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CHILDREN'S LITERATURE: METHODOLOGIES USED BY ELEMENTARY SCHOOL TEACHERS IN THE MUNICIPALITY OF PRESIDENTE KENNEDY- ES

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ABSTRACT

The aim of this research was to identify the methodologies used by elementary school teachers in the municipal school system in the municipality of Presidente Kennedy-ES in their work involving children's literature. This is an exploratory study of a qualitative nature, carried out with seven elementary school teachers and a pedagogue from the São Salvador Municipal Primary School. Data was collected by means of an interview and the data was analyzed using content analysis. The results showed that the teachers understand the importance of children's literature and that they use various resources to develop it, being encouraged by the school's pedagogical team to use different strategies to develop the students. They also try to motivate the children and offer enjoyable activities that allow for greater participation and, consequently, better learning. It can therefore be concluded that there is an understanding on the part of the professionals that children's literature is an important element in the development of the learning process, as it stimulates motivation and strengthens reading comprehension. However, progress still needs to be made in the methodologies used, in order to offer students opportunities to make sense of texts and understand the potential of each mode of communication, in order to make choices that allow them to create and understand messages more fully.

Keywords: Teaching and learning. Children's literature. Methodologies.

INTRODUCTION

Children's literature is a broad category, ranging from picture books to young adult fiction, from texts four hundred years old to the latest publications, and is an attractive form of literacy and literary art that not only improves reading skills, but also develops critical and creative thinking skills.

The genre involves works including classics of world literature, picture books and easy-to-read stories written exclusively for children, as well as fairy tales, lullabies, fables, folk songs and other material transmitted mainly orally.

For Bakhtin (1992), because it is a motivating and challenging instrument, children's literature is capable of transforming the individual into an active subject, responsible for their learning, who knows how to understand the context in which they live and modify it according to their needs.

Students can learn to evaluate and analyze literature, as well as summarize and formulate hypotheses about the subject. Zilberman (2005) states that in the early years of schooling, for example, wordless picture books are excellent stimuli for oral and written language, and they can analyze the illustrations and develop their own dialogue for the story. This strengthens students' cognitive functions, as they are able to form opinions on their own and express themselves through language, summarizing the plot of a book without words.

Finally, children's literature is valuable because it is a timeless tradition, in which books are the main means of transmitting literary heritage from one generation to the next. Children are young for a period of time, so they must have access to a literary heritage, understanding that quality works have the great power to captivate audiences for many generations (HUNT, 2010).

According to Solé (1998), mastering reading is one of the greatest challenges facing schools, as it is an essential requirement for the autonomy of individuals in a literate society. Reading goes beyond deciphering symbols and involves understanding and constructing meanings about the text.

In this sense, it is necessary to reinforce the need for methodologies and resources for the use of

children's literature in the process of learning to read in the early grades, in order to move from instruction based on student skills, a traditional approach, to a more holistic instructional method that makes use of lessons that emphasize the integration of the four components of language arts: reading, writing, listening and speaking.

What can be seen is that literature, as well as all creative and questioning culture, is not being explored as it should be in schools. This study proposal aims to contribute to theoretical growth and to help teachers in the municipal school system develop applicable teaching strategies, given the lack of research in this area.

Thus, this topic was brought up because of the importance of developing children's language and reading skills in the early grades of elementary school. In this context, the aim of this study is to identify the methodologies used and the profile of teachers in the early grades of elementary school in the municipal school system of Presidente Kennedy-ES.

METHODOLOGY

The study was carried out using descriptive, exploratory, qualitative research. The locus of the research is the São Salvador Municipal School of Early Childhood Education and Elementary Education, located in the rural area of the municipality, in the community/neighborhood of São Salvador, in Presidente Kennedy/ES, serving students from the local community and surrounding areas in Early Childhood Education, Elementary Education and Youth and Adult Education (EJA).

The sample was non-probabilistic, using inclusion and exclusion criteria, and included teachers and pedagogues from grades 1 to 5. The inclusion criteria were being a teacher and/or pedagogue in the initial grades from the 1st to the 5th year of elementary school, and the exclusion criteria were teachers who were absent on the days the survey was carried out or who did not sign the informed consent form. After delimiting the sample according to these criteria, we arrived at a sample of seven teachers and one pedagogue, who are responsible for 134 students in the 1st to 5th grades of elementary school.

The data was collected through an interview, which sought to identify the methodologies used to use children's literature, in order to better understand the views of these subjects.

Data collection was only carried out after approval by the Research Ethics Committee, Opinion No. 4.560.405 and, due to the need for physical distancing imposed by the Covid-19 pandemic, it was carried out through the Zoom platform, in an online interaction, where the respondent was informed of the research objectives. The interviews were transcribed and the data was analyzed using Bardin's (2011) content analysis, following the pre-analysis stages, with an exhaustive reading of the interviews, coding and categorizing them.

RESULTS AND DISCUSSION

When analyzing the personal and professional identification of the teachers interviewed, two (33.3%) were male and four (66.7%) female. With regard to the year of schooling in which they work, two (33.3%) are 2nd year teachers; one (16.7%) is a 3rd year teacher; one (16.7%) is a 4th year teacher; and two (33.3%) are 5th year teachers.

The sample had one (16.7%) undergraduate degree and five (83.3%) postgraduate degrees. As for professional experience, two (33.3%) teachers have been working for less than 5 years, one (16.7%) has been working between five and 10 years and three (50%) have been working for more than 10 years.

The pedagogue taking part in the research has a postgraduate degree and has been working in the position for over 10 years. When asked if she had ever seen any students who had difficulty with language skills, reading and interpreting images and texts in children's books or textbooks, she replied in the affirmative.

When looking at the results obtained, it is possible to see that there is a predominance of women among those interviewed, showing that teaching is still a predominantly female field. The feminization of teaching is not only a historical process, but

fundamentally reproduces stereotypical models of femininity and masculinity, identifying women as carers and educators by nature, endowed with characteristics such as kindness, patience, understanding and the ability to generate a climate of joy and enthusiasm in the classroom. This construction of women as "beings for others" permeated the discourse of thinkers and educators and, as a consequence, triggered the feminization of teaching (FERREIRA, 2015).

It was also possible to observe that all the teachers are graduates, with a significant percentage of postgraduates, a situation that contributes to qualified work in the classroom. This situation differs from the national average, where, according to Hirata et al. (2019), in early childhood education and the first segment of primary education, there are no adequately trained teachers for around 80% of classes, a situation that is even worse in secondary education and the second segment of primary education.

As for the length of time they have been working, it can be seen that the teachers are experienced, most of them having been in the classroom for more than five years, which leads to greater knowledge about the processes of acquiring reading and the possible difficulties students may have, as well as methodologies to help them when they have difficulties.

Asked if they have taught or are teaching any students who have difficulties with language skills, reading and interpreting images and texts in children's books or textbooks, all the teachers and the pedagogical coordinator said yes.

Probably every classroom teacher has come across students who have some difficulty with their reading and writing skills, making it a challenge for many teachers. Understanding that the ultimate goal of reading should be comprehension so that the reader can reconstruct the writer's mental world, reading goes beyond deciphering codes. For skilled readers, this often seems very easy and comprehension flows naturally as they read.

However, this sense of ease is deceptive, as it belies the complexity of what is done while reading,

even when a text is simple and straightforward. A whole range of cognitive and linguistic operations are at play, from identifying individual words to making inferences about situations that are not fully described in the text. This complexity means that finding a simple answer to questions about “how reading comprehension develops” or “why it sometimes fails” quickly becomes a complex task (AMARILHA, 2013).

When asked if children’s literature contributes to children’s learning, the teachers and pedagogical coordinator said yes.

For Cavalcanti (2002), in order to form good readers, an essential situation in the various segments of children’s and adults’ lives, literature goes beyond support material, and is essential and should be worked on from the first years of schooling, stating that:

Reading has always represented one of the most significant links between human beings and the world. Reading reflects and makes us present in history. Man has always read the world. On the walls of caves or on computer devices, they reproduce their being in the world and recognize themselves as capable of representation. Certainly, reading is an existential commitment. When we say reading, we mean all forms of reading. By reading, we become more human and sensitive (CAVALCANTI, 2002, p. 13).

When asked if they tell stories to their students, all the teachers said yes. Regarding the main advantage of telling stories in the classroom, the answers are presented below.

“In my opinion, it will make learning easier because at the same time as the student listens, he also learns the pronunciations of the words [sic].”

“Because it stimulates the student’s thinking, imagination and creativity, as well as their interest in reading [sic].”

“It’s about awakening emotion, pleasure and critical thinking [sic] in the child.”

“As well as developing reading and writing, you contribute to each child’s writing repertoire [sic].”

“Yes. It contributes to personal and intellectual development, leading the child into the world

of reading and writing, providing for the child’s development and learning [sic].”

“The enchantment and involvement of the class with the storytelling, which mostly happens spontaneously [sic].”

“It helps in the development of writing and orality [sic].”

The way teachers present reading to their students, the concrete actions they use to develop it, their own attitude towards books, their consistency in carrying out activities that involve reading different types of texts and their own example and motivation, all lead students to adopt their own view of reading, which can be positive or negative, depending mainly on the teaching model they are faced with (SOARES, 2007).

Another important point that teachers must take into consideration, according to Cosson (2009), are the motivations and tastes of their students when it comes to reading, since the idea of reading is a pleasurable moment for the child, which is related to their interests, which causes satisfaction and responds to their own concerns, not leaving aside learning that is expected; in other words, the way the teacher carries out their pedagogical practice, the concrete actions they take in the classroom, makes the student build their own conceptions of the process and development of the reading process.

Storytelling is the transmission of events in words, images and sounds, often through improvisation or embellishment. According to Busatto (2008), educators have found that the arts can play an important role in a student’s academic success and emotional well-being.

When asked what teaching resources they use to tell stories, the answers are shown below.

“I usually use texts. As the 5th grade class is larger, my strategy is to let them read and after reading we ask the appropriate questions [sic].”

“Books, fan flowers, pictures, puppets, etc. [sic].”

“I usually use texts. As the 5th grade class is larger, my strategy is to let them read and after reading we ask the appropriate questions [sic].”

“Most of the time I read for pleasure, but

sometimes I use role-playing [sic].”

“The textbook, handouts, movies, activities, exercises, illustrations, CDS, DVDs. Library, computer lab [sic].”

“Puppets, reading bags, books with illustrations [sic].”

Engaging in storytelling activities is a way to motivate even the most reluctant reader or writer. Storytelling is defined as relating a tale to one or more listeners through voice and gesture. If education is considered most effective when developed through social interaction and collaboration, it is understood that this pedagogical strategy capitalizes on students’ desire to speak and interact (BUSATTO, 2008).

For Oliveira (2017), storytelling is a fundamental method for sharing knowledge between people, as it allows participants to be transported to other places. Through the use of descriptive oral language, students are able to have an enhanced experience with literature, leading to new ways of seeing and perceiving the world.

Storytelling as a pedagogical strategy can strengthen reading comprehension, helping students to develop a sense of the story, which is fundamental to understanding the text and extracting meaning. In storytelling, the interaction is personal, engaging and immediate, characteristics that allow the audience’s attention to be captured. Students learn the social aspects of language through observation and participation (PROENÇA FILHO, 2007).

Students watch the storyteller use intonation and facial expressions to engage the audience and, when they retell these narratives, they have the opportunity to further develop their comprehension skills. According to Colli (2016), using the oral tradition of storytelling is a powerful strategy for defining patterns of meaning.

The pedagogical coordinator was asked if he encourages teachers to tell stories to their students in class, and he replied that he always does. Regarding the pedagogical resources that the pedagogical coordinator observes that teachers use to tell stories, he said that they use “Literary

clotheslines, story bags or just books [sic].”

According to Petit (2009), teachers who are regular readers are the most likely to use this strategy, while non-reading teachers seem less inclined to value interaction and the exchange of ideas about what is being read. In this sense, the teaching team should, in their planning meetings, encourage the use of this resource, especially among non-reading teachers.

In this sense, it is important to emphasize that the way in which teachers present reading to their students, the concrete actions they use to develop it, their own attitude towards books, consistency in carrying out activities that involve reading different types of texts and their own example and motivation, make students adopt their own view of reading, which can be positive or negative, depending mainly on the teaching model they are faced with (SOARES, 2007).

The teachers and pedagogical coordinator were asked if they had seen any specific methodology at school to help students with difficulties in developing language skills, reading and interpreting images or texts in children’s books or textbooks, and were asked to justify their response. Two teachers replied that no method has currently been developed, but they did not give any explanation as to why this was not the case. The others are presented below.

“No [sic].”

“No [sic].”

“Yes, there are two reading projects running at the school [sic].”

“Sometimes. It usually happens in school tutoring, but tutoring isn’t frequent [sic].”

“Yes, through new technologies, exploring the library and visiting the computer room [sic].”

“Two projects were carried out this year, one of them being the magic bookshelf, which encourages students to be authors. Another project was the reading and presentation of a text by the students at school break time [sic].”

“Not often [sic].”

It can be seen that the actions taken are fragmented, as the responses were not uniform, even though all the teachers work in the same

school and segment. It is known that reading and interpretation problems are common in the vast majority of classrooms and should therefore be part of the schools' joint actions.

Although most children learn to read reasonably well, Amarilha (2013) warns that there are still many whose future is compromised because they don't read well enough to meet the demands of a competitive, technology-driven society. In this context, schools must identify students in order to develop effective approaches, as well as enabling the professional development of teachers and the gaps that remain in their understanding of the mechanisms involved in the development of reading and writing. These are actions that involve parents, teachers, schools, communities, the media and government at all levels.

This situation must be taken into account in the teacher's pedagogical practice, and teachers must be instructed to take into account their students' tastes when thinking about actions to help these students, since the idea is that reading is a pleasurable moment, which is related to their interests, which causes satisfaction and responds to their own concerns, without neglecting the learning that is expected; In other words, the way in which the teacher carries out his or her pedagogical practice, the concrete actions he or she takes in the classroom, make the student construct his or her own conceptions of the process and development of reading (COSSON, 2009).

CONCLUSION

Activities that feed children's imagination and their ability to make believe promote creative and academic skills. Thus, storytelling and acting, mime, pantomime are among the most enjoyable activities for them.

When we tried to identify the methodologies used by the teachers, we found that they understand the importance of children's literature and that they use various resources for its development, being encouraged by the school's pedagogical team to use different strategies for the students' development.

The methodology cited by the teachers involves storytelling, puppet workshops, skits, performances, among others considered important for establishing content and disinhibiting the more shy. However, it was observed that the actions are fragmented, without a clear definition of the objectives to be achieved. At the end of this research and in view of the results obtained from the teachers and the pedagogical coordinator, it is recommended that teachers develop effective teaching strategies to train readers. To this end, it is very important that they pay attention to how they present reading to children, what strategies they use and how they can make it fun, engaging and meaningful.

It is important for the pedagogical coordination to provide teachers with collective moments to develop creative planning, to organize workshops, to guide the use of innovative methods and practices, to promote the use of educational tools and to monitor their use.

It can therefore be concluded that there is an understanding on the part of professionals that children's literature is an important element in the development of the learning process, as it stimulates motivation and strengthens reading comprehension. However, progress still needs to be made in the methodologies used in order to offer students opportunities to make sense of texts and understand the potential of each mode of communication, in order to make choices that allow them to create and understand messages more fully.

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POPE FRANCIS AND THE ENVIRONMENT: CONTRIBUTIONS?

