and young people through an emphasis on the integral formation of the student. The goal of class-schools for instruction and park-schools for education would be to train individuals without any kind of distinction in terms of socio-economic, ethno-racial, level of cognitive development and pace of learning, etc. for insertion into the complex society of the contemporary world. The goal would be to





offer children and young people a picture of the complexity of social life, giving them the study experiences and training necessary to awaken each individual's sense of responsibility in the community, artistic sensitivity, training for the world of work, the importance of maintaining physical and mental health, and the essential knowledge to interpret and participate in decision-making in the general interest. Hence the incorporation in the curricula of full-time public schools of physical activities, manual labor, arts and intellectual activities to be developed during the time that children and young people remain in the school environment.

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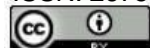
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