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ABSTRACT

The theme of this paper is "Pope Francis and the Environment: Contributions?". It is an article formulated using the integrative literature review method, which seeks, through the sources that are cited throughout, to list how the writings published by Pope Francis, including his encyclical, manage to have an impact within the context of the climate and environmental crisis that is being faced across the planet. In order to make this point, in its introductory section, the article initially presents a general reflection on the proposed theme, explaining the objectives it aims to achieve. In its development, it seeks to initially show the pragmatic nature of Pope Francis' writings and their relationship or usability within the corporate world, then evaluates the same factors, this time in the political world, seeking to establish a connection between the practical nature of these writings and their essentiality in all contexts, which cannot be considered as purely religious manifestations, since they reflect theoretically and critically on real problems of the entire global community. In its final section, the article brings reflections and understandings that ratify the idea worked on throughout its development and reflect on the real contributions of Pope Francis' writings to discussion, understanding and pointing out solutions to the problems related to global warming.

KEYWORDS: Climate Crisis. Water Crisis. Writings. Pope Francis.

INTRODUCTION

The search for ways to find a minimally plausible solution to the problems that make up the whole context of global warming has been recurrent in the political and corporate context. Entities such as the United Nations (UN) and the World Health Organization (WHO), as well as governments and various groups, are seeking solutions so that life on planet Earth can continue to exist.

This, however, had not been the pursuit of religious entities. In fact, among the many religious denominations on the planet, there is a certain lack of interest in scientific matters, which are left to convert their faithful and to pursue a quest aimed at the zeal and preservation of their traditions.

This context, however, has changed significantly with the stance adopted by Pope Francis, who in the publication of his encyclical made clear his concern about the environmental problems facing the planet, showing with the publication of this thought - which is a disruptive thought and aware of the problems afflicting the community - that the church can continue with its dogmas, models of thought and defense of its traditions, while helping in a practical way to contribute to the resolution of a problem that affects everyone.

With this in mind, the general aim of this article is to evaluate the contributions of Pope Francis' writings as a means of tackling the climate crisis and the water crisis. Specifically, the aim is to find out what impacts the stance adopted by the Pope has had within the political and corporate sectors, while also reflecting on the importance of the Church's position in relation to global problems that are already a reality affecting a considerable number of people. According to Capra (2020), without collaboration, all the problems arising from the climate crisis and global warming as a whole will affect the global community in such a way that their impacts become irreversible. In this sense, the author states that the Pope's theoretical contribution through his writings is coherent and highly contributory, highlighting its relevance and essentiality for everyone.

The choice of this theme is based on the understanding that Pope Francis' stance, clearly stated in his writings, points to a path of reflection,

in which a change in everyone's behavior should be taken as a starting point for global awareness, which is indispensable for tackling the climate problems that are getting worse every day.

DEVELOPMENT

Throughout this article, we will discuss the practical nature of Pope Francis' writings, trying to correlate them with the current corporate context, pointing out the synergy between what the Pope wrote and the dynamics adopted by large companies and international entities. Next, the environmental discourse present in Pope Francis' writings and its relationship with the political scene is evaluated, also in accordance with the sources. Both topics seek to point out the relevance and essentiality of the Pope's discourse, observing how his stance contributes to the scenario of preservation, sustainability and conscious consumption that we want to propagate in global society.

THE PRACTICAL NATURE OF POPE FRANCIS' WRITINGS AND THEIR INFLUENCE ON THE CORPORATE WORLD

According to Oliveira (2016), building a world along the ideal lines that ensure the continuity of life on earth involves a growing evaluation of models and interactions that focus on the general perception that everyone's conduct is relevant and that no one should not be held responsible for their actions. The author goes on to point out that the context of preservation, social responsibility, commitment to the environment, conscious consumption and care for natural resources are factors that need to occur both in the collective and the individual context.

In general terms, what is absorbed is the understanding that, within the need for preservation, care and commitment that is being carried out across the globe, there is an implicit understanding that without everyone's contribution, it will not be possible to achieve the results that are sought.

In relation to this thought, Boff (2016) is emphatic in reiterating the fact that the global population must be made aware of the need to nurture an awareness that the idealized human conduct, which recognizes its responsibility to care for its own home - in this

case the planet on which everyone lives - must be motivated in a systemic and uninterrupted way.

Based on the recognition that it is everyone's duty to take care of the environment in which they live and to look after the resources that are the key to life on earth continuing, it is recognized that it is minimally prudent to have as a source of recognition, the perception that studies and writings that ratify such conduct should be evaluated and validated, recognizing in them an opportunity to corroborate the process of awareness, so necessary for the preservation of the planet.

Thus, according to Nobre and Conceição (2021), if we take Pope Francis' many writings as a basis, what we see is an alignment of the Catholic Church representative's thinking on the need to make the faithful aware of their responsibility in the process of caring for and preserving planet Earth as their home, and the resources present on it, as a means of continuing life on this planet.

In Lima's view (2015), the assessment of Pope Francis' writings points to a stance that is unique from a social, humanitarian, religious and statistical point of view. From a social point of view, it is clear that by showing his position and alignment with the problems and demands that are urgently needed to be discussed, the Pope shows his knowledge of the real condition of the planet, with regard to factors such as the climate crisis, the environmental crisis and the water crisis. In the humanitarian context, the Holy Father's thinking aims to show that there are already people suffering the consequences of these problems and that, therefore, everyone's action must be urgent. From a religious and statistical point of view, the Pope's alignment is pertinent, focusing on the process of raising awareness and converting as many of the sheep in his flock as possible, in order to gather ideas, strength and resources so that these problems can be tackled in practice.

According to Reis and Bizawu (2015), we need to understand that the apocalyptic reality that is constantly being propagated by scientists is no longer a subjective or distant factor. The reality of the climate crisis is knocking on everyone's

door and its impacts are already hitting everyone hard. The recurring search by large corporations for greater sustainability, the reuse of essential resources such as water, reforestation and the use of clean energy sources are factors that show that, without the adoption of more conscious and responsible measures, the result will be catastrophes that will make life on the planet more impossible every day.

In this context, Júnior (2018) makes it clear that it is already certain within the corporate world that actions carried out by companies aimed solely at profit, without any concern for the planet or conscious use, should be extinguished. This stance of condemning actions aimed at profit without any benefit being generated for the planet has become increasingly recurrent, and has had a great power to raise awareness.

Alves (2017), when dealing with this topic, makes it clear that unregulated consumption has been the target of constant criticism, due to the fact that consumers in general have - albeit slowly - come to understand that companies that are more environmentally responsible should be prioritized when choosing which brand or product to consume. Part of this understanding, according to Alves (2017), comes from the recognition that the responsibility for looking after the planet belongs to everyone, and for this reason, the author cites the potential impact of writings such as those of Pope Francis with regard to a process of awareness that is increasingly necessary within the community as a whole.

According to Pinhal (2017), for a long time, people in general were led to believe that their role in a truly relevant and efficient preservation model to save the planet was dispensable. It was commonly believed that only actions carried out on a large scale and with high investment power by large companies and conglomerates would make a difference to the conservation of various natural resources.

Over time, this thinking has been diluted and given way to the realization that everyone's care and awareness of their role in preserving the planet must be constant and adjusted in order to

validate an increasingly active stance on the part of everyone.

For this reason, Oliveira and Lima (2020) cite Pope Francis' encyclical, for example, as a model of theoretical contribution, capable of integrating the Pope's knowledge of the cause in relation to global warming, correlating the need for everyone to play a leading role - including the faithful of the Catholic Church - as an essential point within the care that must be taken for the planet. This makes sense of the idea that not raising awareness, not reiterating to members of the Catholic Church the importance of everyone's participation in the process of preserving the planet, is to incur in the systematic production of a legion of alienated people who

will row against the flow of preservation, believing it to be a certain and apocalyptic fate, devaluing the idea that the climate crisis is actually a problem that stems from the misuse of natural resources by human beings, and from heinous actions such as deforestation, the unregulated use of resources such as water and, above all, the lack of commitment on the part of everyone to the zeal that must be shown for the common home that we all inhabit, the planet.

In this regard, Zamperi (2016) points to the Pope's position in his encyclical as essential. Throughout his thesis, the author reiterates the understanding that the conscious participation of a religious entity like the Catholic Church fosters the perception that the preservation of the planet is not focused on an insane struggle between science and religion.

To this end, Macedo (2015) makes it clear that by talking about the climate crisis in his encyclical, as well as other factors such as the water crisis, the extinction of animal species and the need to take a more responsible stance on the environment in which we live, Pope Francis ends up ratifying the understanding that the fuss that scientists from all over the planet have been making for decades has long since left the subjective plane and entered the practical social context.

Siqueira (2016), when dealing with this issue,

makes it clear that Pope Francis' stance shows that the adoption of measures and adjustments to business models as a result of global warming by large corporations is aimed at carrying out actions that validate a preservation approach that has become increasingly recurrent within the current social model.

For this reason, Tavares (2016) explains that by showing his understanding of the environmental problems affecting the planet, the Pope manages to overturn the false idea that the adjustment in business models, and the changes brought about for large corporations, from the structural adjustment of their foundations, to the eminent need to adopt cleaner and more sustainable energy sources, cannot be treated as moves to attract more consumers, it is simply a quest that aims to preserve planet Earth as a habitable place for all the species that live on it.

Thus, when evaluating what is exposed in Viana (2019), what we have is the perception that the synergy between the scientific discourse on the need for everyone to change their habits, the adoption of more humanistic and responsible attitudes by large corporations and the idea defended by the Pope, point to the need for more commitment and responsibility on the part of everyone who lives on this planet, whether they are Catholics or not.

THE ENVIRONMENTAL DISCOURSE IN THE WRITINGS OF POPE FRANCIS AND ITS RELATIONSHIP WITH THE POLITICAL ARENA

Boff (2016), when dealing with the formation of modern society, is assertive in saying that the political scene as a whole has managed to establish itself in a secular condition that can skillfully separate the religious plot from the political plot. In the author's perception, this condition has meant that religious thinking has been considered increasingly retrograde and incompatible with social demands and problems.

This perception of the aforementioned author refers to the common sense that fails to recognize

that the position of religious entities such as the Catholic Church has long since migrated to the present. In this way, it is emphatic to mention, as Boff (2016) himself points out, that respect for traditions does not make a church old-fashioned; on the contrary, it only ratifies the relevance of its beliefs as it connects with the present and adapts to the social requirements and needs present in each community.

For Nobre and Conceição (2021), it is coherent to understand that the quest to separate politics and religion has been a constant in the process of world evolution, however, there have been few results that indicate success in this quest. The authors reiterate that the Catholic Church has been one of the few entities that has remained faithful to the understanding that the scopes of politics and religion are somewhat distinct.

Even so, it is clear that politics, unlike religion, is present in all scenarios, and the impact of the decisions made by various leaders directly affects everyone, which is why it is important to always pay attention to the measures that are taken within the political sphere. In this case, it is also necessary to point out the fact that the way politics is done has changed considerably and this has made it possible for everyone to participate, thus making the democratic precept of the regime in which we live valid.

In this way, it is recognized that the act of doing politics, of manifesting oneself politically, has a direct relationship with the exercise of citizenship that is incumbent on everyone. Therefore, when a Christian expresses himself politically, he is not in a condition of politicking, but rather in full exercise of his duty as a citizen, as a person able to contribute either practically, cognitively or critically to the world in which he lives.

According to Oliveira (2016), the position presented by the Pope in his theoretical contributions has to do with the exercise of citizenship and responsibility that belongs to each person in this context of the global climate crisis. In general, it is possible to see that his contribution has more to do with each person's inherent need to efficiently and responsibly build a social model

that is coherent with combating the crisis that is already a reality in everyone's life.

According to Reis and Bizawu (2015), the political content of the papal writings has a deep connection with a more humanist and self-responsible stance that needs to be defended and supported by everyone. In this case, the authors reinforce the idea that the climate crisis, the decline and extinction of species is a struggle that must be fought by everyone. Building a world in which these problems that are already afflicting humanity now must be done by everyone and not outsourced to corporate or political groups.

According to Alves (2017), it is important that each person has the ability to question their contribution to combating climate problems, recognizing that without everyone involved in combating this problem, the result will be a dead planet, with no possibility of allowing humanity to continue living on it.

In line with the understanding shown above, Lima (2015) points out that this is no longer a fight for which governments have to fight. When assessing the impacts of climate change on the entire planet in a practical way, it is pertinent to constantly reiterate that the responsibility for taking care of the planet belongs to everyone.

It is this thought that Pope Francis adopts in his writings, that of making everyone reflect on the urgency of these problems, while also emphasizing the importance of having defended the fact that everyone is responsible for taking care of the planet as their common home. In this context, Macedo (2015) emphasizes the fact that undoubtedly the greatest legacy present in Pope Francis' writings is precisely the awareness of his faithful about the situation facing the entire planet.

The author goes on to say that raising awareness among the population has been one of the great taboos in this struggle, given that in many cases there is disbelief about the situation of the planet and in others there is the bizarre claim that this condition is predictable because it is part of God's will.

Pinhal (2017) evaluates a stance that highlights

the fact that, in showing concern about the calamitous scenario in which we live, Pope Francis adopts a stance that is loaded with a good dose of pragmatism, making it clear that the problem of global warming is actually a consequence of human inconstancy that has adopted a predatory stance over centuries and has insistently invested in unregulated growth and progress at any cost.

This acknowledgement is actually a highly conscious explanation of how human beings have been detrimental to the development of the planet and, in a way, breaks with blaming entities, governments and even the divine will, so as not to have to admit that the condition we are facing now is the responsibility of everyone who lives here.

For Siqueira (2016), by recognizing the need for awareness, a change in attitude and a conduct that needs to be adopted by everyone in favour of the well-being of life on planet Earth, what the Pope has managed to do is provide biblical proof that the predatory conduct adopted until now by human beings is incompatible with the zeal, love, sharing and compassion so defended in the sacred texts.

In this way, Tavares (2016) finds an understanding that points to an idea that efficiently translates the nature of the papal writings in relation to the context of preservation and conscious use of natural resources. In this step, the author reiterates the fact that, contrary to countless biblical versions and interpretations that point to God's will as something perverse, that blames and punishes the guilty for their mistakes and that is totally disinterested in the need to care for and preserve this planet, Pope Francis manages to break with this type of thinking and points out to his faithful the need to care for and preserve what is God's most beautiful gift in everyone's life. This planet.

According to Viana (2019), by showing that his capacity for reflection is connected to the preservation of a scenario that is good and suitable for everyone to experience, the Pope incurs - albeit unintentionally - in a political

conduct According to Capra (2020), without the collaboration of all the problems arising from the climate crisis and global warming as a whole, they have affected the global community in such a way that their impacts become irreversible. In this sense, the author states that the Pope's theoretical contribution through his writings is coherent and highly contributory, highlighting its relevance and essentiality for everyone.

Zamperi (2016) points out that what is proposed in Pope Francis' writings is not focused on conversion or alienating the people who read it; what is actually proposed is to make everyone aware of a real problem that requires them to adopt a more assertive stance that is coherent with the context in which they live. At this point, the Pope manages to make it clear - especially in his encyclical - that the act of being a Christian does not exempt Catholics from their commitment to caring for the planet.

A similar thought can be found in Oliveira and Lima (2020), when the authors reiterate the fact that the proposal presented by the Pope emphasizes the understanding that the religious stance adopted by a person does not remove from them the responsibility of having to deal with community problems. In this context, the authors point out that political thinking and a stance that is more coherent with the needs and problems present in society only endorse the thesis that religious thinking needs to distance itself from the common sense that points to it as alienating and disconnected from the reality we live in.

Thus, Júnior (2018) understands that the exercise of a political stance by Christians has as its main scope the ratification that religious thought is not limiting, and each person's belief only concerns the need to validate their faith. In this context, the same author reiterates the fact that the contributions present in Pope Francis' writings show that his conduct has political references that reiterate his citizen conduct and that show the importance of being a theoretical model that discusses problems such as the climate crisis and the water crisis with different eyes. Finally, Capra (2020) makes it clear in his understanding that the proposal presented by the Holy Father in his

writings manages to ratify the clear intention of the greatest representative of the Catholic Church, for a problem that belongs to everyone and that needs, in order to be solved, the awareness and contribution of each of the people who inhabit this planet, making it understandable that the constitution of a safe future depends on the way each person decides to act in the now.

CONCLUSION

Pope Francis' theoretical contributions to tackling global problems arising from the climate crisis, which is already a reality for everyone, provide a glimpse of a humanist, critical and conscious view of the impacts that global warming has on everyone. In his theoretical approaches, the Pope adopts a conscious stance that is familiar with other studies and still preserves the religious character of his persona. He provides his readers with an understanding that the scarcity of natural resources such as water, the dynamics of preservation and the adoption of measures such as conscious consumption and the responsible use of natural resources is everyone's responsibility.

In general, the authors cited throughout this study are able to correlate the papal stance with the measures adopted in both the political and corporate spheres, showing that their behavior is aligned with that of government institutions as well as large companies, highlighting the Catholic Church's understanding of factors that are more scientific in nature and also more distant from the religious context as we have seen.

At this point, it is important to remember that Pope Francis has shown himself to be coherent and aware of the measures and attitudes needed within the contemporary model of social interaction, recognizing the potential of the Catholic Church to play a leading role in this quest to save the planet. Looking more deeply into his writings, it can be seen that the Pope seeks through his words to convert his flock to recognize the fact that their stance as Christians is directly related to the preservation of their common home with their other brothers and sisters.

This reflection generates a relevant reflexive

potential, which connects with the search for other corporations and governmental and non-governmental organizations, making the faithful of the Catholic Church recognize themselves as protagonists in the preservation of the planet, becoming aware of the fact that it is not possible to outsource the responsibility that one has in making sure that resources are used consciously, and in recognizing that without adopting a posture of responsibility, care and zeal for the scenario that one has, the end of all is practically certain.

Finally, it is recognized that Pope Francis' contributions to the environmental issue facing the planet reflect an innovative stance that, despite being disruptive in many respects, signals the protagonist identity of the Catholic Church, which has been present in many of the global incursions, such as the great navigations, for example. Before concluding this article, it is important to reiterate the fact that, in adopting a stance that reflects a greater and better environmental awareness, the Pope has not renounced the precepts that qualify him as the representative of the world's largest church.

On the contrary, what has been clearly shown by the Holy Father in the course of his writings is the fact that, by ratifying what is shown in the Bible, it is perfectly possible for the church to continue in full preservation of its values, and also in favor of preserving the world as it is known today, which it also helped to create.

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SOCIAL RESPONSIBILITY AND ETHICAL ISSUES IN COMPANIES

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ABSTRACT

The behavior of companies in Brazil can both solidify the brand, but also demoralize it, which is why it is fundamental to the organization's success, especially when it comes to administration, where values and ethical issues can go beyond the issue of "profit", and in this sense, by involving external factors that years ago were not even questioned. The involvement of companies with the scenario that surrounds them can define morally questionable issues that today have value and can define the brand value of a company. Behavior can go beyond environmental issues, and in this sense encompass discussions of ethics, respect, and social value. In this scenario, the ability to make effective decisions is fundamental to the success and survival of organizations. By adopting an ethical stance, companies strengthen their reputation and build a relationship of trust with stakeholders, which can result in benefits. Therefore, by understanding the most sustainable practices, companies can quantify and manage ways to overcome and improve their performance.

KEYWORDS : Behavior; Brand; Factors; Value; Improvement.

INTRODUCTION

Humans' remarkable ability to adapt cannot be denied, not only to survive but to thrive in various natural environments. Throughout history, humanity has consistently demonstrated its resourcefulness in shaping the surrounding world to meet its needs for sustenance and comfort. This innate adaptability is evident in diverse environments, from facing the harsh conditions of deserts to navigating the challenges of tropical forests. However, a worrying observation emerges from this process: alteration of the natural environment often occurs without sufficient consideration, leading to unfavorable consequences. The increasing transformation of our surroundings coincides with the surprising growth of the population and a greater concentration of inhabitants in large metropolises.

According to Oliveira (2013), given the change that the Industrial Revolution provided for the expansion of markets, so that factories emerged that used machines that at the time were considered "modern", either through the steam process that made them more efficient and allowed mass production. In this sense, and highlighted by Oliveira, in addition to this revolution, a process of directly impacting mobility was initiated, whether due to the need for more agile logistics, with the construction of railways and other more advanced means of transport at the time.

However, according to Dias (2011), this incessant search for economic growth and production efficiency has had a significant price for the environment. As the author points out, the Industrial Revolution also marked the increase in the consumption of non-renewable energy sources, such as coal and oil, to power machines and boost production. This has led to serious environmental impacts, including air pollution and degradation of natural resources. The relationship between man and nature has been profoundly altered, with the rampant exploitation of natural resources and environmental degradation becoming a growing concern.

DEVELOPMENT

The complex relationship between companies, society and the environment is emphasized, highlighting the constant search for balance between economic and social development. In this sense, according to Dias (2013), the incessant search for profit can leave both positive and negative impacts in different areas. As Oliveira (2013) points out, the central point of this context is the Industrial Revolution of the 18th century, which brought economic growth, increased wealth and improved quality of life, at the same time that it generated significant social and environmental problems.

For Oliveira, the use of new technologies boosted productivity and demand, leading to migration from rural to urban areas in search of jobs in factories. This resulted in significant social changes in the countryside and the creation of an urban working class in the cities, accompanied by the emergence of labor movements and socialist movements.

Dias highlights the importance of understanding the history of the Industrial Revolution as a fundamental antecedent to addressing contemporary issues of sustainability and corporate responsibility, maintaining a focus on the balance between economic and social development.

The emergence and evolution of social responsibility in companies throughout history are highlighted. Since ancient civilizations, such as Greece and Rome, productive organizations needed government authorization and fulfilled obligations to protect the population from the harmful effects of their activities.

The initial milestone of the classical approach to corporate social responsibility is associated with the publication of the book "The Gospel of Wealth" by Carnegie (1901). In this sense, for Carnegie, philanthropy and collective well-being are based on paternalistic and Christian principles, highlighting charity and custody as fundamental values. These principles required that the more fortunate help the less fortunate

and that companies and wealthy people act as guardians of the money earned, using it for the benefit of society.

When mentioning Henry Ford, Marques and Filho (2012), they indicate that a successful businessman was already mentioned as a defender of social responsibility practices. According to the authors, Ford believed that profits should benefit the company, the workers and the community. However, its actions in this regard resulted in legal issues, as part of the dividends intended for shareholders would be used for improvements in production and benefits for employees, which was considered contrary to the interests of shareholders by the courts.

According to Barbieri and Cajazeira (2013), after the depression of 1929, there was a change in the perception of companies, which began to be questioned regarding their exclusive focus on profits. According to the authors, the American government imposed regulations and discussions arose about corporate social responsibility, resulting in the creation of articles related to this issue.

In the 1950s and 1960s, the principles of charity and trust, initially promoted by Carnegie (1901), found widespread acceptance in American business. Many companies recognized that “power brings responsibility”, and even those that did not adopt these principles realized the need to accept social responsibilities, whether by conviction or government imposition.

Considered the beginning of the modern era of social responsibility in companies. Bowen (1953) emphasized the moral duty of business managers to align their actions with the values and objectives of society. He saw companies as centers of power and decision-making whose actions impacted society in different aspects.

During the 1960s, the United States faced business criticism due to its involvement in the Vietnam War. This social discontent has stimulated studies and research on social responsibility, with many of them seeking to define the concept more precisely. Influential authors of the time such as Freeman

(2008) were a prominent proponent of this view. For Friedman, companies should not assume any social responsibility other than seeking profit, respecting the rules of the free market economy. He argued that the only social responsibility of companies was to use their resources to increase profits within the rules of the competitive game, without deception or fraud.

Fig.1, Comparison of behavioral models



Source: Sant’Anna, (2015).

The 1980s marked the linking of environmental issues to the corporate social responsibility movement and the emergence of the term “corporate social responsiveness”, which emphasizes the proactivity of companies in addressing social issues in an early and preventive manner.

Carroll (1979) established comprehensive models of social responsibility that incorporate four categories: economic, legal, ethical and discretionary, representing society’s basic expectations in relation to companies. These decades have witnessed a profound shift in the understanding of corporate social responsibility, with emerging philosophical debates and regulations culminating in comprehensive models that incorporate multiple dimensions of social responsibility.

Carroll (1979) proposed a four-category model to represent the various responsibilities that society expects companies to assume: economic, legal,

ethical and discretionary.

In addition, Garriga and Mele (2004) developed a model based on the hierarchy of companies' needs, similar to Maslow's pyramid, emphasizing that companies have criteria to be met, like people. Freeman (2008), highlighting the importance of considering all interested parties, not just shareholders, in business decisions. This approach expanded the company's responsibilities.

Such studies sought to examine the relationship between social responsibility and company profitability. Carroll (1991) revised his model, renaming the discretionary category to philanthropic responsibilities. Other authors operationalized the four-category model, highlighting the importance of economic responsibility as a priority. Wartick and Cochran (1985) developed a model of corporate social performance and highlighted the role of stakeholders in corporate social responsibility. This evolution reflected a broader understanding of corporate social responsibility, incorporating new actors and perspectives into discussions.

The 1990s were marked by significant changes in the political, economic and social areas, creating a scenario that put pressure on companies to become more involved with social issues. During this decade, several theories and concepts developed in the 1980s were reformulated to address environmental, ethical, social, economic and political issues.

With Wood (1991), by significantly contributing to corporate social responsibility by proposing a model for evaluating the social performance of organizations. Their model built on previous work, including that of Carroll (1979); Wartick and Cochran (1985). This model sought a more realistic definition of corporate social responsibility, considering social principles, processes and results. In this sense, Wood created three levels of responsibility for companies:

In Legitimacy, according to Wood, the company must avoid abusing its power and must be socially responsible, because, if it loses the trust of interested parties, it may lose its legitimacy. With Public Responsibility, the company is

responsible for the results related to its primary and secondary areas of involvement with society, without the obligation to solve all social problems, but also without exempting itself from resolving problems related to its operations.

Wood's discretionary management defined the role of the manager to meet the various responsibilities, and the way in which his choices could influence the company's social behavior. In a complementary way, Wood also highlighted related behaviors in the social context of companies, which are highlighted in the following: Environmental Assessment, which involves the analysis of the external environment, which is dynamic and influenced by several factors. Companies must adapt and respond to these environmental conditions.

Stakeholder Management refers to the company's ability to manage its relationship with interested parties, recognizing the importance of considering parties other than shareholders.

Problem Management, involving the development and monitoring of internal and external processes designed to manage the company's responses to social issues.

However, not only Wood proposed practices, but Almeida et al. (2012) by highlighting that social responsibility is not replaced by the Stakeholder concept, but would complement it by recognizing the importance of business understanding from the perspective of social responsibility.

From the 2000s onwards, theoretical discussions about Corporate Social Responsibility (CSR) evolved into empirical research, addressing topics such as stakeholder theory, business ethics, sustainability and corporate citizenship (Werneck, 2013).

One of these models is two-dimensional, classifying companies along two axes: the first covers narrow responsibility, focused exclusively on maximizing profits, to broad responsibility, which involves community development and environmental preservation. The second axis considers the concern with the costs of CSR, focusing on short-term results, and the interest in the benefits of CSR, focusing on long-term

results.

According to Bicalho et al. (2003), also contributed by highlighting the domains of CSR: economic, legal and ethical, incorporating the philanthropic category into the ethical and/or economic domains. This model suggests that none of the three domains is more important than the other and allows for a more complete analysis of companies' activities in relation to CSR.

Garriga and Melé (2004) classified CSR theories and approaches into four groups: instrumental theories (aimed at improving the company's financial performance), political theories (concerned with the power of companies in society), integrative theories (where companies seek to integrate their actions with social demands) and ethical theories (based on ethical values and what is ethically correct).

Freeman's Stakeholder Theory (2008) brought new demands and opportunities to companies. In a study conducted by Boutilier and Ian Thomson (2012), the degree of support that companies receive from their stakeholders to conduct their activities was assessed. The authors highlight that stakeholders may have disagreements about what level of social license to operate (LSO) should be granted to a company, often due to political differences within the stakeholder network.

Ashley (2005) also observes that the concepts disseminated in Europe and the United States have cultural bases that are very different from the Brazilian reality. Despite the limitations to implementing social responsibility in Brazilian companies, it is possible to obtain satisfactory results.

According to Marques et al. (2012), the Brazilian Institute of Social and Economic Analysis (IBASE) was created, which encouraged companies to publish their social reports. In 1984, Nitrofértil, a Brazilian company in the chemical sector, published the country's first social report. In 1986, the Fundação Instituto de Desenvolvimento Empresarial e Social (FIDES) was created to integrate companies into society and promote the regular publication of social reports.

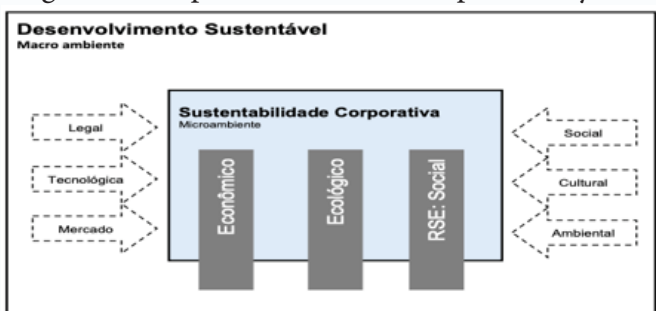
The Pensamento Nacional das Bases Empresariais

(PNBE) movement was created in 1987 by a group of young businesspeople from São Paulo who wanted to address social demands and the democratization of the country as part of sustainable development. This initiative inspired the creation of other business NGOs in Brazil, such as Fundação Abrinq, the São Paulo Institute against Violence, the Akatu Institute and Transparency International in Brazil.

According to Pereira et al. (2011), in 1995, the Group of Institutes, Foundations and Companies (GIFE) was created, the first entity in South America of private origin to finance and execute social, environmental and cultural projects of public interest. In 1977, Bill No. 3,116 made the publication of the social report mandatory for private companies with more than 100 employees and for all public companies, concessionaires and licensees of public services. The Securities and Exchange Commission (CVM) also started to require the inclusion of the social balance sheet in the financial statements of publicly traded companies.

In 1995, according to Marques et al. (2012), the Brazilian Institute of Corporate Governance (IBGC) was created by a group of businesspeople, executives and scholars to promote best corporate governance practices in Brazil. The Brazilian Business Council for Sustainable Development (CEBDS) was founded in 1997 by businesspeople who recognized the opportunities brought by sustainability from the United Nations Conference on Environment and Development, Rio-92. The Ethos Institute for Business and Social Responsibility was created in 1998 to mediate the relationship between companies and social actions, promoting ethical and responsible practices in the business world.

Fig. 2, Development and Social responsibility



Source: Ebner and Baumgartner, (2008).

The Ethos Institute has developed a series of indicators to help companies incorporate social responsibility and sustainability into their business strategies. These indicators have become a reference for corporate social responsibility organizations in Latin America, and the Ethos Institute has worked in partnership with organizations in countries such as Argentina, Bolivia, Ecuador, Paraguay and Peru to adapt the indicators to local realities. In 1999, the Institute of Applied Economic Research (IPEA) carried out the first survey on social action by companies in Brazil, showing that 59% of companies carry out actions to benefit the community.

In 2009, the government of Minas Gerais launched the Business Responsibility Seal Program, in partnership with the State Secretariat for Development of the Jequitinhonha and Mucuri Valleys and the North of Minas (SEDVAN), the Institute for Development of the North and Northeast of Minas Gerais (IDENE) and the Minas Gerais Center for Intersectoral Alliances (CeMais). The program aims to recognize corporate responsibility actions by companies that promote social, economic and environmental development in the regions of Vales do Jequitinhonha, Mucuri and Norte de Minas, in Minas Gerais. Currently, the program has the participation of 80 companies that carry out 400 corporate responsibility initiatives in 24 municipalities within the program's coverage area. Companies that receive the seal can use it in their advertising campaigns, product packaging and promotional materials for two years, as long as they send monthly reports on their initiatives to the program to maintain the use of the seal. Business ethics plays a fundamental role in corporate social responsibility, focusing on company managers and the actions they take ethically. Understanding business ethics leads to the study of applied ethics, since companies are made up of individuals who make decisions and influence their behavior based on internalized norms and values. Ethics is one of the organizational cultural elements that contribute to the successful implementation of corporate social responsibility.

Business is based on ethical principles, and

companies must consider the collective construction of strategic interests. The legitimacy and credibility of a company depend on an ethical system of beliefs and values that is self-defined, assimilated and effectively fulfilled. The application of the concept of ethics in organizations is not only based on external pressures or government regulations, but on the desire to do the right thing. Ethics is the theory or science of the moral behavior of individuals in society and studies moral phenomena. Ethics and morals have common aspects, but ethics is the science of morals, and these terms are often used synonymously in everyday life.

Business ethics are fundamental to guide behavior and decisions in companies in accordance with ethical principles. The difference between ethics and morals is that ethics refers to the character and customs acquired or achieved by man, while morals relate to norms or rules acquired through habit. Scientific ethics provides concepts and guidelines that transcend ideological speculations and recognize the historical character of moralities. There are two predominant traditions in philosophy that distinguish between ethics and morals.

Aristotle argues that there are two types of virtues: intellectual virtue, which is acquired through teaching and experience over time, and moral virtue, which develops from habits and is not innate. This highlights the importance of the quality of the acts performed, as they will influence people's moral formation. Aristotle states that desire has "good" as its ultimate object, but for some people, this "good" is the true good, while for others, it is what appears to be good. The good man correctly evaluates things and desires the true good, while the bad man desires only the apparent good, often deluded by superficiality. The ability to correctly discern true good and make it a rule or measure distinguishes good people, and their actions reflect their choices.

According to Souza et al. (2011), the moral universe is multifaceted, with complex nuances, and does not always fit into simplistic dichotomies of right and wrong, hero and villain, light and darkness. For the authors, business ethics deals

with truth and justice in relation to various aspects, such as society's expectations, fair competition, advertising, social responsibility, consumption and business behavior at local and international levels. In this sense, Srour (2003) highlights that ethics in the business environment is fundamental, since business decisions have significant impacts and affect stakeholders, including employees, managers, owners, customers and suppliers, both internally and externally.

Three currents of ethical thought relevant to business decisions include virtue ethics and utilitarianism, both of which are considered teleological, and Kantian ethics, which is deontological. Each of these approaches offers different perspectives on morality in management practices and business decision-making.

Fig. 3, Business conduct according to Kantian ethics

1 - A empresa deve considerar os interesses de todos os stakeholders em todas as decisões que toma.
2 - Todos os afetados pelas regras e políticas da empresa devem poder participar na sua definição antes de serem implantadas.
3 - Nenhum stakeholder específico deve ser considerado automaticamente prioritário em todas as decisões da empresa.
4 - O número de indivíduos pertencentes a cada grupo de stakeholders não deve constituir critério suficiente que justifique a preferência pelos interesses de um grupo em detrimento de outro.
5 - Todas as empresas com fins lucrativos têm um dever genuíno, embora limitado, de beneficência perante a sociedade.

Source: (Bowie, 1999, apud Almeida, 2007, p.170).

According to Srour (2011), the dichotomy between ethical selfishness, which prioritizes personal benefit, and utilitarianism is present in discussions about ethics and corporate social responsibility. For the author, although personal interest is central in the capitalist market, market practices also involve risk, and the search for maximizing profits is a fundamental characteristic.

In the context of corporate responsibility, according to Soares (2002), it is essential to recognize two ethical approaches: the ethics of conviction and the ethics of responsibility, the ethics of conviction, based on firm personal beliefs, while the ethics of responsibility considers the consequences of actions for the community. In this sense, according to Werneck (2013), in order to qualify business leaders, the principles

of ethics and social responsibility must be emphasized. For the author, this requires a transformation in the curricula and pedagogical approaches of business schools. Educational institutions must collaborate with businesses to promote economic development, equality and social awareness.

Therefore, when observing what Werneck (2013); as Sour (2003-2011) highlights, this can contribute to the formation of managers committed to ethics, and being able to integrate corporate social responsibility into their practices.

CONCLUSION

The scenario that involves the paths surrounding corporate responsibility, in which related factors emerge today that go beyond the issue of ecological sustainability, but how organizations can review already established concepts and, in light of this, seek methods of understanding the issues that delimit each company and its own environment in which it operates.

For which, once the process of understanding has begun, and in this context, not only knowing its philosophy, but in order to visualize how and which methods and practices can be discussed in the face of factors that may flow from this process of "self-knowledge", whether not only delimited from the manager's perspective, but covering all actors that belong to the business environment.

However, it may be that it goes beyond the context of the "Industrial Revolution", and in this sense, today the technological process, even though it is not delimited in the article, can also enable new practices that come from the concepts that shape the responsibility of companies. In this sense, Sour (2003) already pointed out that the conversion of principles, whether in everyday practices, can form an ethical issue, so that companies analyze their practices and can review their beliefs, in order to reduce possible social impacts.

Therefore, by analyzing norms, forms, issues, and needs, organizations, not just large ones, but all, can define objectives and discuss alternatives.

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SPECIFICITIES OF THE TEACHER TRAINING CARRIED OUT IN SOBRAL/CE AND THOSE SPECIFIC TO THE POA'S DUTIES IN THE RME-SP

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ABSTRACT

IN SME No. 25/2018 proposed the appointment of teachers to perform the role of Area Guidance Teacher (POA), intended for permanent teachers in the area of their assignment (SÃO PAULO, 2018b), to “monitor the planning of the actions of teachers in the areas/components of Literacy, Portuguese Language and Mathematics, together with the Pedagogical Coordinator, for the implementation of the City Curriculum of the respective areas/components.” (SÃO PAULO, 2018b). The citation, in a São Paulo institutional publication (SÃO PAULO, 2018e, p. 66), of the POA as a strategy inspired by the educational policy implemented in Sobral, required documentary research on the Ceará municipal initiative. In order to differentiate between the initiative carried out in Sobral/CE and the one instituted in the RME-SP, extensive documentary research was carried out on scientific articles and doctoral theses in the Google Scholar database, on the official portals of the respective city halls, on the DIEESE, OXFAM, IBEGE, IDEB portals and on the IPEA Portal. It was concluded that reflecting on planning in groups organized by area or by cycle enables teachers to individually and collectively revisit the contents of their educational experiences and practices, identify priorities, reframe knowledge and intervene in the construction of curricula together with other decisive agents in the process.

KEYWORDS: education; public education policy; teacher training; Sobral; São Paulo curriculum.

INTRODUCTION

In addition to updated guidelines on Learning Recovery activities, IN SME No. 25/2018 brought a new feature: the proposal to appoint teachers to perform the role of Area Guidance Teacher (POA).

A position intended for permanent teachers in their area of responsibility - Portuguese Language (Interdisciplinary and Authoring Cycles), Mathematics (Interdisciplinary and Authoring Cycles) or Teacher of Early Childhood Education and Elementary School I (PEIEF-I: Literacy Cycle) (SÃO PAULO, 2018b) -, the regulations required teachers to have:

[...] a minimum of 3 years of teaching experience in the São Paulo City Hall (PMSP); availability to attend the Educational Unit's Special Full Training Day (JEIF) groups; availability to participate in DIPED/SME training every two weeks and/or every month; and to monitor the planning of the actions of teachers in the areas/components of Literacy, Portuguese Language and Mathematics, together with the Pedagogical Coordinator, for the implementation of the City Curriculum in the respective areas/components. (SÃO PAULO, 2018b).

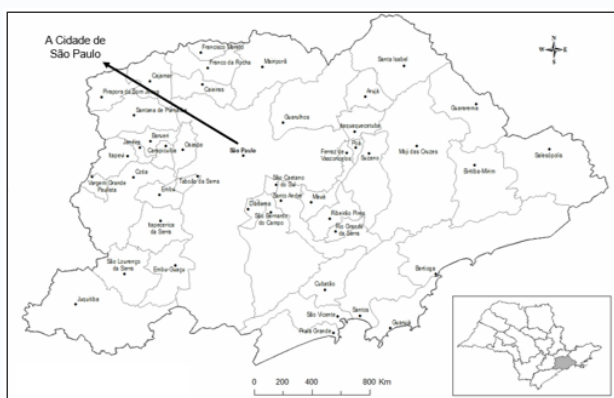
The citation, in a São Paulo institutional publication (SÃO PAULO, 2018e, p. 66), of the Area Guidance Teacher as a strategy inspired by the educational policy implemented in Sobral, required documentary research on the Ceará municipal initiative. In order to differentiate the relationships between the teacher training carried out in Sobral/CE and that for the exercise of the POA's attributions in the RME-SP, we carried out an extensive documentary search of scientific articles and doctoral theses in the Google Scholar database on the educational experience carried out in the municipality of Sobral.

Figure 4 - The municipality of Sobral/CE



Source: Adapted by the author (IBGE, 2017).

Figure 5 - The City of São Paulo/SP



Source: Adapted by the author (IBGE, 2017).

Figure 6 - The states of São Paulo and Ceará and their metropolitan regions



Source: Adapted by the author (IBGE, 2017)

Second in the ranking of the Human Development Index (HDI) in the state of Ceará, behind only the capital Fortaleza, Sobral has an estimated population of 210,711 people, an enrollment rate of 97.9% among students aged 6 to 14 and an IDEB of 9.1 in the Initial Years and 7.2 in the Final Years of the Public School System, according to IBGE data from 2017.

The educational public policy of the city of Sobral has attracted attention due to the evolution in

external evaluation indicators and the promotion of specific training for novice teachers, prompting academic studies on the process of implementing the public policy of continuing training in the municipality, which has resulted in professional improvement for teachers, above all for quality learning for students.

Adopting meritocracy and a policy of analyzing results as the parameters for awarding its teams of municipal education professionals, the school network has paid particular attention to continuing education, career plans, induction, welcoming and monitoring of new teachers. These awards were based on cross-checking information on the IDEB, Prova Brasil and HDI indicators, and are a constant feature of Sobral's experience.

DEVELOPMENT

Sobral was repeatedly awarded by the Anísio Teixeira National Institute for Educational Studies and Research (INEP) in 2005, whose Good Practices in Education project publicized the progress made in Sobral in the document *Overcoming the challenge of learning in the early grades: the experience of Sobral, covering the trajectory of educational policy from 1997 to 2004*.

In 2006, he won the Innovation in Educational Management award, entitled *Literacy Policy as a Strategy for Raising School Performance in the Early Grades of Elementary School*.

Sobral's experience also made up part of the report resulting from the partnership between UNICEF (United Nations International Children's Emergency Fund), MEC, INEP and UNDIME (National Union of Municipal Education Directors), entitled *Rede de aprendizagem - Boas práticas de municípios que garantem o direito de aprender*.

In 2008, the network's success was praised with the Innovation in Educational Management Award, with the publication *Strengthening School Management: selection by meritocratic criteria and continuing training for principals*.

In addition, two CENPEC Notebooks (Center for Studies and Research in Education, Culture and Community Action) collaborated with INEP publications in 2011, including the Literacy Program at the Right Age (PAIC) and, in 2012, the Lemann Foundation, in partnership with Itaú BBA, published the *Excellence with Equity* report. The Airton Senna Institute produced a video focusing on literacy and the OECD also praised the high levels of education achieved in Sobral in the Pisa, with the production of video documentaries, due to the jump from 4.0 in 2005 to 4.4 in 2009 in the IDEB score.

The non-negotiable agenda of attention to literacy teachers, ongoing training and rewards for successful results make up the tripod of the public policy of the education system in the city of Ceará, noting that basic teacher training was carried out in an outsourced partnership, constituting the successful Literacy Program at the Right Age (PAIC), which became a state and later federal program, called PNAIC. Between 2003 and 2006, the state government implemented Public Management by Results (*Gestão Pública por Resultados - GPR*), called *Ceará Cidadania, Crescimento com Inclusão Social* (Ceará Citizenship, Growth with Social Inclusion), with the aim of rationalizing investments of public resources, constituting yet another example of educational public policy employed through administrative and political programs in conjunction with measures to reform the public sector budget, fiscal adjustments and sanitation with a view to reducing the social abyss.

Drafted to support Ceará's state educational public policy, Law No. 15,923 of December 15, 2015 institutes the "Grade Ten School Award, designed to reward public schools with the best learning results in the second, fifth and ninth grades of elementary school" (CEARÁ, 2015).

In the very first article, the learning results, gathered through the School Performance Index (IDE), are determined as the parameters for awarding public schools and, from Article 2 onwards, there is a description of the criteria for awarding up to 150 schools in each category. With regard to literacy results, the award is

reserved for schools that can prove that they have more than 19 students enrolled in the second year of elementary school and a minimum of 90% of these evaluated with an average of more than 8.4 in the state of Ceará's own external evaluation system, the Permanent Evaluation System for Basic Education in Ceará (SPAECE), subject to tie-breaking criteria.

Similar to the criteria for the previous category, the 5th year of elementary school requires a minimum FDI average of 7.5 or above, as well as meeting the specific scales called "adequate", "very critical" and "critical" in the SPACE classification - specifications that determine the tie-breaking criteria stipulated. Below is a description of the award criteria for the 9th grade results, which are identical to the 5th grade criteria.

Article 5 stipulates that the value of the prize is R\$2,000.00 per student enrolled and assessed, deposited in a specific account in two installments (75% + 25%). Article 6 stipulates a financial contribution of R\$1,000.00 for each student enrolled and assessed in the 5th and/or 9th grades in two installments (50% + 50%) to the public schools with the lowest results, with the aim of implementing plans to improve student learning results, according to criteria which also stipulate that they can be awarded only once. Article 8 makes it compulsory for schools to enter into partnerships, either through awards or financial contributions:

Art. 8: Each of the schools awarded a prize as a result of the results obtained in the 5th and 9th grade assessments is obliged to develop, for a period of up to two (2) years, in partnership with one of the schools awarded a financial contribution, technical-pedagogical cooperation actions with the aim of maintaining or improving their students' learning results. (CEARÁ, 2015).

Article 9 warns that:

The transfer of the second installment of the financial contribution [...] is conditional on the achievement of targets for improving the results of underperforming schools, as determined annually by the Ceará State Department of Education (SEDUC). (CEARÁ, 2015).

Article 10 states that the funds received must be used exclusively for "actions aimed at improving learning outcomes" (CEARÁ, 2015) in accordance with SEDUC guidelines, and Article 11 prohibits the EU that has received an award or support from competing again in the subsequent year.

The formulas for calculating the SDI, guidelines, criteria and procedures for monitoring actions in relation to results will be the responsibility of a future Decree by the Head of the Executive Branch, as mentioned in Article 12, followed by the Article describing the specific arrangements for Pole Schools.

Article 14 stipulates that the transfer of financial resources must be in line with the Fiscal Responsibility Law (LRF); Article 15 guarantees that SEDUC will invest in the qualification of EUs that were not covered "involving the training of civil servants, improvements in physical and material structures, with a view to improving learning outcomes" (CEARÁ, 2015); followed by the effective date of this law, which repeals the previous one.

Led by the Sobral Municipal Department of Education (SEMED), the public policy implemented in the municipality has some characteristics (identified as determining factors) for the significant advances identified in the evolution of IDEB indicators.

In addition to the continuity of political-administrative management - which has allowed for consistency and consolidation of actions over time - various leaders from the territories' social collectives have risen to elected positions or have been nominated and appointed in various sectors at municipal, state and federal level, disseminating the GPR concept and providing cohesion for various public policies. Another important aspect is objective monitoring, with clear criteria, which has made accountability and symbolic or financial reward mechanisms possible. In other words, the secretariat emphasizes the relationship between teacher performance and improved student learning, due to the revision of normative acts and the curriculum, and the establishment of a bonus policy for teachers in relation to IDEB results.

SEMED relied on structure, resources and processes to ensure excellence in the development of actions, employing dynamics of demand and persuasion, which correspond to six intervention strategies: training professionals, evaluating students, improving databases, promoting the implementation of the project through the development and publication of specific subsidies and educational legislation.

In 1997 and 1998, training took the form of periodic lectures to teaching groups, given by SEMED employees. In 2001 there was a change in configuration, following a diagnostic assessment of the children's literacy levels, focusing training on reading and writing in the 1st, 2nd and 3rd years of elementary school and training on Saturdays, with bonuses for results in external assessments. In 2004, more systematic assessments and training were introduced and extended to kindergarten, 4th and 5th grades.

Ongoing training prioritized the management and training teams, bringing together principals and coordinators in all the EUs. The selection of members for these teams took place in 2001, by means of training for newcomers after a selection process among teachers with or without civil service exams, since there was no specific access via civil service exams. Of the 44 applicants, 20% were dismissed, with leadership and autonomy being essential characteristics. It should be noted that there was also a process of reframing the role of the school principal, as he or she had to reconcile work in the fields of administration, finance and pedagogy.

Thus, in proportion to the increase in demand for training, the need arose for a specialized team for the segments, outlining the dynamics of training and, in 2016, the School of Permanent Training for Teaching and Educational Management was founded (ESFAPEGE), a non-profit social organization under private law, constituting a space for valuing teaching professionals, aimed at promoting specific events for the exchange of successful experiences, cultural development and professional improvement. ESFAPEGE welcomed almost all of the trainers who were already experienced in this role, now enabling the teams

to become more cohesive and harmonious with each other in their conceptions and proposals, with the aim of improving the quality of student learning. There was also academic advice from the History and Social Memory of Education and Culture Research Group (GPHMSEC) at the Vale do Acaraú State University (UVA), which was very stimulating in terms of reflections and theoretical foundations.

The teachers' participation in actions to improve education began at the training meetings, bringing their experiences and conceptions in order to reflect on quality, learning and the re-signification of the teaching role. The training agenda dealt with communication, teaching skills and winning the interest of students, in other words, it brought to the center of the debate the quality of human relations, around which traditional content orbits. The training meetings were held monthly and the day's routine was agreed in groups, listing the schedule to meet the demands of the class, the timetable for the meetings, coordination meetings and the delivery of materials, and then the monthly activities were scheduled.

The leading role played by the organization of pedagogical practice in Sobral's public education policy permeated all dimensions, training, practices and projects, taking into account the re-signification of the qualification of teaching based on this pedagogical practice materialized in the teaching program (later called the curriculum proposal), in the classroom routine and in the structured material, a journey that was carried out in stages. The in-service training was aimed at all teachers, including beginners, in a non-school environment and covered all levels of education, in monthly meetings, focusing primarily on modifying pedagogical practices, interfering in the teaching routine and didactics in the classroom, with an emphasis on constant monitoring of the process of building students' learning.

The entire category was urged to work together to improve the learning results of students, a goal that can only be achieved through investment in the actions of school managers, in the organization of work, in a cooperative institutional climate, in the

appropriate use of available resources and in the participation of the local educational community. The co-responsibility of the grassroots not to naturalize precarious conditions and results was interpreted as promoting justice and social participation, providing spaces for dialogue, relevant procedures, clear objectives and realistic targets.

It was up to the RME-Sobral to provide specific support in terms of guaranteeing learning, focusing its efforts on solving everyday challenges and employing more appropriate strategies in the short and medium term, alongside collective, intense and disciplined work to train teachers in the process of seeking better results. The training of the team of trainers took place through study groups, reading books and taking part in educational academic events such as courses, congresses, seminars, symposiums and specializations.

Thus, the continuing education program focused on successful classroom practices, the search for excellence in teaching and knowledge of conceptual and procedural content. Therefore, the path to success, in the classroom, of the public educational policy implemented in the city of Sobral, Ceará, is summarized in four essential axes:

- Clear and achievable goals;
- Constant monitoring of student learning;
- Pedagogical actions based on learning data;
- A school environment conducive to the student's all-round development.

METHODOLOGY

There was a need to establish strict criteria for selecting the material, which corresponded to the fact that the published works were from 2016 - that is, contemporary to the initial period of construction of the São Paulo City Curriculum - and constituted master's dissertations or doctoral theses based on Law No. 15,923/2015 (CEARÁ, 2015). The references in these works provided essential sources for this research. At this stage of

writing the research, with the characterization of the experience of the RME of Sobral, it became possible to adjust the techniques of document collection and analysis, including editing and creating data spreadsheets and the most appropriate identification of recording units and categories for analysis.

The information on the Municipal Education Networks of the municipalities of São Paulo and Sobral, as well as statistical and demographic data, was collected through research carried out on the open databases of the respective municipalities (official portals) and on the DIEESE, OXFAM, IBEGE and IDEB portals.

Materials on the focus and procedures regarding initial and continuing teacher training specific to the RME-SP's POA public policy were found exclusively in the DIPED/DRE Penha digital public archive. The Open Data Portal provided access to the number of RME-SP enrollments and teachers. Gathering and organizing the data and processing the information in the spreadsheet editor was the strategy that preceded the preparation of the descriptive reports in the word processor, according to the perceptions derived from the simultaneous construction of the analysis diary. When necessary, statistical data was updated from the Knowledge Repository Portal of the Institute for Applied Economic Research (IPEA).

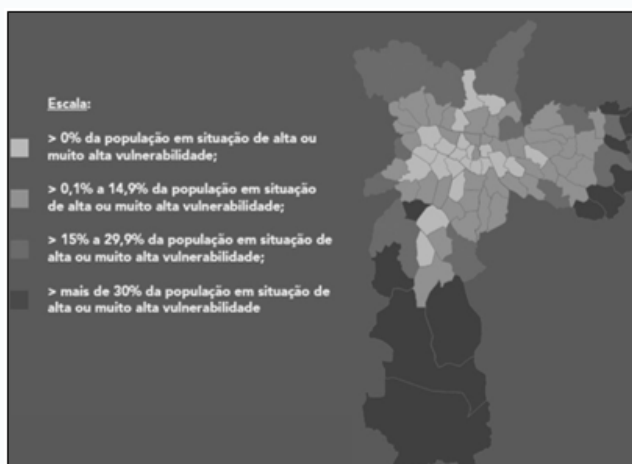
With a view to the quality of data collection on student learning, the subsidy for the periodic survey was published, and the document (cited in this research) points out the contribution of the POA in the process, stating that "this professional will be responsible for monitoring the planning of the literacy teachers' actions based on the survey data" (SÃO PAULO, 2019, p. 5).

In order to improve databases on the monitoring and improvement of learning and the results of internal and external assessments, SGP - a program whose screens replace the traditional paper Class Diary - was implemented in 2014 and has been improved with a view to optimizing the feeding, organization and access to information. There is no mention of specific strategies

to integrate families into this curricular implementation, and even the understanding and organization of the modality in cycles is not yet clearly addressed with families.

The OXFAM Brazil and Rede Nossa São Paulo: Mapa da desigualdade 2017 websites collected specific data on the Human Development Index for the metropolis of São Paulo, as shown in Figure 7.

Figure 7 - High and very high Social Vulnerability Index (SVI)



Source: Adapted by the author (RNSP, 2017, p. 23).

Offering 1,620 places, the SME-SP promoted initial and continuing training for POA professionals, amounting to 156 hours of training, the planning of which could be accessed and analyzed (DRE PENHA, 2020), with the information organized in Tables 9 and 10.

Chart 9 - RME-SP: POA formation process in the 1st and 2nd phases

GENERAL TRAINING OBJECTIVES

1. Understand the role of the POA in the school's training pathways;
2. Reflect on the organization of teacher planning in the light of the Curriculum, Teaching Guidelines and Cadernos da Cidade;
3. Discuss the constituent aspects of the Curriculum: Literacy Cycle, Portuguese Language and Mathematics;
4. To deepen theoretical aspects linked to the concept of literacy (in Portuguese and Mathematics) present in the City Curriculum.

Areas	Specific objectives	Training strategies
Literacy	1st phase: Identify the organizational modalities in a pedagogical routine for the Literacy Cycle; To analyze and understand the organization of the Activity Sequences in the Portuguese Language and Mathematics City Learning Books.	Process homology; Thematization of practice: analysis of teaching situations; Analysis of the Literacy Cycle City Notebooks;
	2nd phase: Strengthen the implementation of the city's curriculum; Study the SME documents - Literacy Cycle: Portuguese Language and Mathematics; Understand the concept of literacy in the City Curriculum.	Analysis of activity sequences; Case study.
Portuguese Language	1st phase: Immersion in the Portuguese Language City Curriculum; Reflecting on the object of knowledge: teaching; Reflecting on the teaching object: the text.	Double Conceptualization; Thematization of practice: analysis of teaching situations; Analysis of student productions: interaction and teacher intervention; Professional reading: deepening knowledge; Professional Writing: experiencing difficulties in writing.
	2nd phase: Poles Identity of the POA;	Sharing experiences; Reflect on teaching strategies;

Coordination with the Pedagogical Coordination.	Itineraries in the Educational Units (DRE).
1st phase: To study the theoretical and methodological assumptions of the Mathematics Curriculum in order to support the work of the Mathematics POA; To critically analyze POA practices in order to support the planning of didactic action in conjunction with the teachers of the component they are responsible for and with the Pedagogical Coordination.	Process homology; Thematization of practice: analysis of teaching situations.
2nd phase: Reflect on the different ways of organizing the classroom to enhance working with problem solving; Reflect on the Fundamental Ideas of Mathematics, through the notion of Equivalence and Proportionality; Deepen the study of the “Algebra” axis, focusing on the development of Algebraic thinking and the formal use of Algebraic language; Reflect on the strategies for monitoring learning in mathematics and relate them to	2nd phase: Poles Process homology; Thematization of practice: analysis of teaching situations; Case Study.

	the importance of the teacher’s lesson plan, as well as the characteristics that need to be present in teaching practices in the classroom.	
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Source: Adapted by the author (DRE PENHA, 2020)

Chart 10 - Characterization of the identity of the POA function in the RME-SP

POA - Area Guidance Teacher	
Literacy/Portuguese Language/ Mathematics	
WHAT THE POA IS:	WHICH THE POA IS NOT:
Teacher who: She works in the EU, knows the PPP, the characteristics of the area and the City Curriculum, and deepens her studies by sharing practices; He works in partnership with his peers and CP, analyzing the results and planning proposals for interventions; Participates in collective moments to promote discussions and contribute ideas built up during the training course; Encourages the use of the network’s curriculum documentation.	Assisting CP in dividing up his duties; Professionals who intervene directly in the work of their colleagues; Exclusively responsible for ongoing training in collective hours and pedagogical meetings; Responsible for the actions of the PAP or Learning Recovery Project; Inspection of the use of curricular materials.

Source: Adapted by the author (DRE PENHA, 2020)

As for the RME-Sobral, in the Electronic Database of Thematic Laws of the Legislative Assembly of Ceará, we found Law No. 15.923/2015, which establishes the Grade Ten School Award, aimed at rewarding public schools with the best learning results in the second, fifth and ninth

grades of elementary school, which is included in Annex H of this work. By considering it, we can identify the legal basis for the dynamics of teacher training in the public educational policy instituted in the municipality of Ceará. Charts 11 and 12 summarize this process of initial and ongoing in-service teacher training, developed in stages.

	Series	Areas	Description
To the early grades	1st year	Morning: Portuguese Language	24 hours after the end of the meeting, the trainer in charge issues a report which is sent to ESFAPEGE and the school's pedagogical coordinator. The trainers/coordinators and presenters of the agendas are defined on a rota basis. The trainer/reporter is elected by the group or decided by drawing lots (CALIL, 2014).
		Afternoon: Mathematics, Science and Caring for the Teacher - Program focused on training teachers in the importance of vocal health care)	
	Other series	More time is allocated to Mathematics and Science and less to Portuguese Language, while maintaining Cuidando do Mestre	
To the final grades	From 6th to 9th grade (implemented in 2012)	Portuguese and English language training meetings: 4-hour meetings per month	Training meetings held by a mentor teacher, who will experience the training and pass it on to peers in the same area - a practice that inspired the POA public policy in the RME-SP.
		Training meetings for other areas: 2 hours per month.	

Chart 11 - Dynamics of in-service training at RME-Sobral

Source: Prepared by the author (2021).

Stage	Focus of attention	Study dynamics
1 ^a	That each teacher appropriates knowledge about the network and the contents of the grade, guided by the PCN, the	Meetings that brought together teachers by grade, starting the construction of the Curriculum Proposal,

	<p>reality of the territory and the demands of the school community.</p> <p>Promoting content knowledge aligned with pedagogical knowledge, through discussions between trainers and teachers in training courses.</p> <p>Preparation of the curriculum proposal, material and complementary activities.</p> <p>Deepening knowledge about conceptions, objects of knowledge, intentionality and teaching strategies.</p> <p>Analysis of didactic time, understanding this as the carrying out of reading, writing and production activities in a systematized way.</p>	<p>determining the minimum content for each grade.</p> <p>Preparation of structured material to work on the proposal.</p> <p>Study of real activities, to reflect on intentionality, objects of knowledge and meaningful learning.</p>
2 ^a	<p>Analysis of learning through successive organizations and reorganizations of knowledge, in a spiral.</p> <p>Using didactic time efficiently for the learning process requires an understanding that learning is not a linear process, requiring an equal change in the conception of the proposed activities.</p>	<p>The trainers visit the classroom to observe the proposed practices, collect information and discuss with the ESFAPEGE coordinators the relevant studies to be carried out in the teaching groups.</p>
3 ^a	<p>The quality of teaching and the optimization of teaching time depend on the teaching competence of the teacher.</p> <p>Promoting ongoing training that encourages permanent self-evaluation, a coherent professional base, aware of practice, motivated and engaged, acting with autonomy and excellence.</p>	<p>Preparing the classroom routine in line with the proposal and material, i.e. making sure that practice leads to achieving the objectives listed in the curriculum proposal.</p> <p>Establishing a routine for reflecting on the intentionality and quality of interventions in the light of learning objectives, so that the entire teaching team can use scientific, didactic and pedagogical knowledge to do so, paying attention to purpose, conditions and resources.</p>

Chart 12 - Stages in the development of in-service training in the RME-Sobral

Source: Prepared by the author (2021).

CONCLUSION

Following the example of the experience built up in the RME of the city of Sobral/CE, in the RME of the city of São Paulo, subsidies were produced with didactic guidelines and attention to the elaboration of the classroom routine and management, returning planning to the center of teacher training.

However, in addition to the huge data that characterizes the RME-SP, unlike what happened in Sobral, there was a change in the occupants of elected and appointed positions. The mayor elected in 2016, João Doria, administered the city from 2017 until April 6, 2018 (to take up the elective office of Governor of the State of São Paulo), and was succeeded by his vice-mayor Bruno Covas Lopes (who died on May 16, 2021). The main articulator of the POA public policy, Alexandre Schneider, appointed Secretary of Education in 2017, left his post in 2019 and, on January 8, 2019, the then mayor of São Paulo announced João Cury Neto as Municipal Secretary of Education. He was dismissed on July 4 of the same year and replaced by Bruno Caetano until January 2021, when Fernando Padula Novaes took over.

A key action for the POA's work, the organization of teacher training (both outside and in the Educational Unit itself) addressed reflection on teaching practices, monitoring the learning process through accurate records, attention to IDEB indices and the search for results.

Figure 12 - IDEB evolution: early grades



Source: Adapted by the author (QEDU, 2017c, 2017e)



Source: Adapted by the author (QEDU, 2017b, 2017f)

During the training, objective monitoring with clear criteria and the follow-up of IDEB results were discussed. There were no symbolic or financial reward mechanisms, but rather remuneration for the extra hours of teaching time set aside for compulsory training in the SME, DRE and UE, according to specific legislation commonly used in the São Paulo network.

W & S Assessoria e Consultoria LTDA - EPP was hired by the São Paulo City Council (PMSP) to advise on the construction of the new curriculum proposal for the city, and so the teaching teams contributed to the construction of the city's curriculum under the guidance of Professor Telma Weisz.

Along with Emilia Ferreiro and Ana Teberosky, Telma Weisz is one of a group of educators who have influenced the training of Brazilian public school teachers, especially in the São Paulo state school system. She has a PhD in Learning and Development Psychology from the Institute of Psychology at the University of São Paulo. She took part in the drafting of the National Curriculum Parameters (PCN), created and supervised the Literacy Teacher Training Program (PROFA) at the MEC, which in the state of São Paulo was called Letra e Vida (Letter and Life). She has been the coordinator and teacher of the Classroom Practice Thematization Group since 2003. From that year to 2013, she prepared the 1st to 3rd year Portuguese language tests for SARESP and supervised the Ler e Escrever Program at the São Paulo State Department of Education from 2007 to 2014. She has been coordinator and teacher of the Specialization Course in Literacy at the Vera Cruz Higher Institute of Education in São Paulo since 2005, and teacher-researcher at

the Specialization and Master's Degree in Writing and Literacy at the Faculty of Humanities and Educational Sciences of the National University of La Plata since 2007. In 2017, she took part in the preparation of the São Paulo City Curriculum and Teaching Guidelines in the area of Elementary School Portuguese Language.

A consultant in educational projects with a constructivist profile, Telma Weisz has been pushing public schools, more specifically in São Paulo, to bring up issues that are dear to their hearts and everyday classroom reality: what students already know from their experiences, the importance of planning and teacher training. After completing this stage and the curricular aids, it was up to the SME-SP team of trainers to promote ongoing teacher training in a network, to encourage the implementation of the project and the construction of the identity of the POA function, through the preparation and publication of specific aids and educational legislation.

SME-SP promoted initial and continuing training for POA professionals, which amounted to 156 hours of training offered to 1,620 vacancies. The initial training (outlined in Ordinances No. 3,791, No. 3,792 and No. 3,793 of April 17, 2019) allocated 100 places to the POA - Mathematics, 100 places to the POA - Portuguese Language and 200 places to the POA - Literacy, as determined by Communiqué No. 295, Communiqué No. 314 and Communiqué No. 313, published in the DO.online on April 11, 2017. The training meetings for the first semester of 2019 began at the end of April and were held in central locations in the city, which were lent free of charge. The meetings in the second semester took place in the Regional Education Directorates (in the case of the Literacy and Portuguese Language POA) and in hubs (teachers from two or more DREs meeting in the same place) for the Mathematics POA.

This research concluded that reflecting on planning in groups organized by area or by cycle is a promising trend, as it allows teachers to individually and collectively revisit the contents of their educational experiences and practices, identify priorities, resignify knowledge and

intervene in the construction of curricula together with other decisive agents in the process. Arroyo (2007) emphasizes that the reflective practice carried out in teaching collectives provides the production of other diverse pedagogical knowledge and resources, making these educators collective producers of the curriculum and, therefore, co-responsible for it. "Mapping and exchanging" these collective practices is an exercise proposed by Arroyo (2007, p. 20).

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THE GRANTING OF PREGNANCY MAINTENANCE TO THE UNBORN CHILD

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ABSTRACT

This article discusses the pregnant woman's right to child support. The topic was analyzed with the real objective of discussing in depth the legal protection of the right to maintenance owed to the unborn child and making an analysis in the light of the criteria for recognizing evidence of paternity. Thus, the central problem of this research arose: To what extent is it possible to grant child support in the event of uncertainty about the paternity of the unborn child? The proposed affirmative is in fact true, since the legal system guarantees the unborn child the right to pregnancy maintenance from conception and the doctrine, in turn, presents that the establishment of maintenance based on strong evidence that leads to certainty of paternity is fully possible, since it is a being that has not yet been born. In addition, there are countless precedents in this same line of reasoning, which guarantee maintenance to the unborn child, by means of criteria that lead to the recognition of paternity, such as evidence by magistrates and courts, witnesses, photos, social networks, joint accounts, among others that are explained throughout this article.

KEYWORDS: Maintenance. Pregnancy. Unborn child. Family. Paternity.

INTRODUCTION

On November 5, 2008, Law 11.804/2008 introduced the right to pregnancy maintenance into the Brazilian legal system, the main feature of which is to ensure the protection of the unborn child and automatically the pregnant woman, in view of the vulnerability that exists during the gestational period.

As this rule is seen as very recent, there has been much discussion about the selection of criteria used by the courts to establish the amount that will actually be awarded to the pregnant woman through the figure of the person seen as the supposed parent.

These amounts have the character of alimony and will be determined based on mere indications of paternity, taking into account the trinomial need x possibility x reasonableness, and also the Principles of the Irrepeatability of Alimony, facts that have in fact generated a great deal of discussion in the legal sphere.

This problem gives rise to the research objective: To what extent is it possible to grant child support in the event of uncertainty about the paternity of the unborn child?

The main objective of the research that follows is to answer the proposed problem by analyzing the doctrinal, legal and jurisprudential arguments to be developed in the sessions of the aforementioned Course Conclusion Work.

The first session looks at the existence of the unborn child, and the discussion about which theory should be adopted to determine the exact moment for the acquisition of its legal personality, highlighting the analysis and characteristics of the Natalist, Conceptionist and Conditional Personality Theories.

The importance of the respective institutes is indisputable, since the unborn child, regardless of any theory to be adopted, since the Federal Constitution is seen as a being who has already been given rights, including the right to life, which is guaranteed through the right to

maintenance. The importance of the existence of such regulations for pregnant women and, automatically, for the unborn child, can thus be seen.

The 2nd session will look at the Maintenance Obligation, the current legislation on Pregnancy Maintenance, as well as the subjects, assumptions and existing characteristics. The Magistrates' view of the granting of pregnancy maintenance to the unborn child will also be analyzed, taking into account the criteria used to set the amount that will actually be paid by the alleged father as maintenance.

The 3rd session deals with the rights and duties of the pregnant woman in relation to pregnancy maintenance, showing her as the direct link to maintaining the life of the unborn child. This is the active legitimacy of the action that is sustained so that there is a Grant of Pregnancy Maintenance to the unborn child, and also show what assumptions enable her to be able or not, to come to receive such funds.

In section 4, the figure of the alleged parent is presented, taking into account their rights and duties with regard to child support, showing how they are approached, when they are at the side of the lawsuit, what principles govern them, and what stance they should take with regard to the lawsuit granting child support.

Last but not least is the 5th session, which deals with how the courts have been ruling on the granting of child support when there are doubts about paternity. This session covers the innovations brought in by Law 11.804/2008 to the Brazilian legal system, the evidence that can and cannot be used to claim child support and the stance of magistrates when faced with the denial of paternity, where the case in question identified the bad faith of the pregnant woman, in order to enrich herself, with the characteristics surrounding the Pregnancy Maintenance Law as a trump card.

Law 11.804/2008 gave rise to a series of questions about the legal personality of the unborn child, about maintenance obligations and about

establishing criteria for recognizing paternity, which in turn became the theoretical framework for this research.

Finally, the citations presented were in fact based on the methodologies used, which are the laws that address the subject discussed, bibliographical and doctrinal research on the Pregnancy Maintenance Law (Law 11.804/2008).

DEVELOPMENT

2.1 THE LEGAL PERSONALITY OF THE UNBORN CHILD

The unborn child is characterized as someone who is yet to be born, thus existing inside the mother's womb, but has not yet reached birth.

Article 2 of the Brazilian Civil Code of 2002 states that the civil personality of a human being begins with birth, but current legislation protects the rights of the unborn child from conception onwards .

According to our legal system, there are three important theories on the subject: Natalist, Conceptionist and Conditional.

Turning to the Natalist Theory, it can be seen that the unborn child only acquires civil personality when they are born alive, according to the provisions of Article 2 of the Brazilian Civil Code of 2002 .

Maria Helena Diniz points out that the aforementioned article does not set out the requirements of effectiveness and human form, showing that the legal personality of the unborn child begins with the occurrence of live birth, even if the newborn is declared dead moments after its birth .

In view of the above, it is understood that Natalists defend the existence of the legal personality of the unborn child after it is born alive, even if it dies seconds after its birth, at which point the legal effects for the acquisition of its personality are verified

Moving on to the Conceptionist Theory, we see

that it argues that the rights and obligations involving the unborn child actually begin at conception, so before they are born alive, their interests are already protected.

LOUREIRO's understanding is that the legal personality of the unborn child begins at conception, and not after birth, as stated by the Natalist Theory, since many rights pertaining to being conceived are not in fact conditional on birth, such as the rights to be adopted, recognized, represented and personality .

With this understanding, it can be explained why the unborn child can receive maintenance, be a party to legal actions, be an heir and have their rights protected even before their birth, thus being the subject of very personal rights.

The Conditional Personality Theory shows that for the legal personality of the unborn child to exist, it must be born alive.

This theory is seen as a true fusion of the Natalist and Conceptionist theories, with a subdivision of the Conceptionist theory.

It has the understanding that in fact recognizes the personality of the unborn child from its conception, and is in fact linked to the condition that it be born alive.

For rights to be acquired in relation to the unborn child, the fetus must be born alive. If this occurs, the acquisition is conferred, otherwise there will be no loss or acquisition of their rights, nor will their personality even be recognized .

Thus, some scholars claim that the law in fact guarantees the rights of the unborn child during the months of its mother's pregnancy, thus protecting certain rights of a personal and property nature, while there is a suspensive condition which depends exclusively on its live birth.

2.1.1 Maintenance: the obligation to maintain

Since the world was made, we can say that there is no life without food, housing, access to health, education, security, clothing and leisure. This makes it impossible to violate the provision of food, which is a constitutional right and automatically violates the principle of human

dignity.

The right to maintenance has the purpose of satisfying the needs of those who may not be able to actually provide for them, where the Civil Code in its article 1695 shows that “Maintenance is due when those who want it do not have sufficient assets or can provide for their own maintenance through their work, and those from whom it is claimed can provide it without losing what is necessary for their sustenance”.

In Brazilian law, the term food is used as a resource for nutritional survival, extending to housing, health, education, security, leisure, with the real aim of meeting all the needs inherent to human beings, in other words, that they may need throughout their existence in order to have a minimum of dignity.

The doctrine itself establishes protection for children from the moment they are conceived, since there are rights that are recognized as being protected, based on the Brazilian Civil Code and the Statute of the Child and Adolescent.

Parental responsibility has become unquestionable since the conception of the unborn child, thus leading to maintenance obligations.

Affirming this point of our legal system, the duty of the unborn can in fact begin before their birth, since before they are born there are already expenses that are technically intended exclusively for the protection of the unborn.

It can be concluded that the purpose of the right to maintenance is the preservation of life, so it is a matter of public policy, taking into account the trinomial existing in our legal system comprising necessity x possibility x reasonableness, even if the unborn child only acquires legal personality with its birth, as analysts claim, it becomes fundamental to safeguard its rights from its conception, that is, still inside the mother’s womb in order to ensure that its birth takes place alive, as supported by law 11804/2008 (Pregnancy Maintenance Law).

2.1.2 Pregnancy maintenance

Based on the Brazilian Federal Constitution of 1988 and the Brazilian Civil Code of 2002, the right to maintenance is characterized as a fundamental right, aimed directly at every human being.

With the rise of Law 11.804/08, the figure of the unborn child as a holder of legal personality has come into focus, thus entitling them to benefits while still in their mother’s womb.

Still focusing on the aforementioned law, the aim is to analyze and understand the protection that exists in the legal sphere for the rights of unborn children and the criteria that exist in the aforementioned legal system for fixing them.

Law 11894/08 also affirms the active legitimacy of the pregnant woman, who is the active subject of the lawsuit, linked to the obligation to pay maintenance, and is thus seen as the one who will be responsible for filing the Maintenance Action against the alleged parent, even if there is no concrete relationship with them. Once it is only necessary for there to be evidence to suggest that the alleged father is the father of the child being formed in his womb, the Pregnancy Maintenance Claim is established.

These foods will be hung throughout the gestational period.

The unborn child can actually seek alimony, since it is protected by the Brazilian Civil Code of 2002 and the recent Law 11804/08 on Pregnancy Alimony. In fact, such alimony is income intended for the pregnant woman, which will be transformed into alimony when the offspring is born.

At the beginning of November 2008, a historic moment in which Law 11804/08 was published, in force since then, Pregnancy Maintenance was inserted into our legal system, guaranteeing once and for all the right of the unborn child, even before the day of its birth, showing the maintenance obligation since its conception and not necessarily depending on it being seen as the real holder only if it is born alive.

It is through pregnancy maintenance payments

that pregnant women can receive the assistance they need at this difficult time for many of them. These payments are made by the parent to the unborn child, with the real aim of the child being nourished by those actually responsible for its conception.

Thus, the mother has the right to sue the courts from the first signs of pregnancy.

This is the moment when they must clearly and directly explain their real needs, especially their financial needs, and point out who will be recognized as their parent.

Once the preliminary evidence of paternity has been analyzed, which can include eyewitness testimony, the presentation of photos, videos and messages on social networks, all of which are recognized as means of proving that the parent is in fact the one proven in the case file, it is now clear who the child's father is.

It should be noted that it would in fact be possible to carry out a DNA test to prove paternity by removing the amniotic fluid inside the gestational uterus, but this method is not recommended by medicine as it is invasive and very harmful to the development of what is being formed in the uterine space.

Thus, it is enough for the judge to recognize the existence of evidence of paternity for Pregnancy Maintenance to be granted.

In fact, the mere imputation of paternity is not enough, without the pregnant woman presenting legal facts that show the existence of a link with the person who may later be declared the father.

Maintenance is of a public order nature and has two fundamental prerequisites: Necessity, on the part of the person who needs it, and Economic Possibility, on the part of the person who is responsible for providing it. This binomial is analyzed according to each specific case, in accordance with the Principle of Reasonableness. This is in fact analyzed by the competent magistrate, in line with the aforementioned triad Needs x Possibility x Reasonableness.

Pregnancy maintenance payments are those intended for pregnant women so that they can meet the expenses arising from the gestational period and everything that is entirely linked to that period, from conception to the birth of the unborn child.

It is true that such maintenance will last until the birth of the child and will then be converted into alimony, since the judge's discernment becomes fundamental for the resolution of each specific case, analyzing the evidence that must be clear as to the existence of paternity, not denying the alleged father a full defense, also taking into account the bad faith of the pregnant woman, a situation in which it is not allowed to apply the Principle of Unrepeatability of Maintenance, resulting in losses and damages for the offended party.

Thus, pregnancy maintenance is seen as a right that guarantees the protection of the child that is to come, since it is shown to be an aid that has the sole and true purpose of meeting the needs of the human being still in its early stages.

This income is primarily in the possession of the mother when she is pregnant, so that she who does not have the means to support herself with: the food necessary for the development of the fetus, access to quality health care and expenses for exams in general, does not feel helpless during the gestational period, when she is much more physically and psychologically fragile.

2.2 THE RIGHTS AND DUTIES OF PREGNANT WOMEN WITH REGARD TO CHILD SUPPORT

Law 11804/08 recognizes the granting of pregnancy maintenance by the pregnant woman in the first instance as the direct link to maintaining the life of the unborn child while in her womb.

As such, she is the active party in the lawsuit filed against the man she sees as her genitor, according to her and the evidence presented in court, with the subjective triggering event being the existence

of the gestational period she experienced. Law 11804/08 serves as a real tool for guaranteeing and assisting the fetus, since it states that these benefits will be extremely important for preserving the life and dignity of the unborn child, as can be seen in its article:

Art. 2 “The maintenance referred to in this law shall include the amounts sufficient to cover the additional expenses of the period of pregnancy and those arising from it, from conception to childbirth, including those relating to special food, medical and psychological assistance, complementary examinations, hospitalizations, childbirth, medicines and other preventive and therapeutic prescriptions that are indispensable, in the judgment of the doctor, as well as others that the judge deems pertinent.

Sole Paragraph: The maintenance referred to in this article refers to the part of the expenses that must be borne by the future father, taking into account the contribution that must also be made by the pregnant woman, in proportion to the resources of both.”

Responsibility for the preservation of uterine life is reciprocal, since both parents have a duty to care for and preserve the dignity of the unborn child so that it is alive at the end of the gestational period when it is born.

This reciprocal responsibility involving both parents is linked to the economic possibility of each one, as we can see between the lines of paragraph 1 of article 1.694 of the Brazilian Civil Code of 2002, stating that maintenance should be set in proportion to the needs of the claimant and the resources of the person obliged, evidencing the Principle of Proportionality.

It is clear from the Brazilian legal system that the pregnant woman has the right to be granted pregnancy maintenance, as she is seen as the main and important source for the unborn child to develop inside the uterus and reach birth.

It is also her right to file this action against the alleged parent, with the main aim of safeguarding

the life of their child, who is still being formed. Since the law is entirely clear about ensuring the life of the unborn child through the maternal figure.

It is essential that the facts are true in relation to the assumption of paternity, since art. 6 of the law analyzed makes it clear that the moment the plaintiff (mother) proves the evidence of paternity, the judge is already able to set child support.

Thus, she (the pregnant woman) must act ethically, morally, in good faith and truthfully, and it is certain that if bad faith is shown, she will be penalized, since such conduct means that the Principle of Unrepeatability of Maintenance does not really apply, resulting in losses and damages.

Considering what is expressed in article 186 of the Brazilian Civil Code of 2002, it is clear that anyone who, through voluntary action or omission, negligence or recklessness, violates a right and causes damage to another, even if exclusively moral, commits an unlawful act. In this way, it is clear that if the fault of the pregnant woman (the plaintiff) is proven, that she acted with a deliberate desire to cause harm to her parent (the defendant), or negligence and recklessness, by filing the lawsuit, it shows that this rule, seen as the foundation of civil liability, is in fact above the Principle of Unrepeatability of Alimony, which is characterized by the fact that if the amounts referring to any alimony are paid unduly, it is not possible to demand their return.

It is clear that with the veto of article 10 of Law 11804/08, which stated that if the result of the paternity test is negative, the plaintiff will be objectively liable for the material damage caused to the defendant, and in its sole paragraph emphasized that the compensation would be settled in the case file itself.

This article was vetoed due to the fact that it was an intimidating rule, as it created the hypothesis of strict liability, based on the fact of filing a lawsuit and not succeeding, showing that the exercise of the right to file a lawsuit in itself could already cause damage to third parties, leading the plaintiff to have the duty to indemnify, regardless

of the existence of guilt.

Today, while the plaintiff (pregnant woman) can and should file a lawsuit for child support against the defendant (genitor), the defendant can also have his or her rights protected in terms of proving that the denial of paternity is justified, as soon as the plaintiff's (genitor's) bad faith is proven.

DIAS, states that when the creditor's bad faith or malicious attitude is in fact proven, in the name of Irrepeatability, it cannot lead to unjustified enrichment, being called the relativity of non-restitution.

Since the defendant is no longer seen as a parent, under the Brazilian legal system, in accordance with the rule contained in art. 186 of the Brazilian Civil Code of 2002, the right to compensation for moral and material damages is guaranteed.

2.3 THE RIGHTS AND DUTIES OF THE ALLEGED PARENT WITH REGARD TO CHILD SUPPORT

Preliminarily, it is worth pointing out that Pregnancy Maintenance is understood to be the expenses arising from the gestational period. This period is extremely important for maintaining a woman's life, taking into account her special diet, having access to a quality health network, complementary exams, in order to be physically and psychologically healthy, with the real aim of preserving the life of the person in her womb.

Based on these statements in the Brazilian legal system, it is important to note the existence of Law 11804/08, on Pregnancy Maintenance, which has brought balance and fairness to the criteria for setting amounts, given the expenses involved for the mother and the supposed father of the unborn child.

As such, these expenses stem from the gestational period from the conception of the unborn child to its birth. This is an obligation of a divisible nature, since it is clear that both parents are jointly responsible for the developing being and automatically for all the expenses associated with it in order to preserve its life until the day it is born.

It should be noted that this law differs from alimony in that the amounts relating to the gestational period will be divided between the mother and the alleged father in proportion to their incomes, in accordance with the Principle of Proportionality.

If paternity is proven, such maintenance is automatically reverted to child support; as Law 11804/08 states in its 6th article, let's see:

Convinced of the existence of evidence of paternity, the judge will set a time limit until the birth of the child, taking into account the needs of the plaintiff and the possibilities of the defendant.

Sole Paragraph: After the birth of a child, maintenance payments are converted into alimony in favor of the child until one of the parties requests a review.

VENOSA states that the most significant innovation brought about by this law is that presented in its 6th article.

The defendant in the lawsuit is the alleged father, who is exposed by the pregnant woman, who is the active party in the pregnancy maintenance lawsuit against the unborn child. She is responsible for presenting the evidence to prove paternity, evidence which, in view of what has already been analyzed, does not need to be very robust, so the pregnant woman must bring to the case file elements that can somehow demonstrate that the defendant is the father.

Such evidence can include photos and messages on social networks, e-mails, proof of joint expenses, among others. Facts and evidence that the judge will take into account in Article 6 of Law 11804/08, leading to the granting of the Pregnancy Maintenance Action.

Since the DNA paternity test is seen by medical experts as invasive and harmful to those inside the mother's womb, it can be carried out after the birth of the child.

After the birth of the unborn child, after the paternity test has been carried out and it has

been proven that the alleged father is not the father of the child, there may be the possibility of compensation for moral and material damages against the mother.

The legal basis for the lawsuit is Article 186 of the Brazilian Civil Code of 2002, which states that anyone who, through voluntary action or omission, recklessness or negligence, causes damage to others and violates their rights, commits an unlawful act. The same applies to article 187 of the Brazilian Civil Code of 2002, which states that the holder of a right who, in exercising it, manifestly exceeds the limits imposed by its economic or social purpose, good faith or good customs, also commits an unlawful act.

According to article 928 of the Brazilian Civil Code of 2002, those who cause damage to others through an unlawful act (articles 186 and 187) are obliged to make reparation. It is clear that the possible obligation to compensate is based on the unlawful act practiced with intent or fault.

The author Maria Helena Diniz states that in order to characterize a wrongful act, the following must be present:

Therefore, for it to be characterized, there must be a voluntary action or omission that violates a legal rule that protects the interests of others or an individual subjective right and that the offender is aware of the illegality of their act, acting with intent, if they intentionally seek to harm others, or guilt, if they are aware of the damage that comes from their act and assume the risk of causing a harmful event.

It is clear that the mother should be held subjectively responsible for having committed an unlawful act, and that she is liable to compensation for moral and material damages if she is proven to have acted in bad faith by presenting the evidence that would prove the identity of the unborn child's paternity. Such behavior can cause great damage to the alleged father in his family, personal, professional and economic life.

In this way, the Civil Liability rule overrides the

Principle of Unrepeatability of Alimony, which means that if the amounts relating to alimony are paid unduly, there will still be no consent to their return.

Finally, it can be seen that the evidence that leads to the assertion of paternity is fragile, and it is essential that the magistrate be cautious in his judgment, analyzing all the requirements that lead to the veracity or otherwise of the alleged paternity.

It is true, however, that if paternity is not proven, the court may make use of the Theory of Flexibility or Relativization of the Principle of Unrepeatability of Maintenance, in order to avoid real injustices to those named as Defendants.

2.4 HOW THE COURTS HAVE RULED ON THE GRANTING OF CHILD SUPPORT WHEN THERE IS DOUBT ABOUT PATERNITY.

In the light of the analysis of pregnancy maintenance, it is seen as the necessary income acquired by the pregnant woman, such as: special and quality food, medical and psychological assistance, examinations in general, hospitalizations, childbirth and other prescriptions that medicine deems necessary so that from conception to childbirth, the unborn child has the means to arrive alive on the day of its birth.

These earnings, which according to the Brazilian legal system, are divisible and proportional, thus deriving from the financial income of both parents, even when there are doubts about paternity.

It is certain that, during this period, the investigation of evidence with the aim of affirming the veracity involving the alleged parent has already been analyzed and upheld by the Magistrate responsible for the specific case in question.

According to the Conceptionist Theory, which shows us that the unborn child is a being endowed with life and rights that are protected

from the moment of conception, we end up with a guarantee of the right to justice, in article 5, item XXXV of the Brazilian Federal Constitution, which translates as “the law shall not exclude from the appreciation of the Judiciary any injury or threat to the right” , even if the form of its exercise is by presentation. It can be concluded that from the moment of conception, the unborn child is already seen as a subject of rights, and is protected by this article.

It should also be noted that the protection of the unborn child can be found in a certain way in Article 6 of the Magna Carta, based on the protection of maternity, in order to understand that if the pregnant woman is safe, involved in all the benefits that help to maintain the offspring, from conception to birth, the same will also be ensured:

Social rights are education, health, food, work, housing, transportation, leisure, security, social security, maternity and childhood protection, and assistance to the destitute, in the form of this Constitution.

Law 11804/08 brought innovations to the legal system when it came to enforcing the Pregnancy Maintenance Lawsuit: the declaration of a kinship relationship is unnecessary to file this lawsuit, and it is enough for the mother to present evidence to the court that leads to an affirmation of the alleged paternity, being the active party in the lawsuit; it is not necessary for the defendant to be summoned in order to force payment of the maintenance claim, in view of the prohibition in Art. 9 of this law. It is also stated that after the birth of the child, the maintenance granted by the alleged father will be reverted to alimony, at which point it will go directly to the child itself and no longer to the mother, until one of the parties files for a review.

What can be observed:

SPECIAL APPEAL. CONSTITUTIONAL. CIVIL. CIVIL PROCEDURE. PREGNANCY MAINTENANCE. GUARANTEE TO PREGNANT WOMEN. PROTECTION OF THE UNBORN CHILD. LIVE BIRTH. TERMINATION OF PROCEEDINGS. NOT OCCURRING.

AUTOMATIC CONVERSION OF CHILD SUPPORT INTO ALIMONY IN FAVOR OF THE NEWBORN. CHANGE OF OWNERSHIP. ENFORCEMENT BY THE MINOR, REPRESENTED BY HIS MOTHER, OF THE UNPAID MAINTENANCE AFTER HIS BIRTH. POSSIBILITY. APPEAL DISMISSED.

1. maintenance payments for pregnancy, provided for in Law 11.804/2008, are intended to help pregnant women with the expenses arising from pregnancy, from conception to childbirth. the pregnant woman is therefore the direct beneficiary of maintenance payments for pregnancy and, consequently, the rights of the unborn child are protected. 2. With the live birth of the child, the maintenance granted to the pregnant woman will automatically be converted into maintenance in favor of the newborn, thus changing the ownership of the maintenance, without the need for a judicial pronouncement or an express request from the party, under the terms of the sole paragraph of art. 6 of Law n. 11.804/2008. (3) As a rule, the action for child support is not extinguished or loses its object with the birth of the child, as the said support is converted into alimony until any review action requesting exoneration, reduction or increase in the amount of support or even any result in an action to investigate or deny paternity. (STJ - REsp: 1629423 SP 2016/0185652-7, Rapporteur: Minister MARCO AURÉLIO BELLIZZE, Date of Judgment: 06/06/2017, T3 - THIRD COURT, Date of Publication: DJe 22/06/2017 RSDF vol. 103 p. 152)

On the basis of the above, it is noted in the Judgment, that the Ministers of the Third Panel of the Superior Court of Justice, in accordance with the votes and the tachygraphic notes, agreed unanimously to dismiss the Special Appeal, in accordance with the vote of the Reporting Justice. This is in accordance with Art. 6 of Law 11.804/08, which states in its sole paragraph that “After the birth of a child, child support is converted into alimony in favor of the child until one of the parties requests a review”.

With the analysis of Law 11804/08 and all its objectives, whether or not it can be established,

it is clear that the Courts have been employing the idea that the Pregnancy Maintenance Action should prosper when evidence is in fact presented that leads to the veracity of the suspicion of paternity, taking into account the discernment, truth and good faith of the mother as the plaintiff, otherwise it will not prosper. Let's see:

INTERLOCUTORY APPEAL.
PROVISIONAL MAINTENANCE FOR
PREGNANT WOMEN. Law 11804/2008 regulates the right to maintenance for pregnant women. However, although it is possible to grant interim maintenance, in the case of an action for maintenance of pregnancy, it is imperative that the claim is accompanied by evidence of paternity. In the absence of any proof of paternity, it is unfeasible to set provisional maintenance. (Interlocutory Appeal No. 70067019372, Seventh Civil Chamber, RS Court of Justice, Rapporteur: Jorge Luís DallAgnol, Judged on 16/12/2015).

Here is the content of the ruling:

(...) In this scenario, in which there is no evidence of the defendant's paternity, it is unfeasible to set provisional maintenance for the time being, which is why the appealed decision should be overturned, revoking the maintenance payments established in the original decision. Therefore, since there is no evidence of paternity to support the granting of child support, the appeal should be dismissed. Accordingly, I grant the interlocutory appeal.

It can be seen that the noble judges, in a unanimous decision, ultimately decided to uphold the appeal and it is clear that there was no truth to the evidence presented in court.

In cases where the genitor's bad faith is proven, in accordance with Article 187 of the Civil Code 2002, the plaintiff becomes the defendant and is responsible for compensating moral damages to the person who was deceived into believing that he was the father of the unborn child, offering him means of survival during the gestational period. This is evident from the following amendment to the appeal, showing the possibility of an action for

compensation for moral damages being filed, the false paternity presented by the plaintiff having been verified, the guilt having been observed, causing damage to the plaintiff.

MORAL DAMAGES. ACCUSATION OF FALSE PATERNITY. Defendant who accused the plaintiff of paternity, while having a relationship with another man during the same period. Plaintiff who later found out that he was not the father of the child through a DNA test. Fault on the part of the defendant. Failure to comply with the duty of care, resulting from the knowledge that another man could be the child's father. Moral damage characterized. Situation that caused emotional upset and mental damage. Configuration of all the elements of civil liability. Sentence upheld. Appeal dismissed. (São Paulo. São Paulo Court of Justice. Civil Appeal No. 0028830-09.2010.826.0007 Rel. Ana Lúcia RomanholeMartucci. 6th Chamber of Private Law of the TJSP, Judged on 04/04/2014).

There is no need to talk about the non-repeatability of maintenance, when it comes to the granting of Pregnancy Maintenance and the bad faith adopted by the mother in favor of granting it.

CONCLUSION

The scope of this analysis was to discuss the legal protection of pregnancy maintenance for the unborn child, based on Law 11.804/08, studying the criteria for recognizing evidence of paternity.

Law 11.804/08, known as the Pregnancy Maintenance Law, came into force on November 5, 2008, as a way of ensuring the protection of the unborn child through the figure of the pregnant woman, taking into account the vulnerability that comprises the entire gestational period.

With this analysis, it is clear that, as this is a recent rule, it has generated countless discussions about the criteria used by magistrates to establish the amount that will be paid as maintenance by the alleged parent to the pregnant woman, through pregnancy maintenance. Since the determination of such payments is based on mere indications that lead to paternity, such as: testimony, photos, social networks, joint accounts, among others, associated with the trinomial need x possibility x reasonableness and also the Principle of Irrepeatability of Maintenance.

Thus, the research problem arose: To what extent is it possible to grant pregnancy maintenance in the event of uncertainty about the paternity of the unborn child?

This hypothesis was answered in the affirmative to the proposed problem, based on research into doctrinal, legal and jurisprudential arguments which were developed during the course of this Course Conclusion Work.

It was analyzed that current legislation does ensure the unborn child, giving them the right to pregnancy maintenance from the moment of conception, and the doctrine clarifies that the establishment of such maintenance when based on strong evidence that leads to possible paternity is fully possible even in the case of the unborn child, taking into account the criteria used by magistrates in the courts to reach this result.

From this perspective, it is clear that the unborn child does indeed have rights and duties protected from conception to birth, among which we have the right to maintenance, which is fundamental for it to thrive within its uterine life, as provided for in Article 2 of the Brazilian Civil Code of 2002. Of course, it is not enough for the pregnant woman to claim that the accusation of alleged father found in the case file is true. There must be strong evidence that paternity is true, which will be demystified through reliable evidence, in order to guarantee the alleged father legal security, so that he is not ordered to pay maintenance that is not his responsibility.

Finally, we looked at the theories and criteria in this case, the application of Law 11.804/08, clarifying, therefore, that child support is extremely important for maintaining the life of the unborn child, since for this to happen, it is necessary for the pregnant woman to have a healthy pregnancy. In addition, the law itself does not abandon the Defendant, determining in Article 6 that maintenance will only be set if there is evidence of paternity, guaranteeing the alleged father a fair and coherent decision.

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IMPLEMENTATION OF A THERAPEUTIC WORKSHOP AS A WAY OF DEVELOPING LANGUAGE AND EXPRESSION AT APAE DE BURITIS/RO

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ABSTRACT

The article he had per goal to analyze the implementation of a workshop therapy at APAE in Buritis/ RO to develop efficient and intelligible language spoken and expressive. It is known that the methodology addressed he was through search descriptive, qualitative, bringing after, a field research, involving people with speech therapy and music therapy, analyzing you results from the APAE group from Buritis-RO. In the results, it was found that it is necessary to the therapist understand verbal and non -verbal speech as relations of senses of the group, a since the interpretation arises in /from the interaction, being This is the instance of meanings. When a parallel is made with Music Therapy, when host the production sonorous without demand one aesthetics or prior musical knowledge, the opportunity to the subject to constitute at musical language. The professional speech therapist answered during the process evaluative, which influences the diagnosis, existing several aspects changed, addressing concomitant of two or more aspects at therapy. It is concluded that these aspects they are evident both in the Speech therapy how much at Music therapy with its particularities, promotes the development of the individual who undergoes to the treatment and guarantees no only to reach goals peculiar to each experience, but also other [r] evolutions that transcend knowledge clinical.

KEYWORDS: Therapy. Deployment. Language. Development.

INTRODUCTION

The National Health Policy for People with Disabilities places as its main objective the rehabilitation of people with disabilities in their functional capacity and human performance, in order to contribute to their social inclusion, as well as preventing problems that determine the appearance of disabilities.

It is known that one of the guidelines of this Policy aims to expand and strengthen access to information and goods and services made available to users with disabilities in the Unified Health System and that, in this system, therapy is brought, whose community was created by psychiatrist Maxwell Jones (1907-1990) in England to allude to experiences in psychiatric hospitals based on the use of techniques that encouraged the active participation of patients, technicians and family members in treatment, with the aim of enhancing transformations and changes. As a consequence, the organization of the hospital was carried out in a democratic way (VIEIRA, 2007).

And through these studies, there were living traditions of music and healing in practices, fundamentally constituting the clarification and expansion of the therapeutic element, thus contributing strongly to the development of contemporary music therapy, which discusses the issue of its articulation with areas of music, highlighting musicology (music theory) and music psychology.

Speech therapy is considered as a technique applied to work, above all, on speech problems. If you're wondering what hearing has to do with it, reflect on the process of learning to speak. We know the importance of the relationships between a discipline and other areas of knowledge.

Considering the definitions established by the Brazilian Inclusion Law (LBI) n. 13,146, of July 2015, disability is understood as a result of the interaction between impediments, which are conditions present in the functions and structures of the body, and barriers that can be urban planning, architectural, barriers in transport, communications and information, attitudinal and

technological. Thus, disability is understood by the experience of obstruction of full and effective enjoyment in society under equal conditions.

In the multidisciplinary approach, where we work with a team that can be made up of professionals from different areas of training who can work together to care for patients, which favors the patient's development.

In this way, the implementation of a multidisciplinary therapeutic process in the APAE of Buritis/RO can guarantee effective, complete and successful rehabilitation. The project arose from the need to contribute to the families of people with disabilities enrolled in the Association of Parents and Friends of the Exceptional of Buritis, of which 90% are needy people.

Nowadays, we must think about the **importance of multidisciplinary care for people with disabilities**, as health problems are complex and can affect the body and mind. The multidisciplinary team allows the problem to be perceived from different perspectives, enabling more effective and better quality care.

According to Sullivan and Mendonça (2017), in multidisciplinary care, the multidisciplinary health team is made up of professionals from different areas who work together towards the health, well-being and quality of life of a patient or even a family.

Furthermore, multidisciplinary action, in many cases, is essential for people with disabilities to have autonomy and well-being in their daily lives. Specialized care for people with disabilities are treatment and prevention actions carried out to (re)habilitate physical, cognitive and sensory capabilities. Multidisciplinarity in care is the group of professionals from the most diverse areas of health and education who need to work side by side with the objective of well-being, some autonomy and some independence in the daily lives of these people. In addition to medical treatment, specialized monitoring carried out by rehabilitation professionals also makes a difference in the inclusion and social participation of people with disabilities (SULLIVAN et. al., 2017).

In view of this, the question arises: To what extent can multidisciplinary approach through a therapeutic workshop, with an interdisciplinary approach, can contribute to the development of language and expression of PWD patients (Persons with Disabilities) at APAE in Buritis/RO? As a hypothesis, people with disabilities can improve their expression through the therapeutic workshop. The therapeutic workshop can implement actions regarding speech therapy and music therapy. Furthermore, patients can show greater development in speaking and writing through therapeutic workshops.

Finally, the general objective of the present study is to analyze the implementation of a therapeutic workshop at APAE in Buritis/RO to develop spoken and expressive language in an efficient and intelligible manner. As for specific objectives, we aim to identify the profile of patients who will undergo therapeutic workshops; Describe the therapeutic workshops implemented and their actions; and also, monitoring the evolution of patients undergoing therapeutic workshops.

PERSON WITH DISABILITIES - PWD

The disability movement opted for this terminology, mainly because the use of this term highlights the person ahead of their disability. In addition to being a term that does not hide or camouflage disability, but presents reality, it values the differences and needs arising from disability.

It is worth clarifying that the term “person with special needs” has fallen into disuse because everyone can have special needs at a certain point in their life, without necessarily having a disability, such as an elderly person or a pregnant woman. It is also important to emphasize that the term “carrier” should not be used, as it implies something that is “carried” and, consequently, that it is possible to get rid of at any time and in any place.

Disability is part of the person and, in most cases, it is something permanent and, therefore, cannot be removed from the person. Furthermore, referring to this audience as “disabled” shows that disability

becomes the person’s main characteristic, to the detriment of their human condition.

Care Network for People with Disabilities

Established per through Consolidation Ordinance no. 3/GM/MS of September 28 , 2017, (Origin: Ordinance No. 793 of April 24 , 2012), the Care Network for People with Disabilities , within the scope of the SUS, starts from the need to expand, qualify and diversify attention strategies to the disabled people physical, auditory, intellectual, visual, stoma and multiple deficiencies, for through a network of services integrated, articulated and effective us many different points of attention to attend to the people with disabilities, as well as as start early rehabilitation and prevention actions early onset of disability.

Care Network for People with Disabilities search expand access and improve service to the disabled people temporary or permanent; progressive, regressive, or stable; intermittent or continuous in the Unified Health System (SUS). In addition to promoting care in health, especially rehabilitation work auditory, physical, intellectual, visual, ostomy and multiple disabilities, the Care Network for Persons with Disabilities search also to develop prevention and identification actions early disability in the phases pre, peri and postnatal, childhood, adolescence and life adult. The Care Network for People with Disabilities (RCPD), established following the publication of Ordinance GM/MS No. 793, of April 24, 2012, was proposed by the Ministry of Health based on the inclusion of people with disabilities in the service network existing services, ranging from Primary Care to rehabilitation and specialized care services.

RCPD is made up of Attention Primary, Attention Specialized in Rehabilitation, and Care Hospital and Urgent and Emergency. Such components act articulated with each other in order to guarantee The completeness of care and user access to the network points (BRASIL, 2012). Despite this, the biggest provision of services to people with disabilities occurs at Attention Specialized in Rehabilitation composed through Points of Attention Centers Specialized in Rehabilitation

(CERs) and Specialty Centers Dentists (CEOs) (BRAZIL, 2021).

The Care Network for People with Disabilities (RCPCD) expands access and improves service to the disabled people temporary or permanent; progressive, regressive, or stable; intermittent or continuous in the Unified Health System (SUS). The network beneficiary also participates in prevention and identification actions early disability in the phases pre (before), peri (during) and postnatal (after), childhood, adolescence and life adult.

The creation of the National Health Policy for People with Disabilities (Ordinance MS/SAS no. 1,060/2002) provided the opportunity for the implementation of State Assistance Networks for People with Disabilities, especially those rehabilitation actions, through legislation specific for enabling Modality Services Single, or that is, qualified to serve just one area of disability: hearing, physical, intellectual or visual (LEÃO; DALLARI, 2016; SANTOS; GIOVANELLA, 2014; SANTOS; BEM, 2016; SILVEIRA FILHO et al., 2016).

To the implementation of the RCPD, the CIB is a central governance space, especially for agreeing on the regional design and action plan, composing a space for dialogue between managers, being a central requirement in your constitution of representation of the state and municipalities, taking in account your size and its regional distribution (SILVEIRA FILHO et al., 2016).

Yet they exist few research in the country addressing the issue of PCD in the SUS and, therefore, Therefore, it can be said that RCPD is, among the networks created, one of the least studied. Your themes more commonly addressed are: a service offering (DIAS; FRICHE; LEMOS, 2019) education permanent (KRUG et al., 2021); the distribution geographic location of services (SANTOS; FRICHE; LEMOS, 2021); conceptions of disability (MOTA, 2020; SOLEMAN; BOUSQUAT, 2021).

In this sense, the National Health Policy for People with Disabilities is focused on the

inclusion of people with disabilities in the entire service network of the Unified Health System (SUS). And the Care Network for People with Disabilities (RCPD) seeks comprehensive health care for people with disabilities. The National Health Policy for People with Disabilities was established by Ordinance No. 1060, of June 5, 2002, and is characterized by recognizing the need to implement the process of responding to questions involving health care for people with disabilities in Brazil (MS, 2021).

APAE

The National Federation of Apaes, or Association of Parents and Friends of the Exceptional - Apae Brazil is the largest support network to the Disabled people Intellectual or Deficiency Multiple.

The movement Apaeano arises from the need to cover The inefficiency of the State in render due assistance to the disabled people Intellectual or Deficiency Multiple. In a country historically marked due to strong rejection, discrimination and prejudice, the families of these people, committed in search solutions alternatives so that your children reach conditions to be included at society, with guaranteed rights as any other citizen, created the first associations.

Fenapaes - National Federation of Apaes, is a non - profit social organization, recognized as useful federal public and certified as social assistance charity; of a cultural, assistance and educational nature, which brings together as affiliates at the moment more than 2,200 APAES and entities affiliates and 25 Federations, which make up the movement apaeano, having as mission institutional promote and articulate actions to defend the rights of people with disabilities and represent the Movement towards you organisms national and international, to improve the quality of services provided by Apaes, in perspective of social inclusion of its users.

Apae - Association of Parents and Friends of the Exceptional he was born in 1954, in Rio de Janeiro. It is characterized by being a social organization, whose main objective is to promote

comprehensive care for people with disabilities, primarily one with a disability intellectual and multiple. The Apae Network stands out for your pioneering spirit and capillarity, being currently present in more than 2,200 thousand municipalities in the entire territory national.

The mission of Apaes he has been promote and articulate actions to defend the rights of people with disabilities and represent the movement towards you organisms national and international to improve the quality of services provided by Apaes, in perspective of social inclusion of its users. As for the vision was to always be excellence and a reference in the country in the support, defense of rights and provision of services for People with Disabilities Intellectual or Deficiency Multiple.

As for APAE de Buritis, the project arose from the need to contribute to the families of people with disabilities enrolled in Association of Parents and Friends of the Exceptional of Buritis, in which 90% are people needy.

Figure 1: APAE of Buritis



Source: <https://transformabrasil.com.br/projeto/associacao-de-pais-e-amigos-dos-excepcionais-6> (2022)

These families need assistance us issues of food, awareness and prevention of COVID-19, as it has family members who are people at risk and need to be as careful as possible to achieve survive.

Therapeutic Workshops

According to GM Ordinance No. 189, of 1991, therapeutic workshops are activities carried out most of the time in extra-hospital services, although some hospitals also use this care

practice, and have a role in sociability, expression and social inclusion (BRASIL, 1991; PINHO et al., 2013).

They can be guided by one or more professionals, and are designed to provide greater interaction between users and the community and family, encourage the expression of feelings, expand physical abilities, among other purposes (BRASIL, 2004).

For this same ordinance, the workshops, which until then were held only with the purpose of enabling artistic expression and the reintegration of socially segregated individuals from the job market, now also aim to socialize and coexistence between clients, technicians, family members and community.

For the Ministry of Health (2004), therapeutic workshops are one of the most important activities offered in a CAPS and can have different purposes in the same service.

Types of therapeutic workshops

For the Workshops to fulfill their role, their implementation in hospital care spaces is necessary in order to deconstruct the discourse of “incapacity of the madman” that sustains their alienation from community life. Thus, Workshop participants work to highlight the expression of patients’ subjectivity and uniqueness through artistic activities, giving them the opportunity to symbolize their life story and share it. Above all, the Workshops’ principle is to humanize care in PWD and respect coexistence with differences (GUERRA, 2000).

The Workshops must reaffirm the right of patients to circulate in their spaces and actively intervene in History and Culture. Delgado, Leal and Venâncio (1997, p. 534-538) view the workshop from three intervention perspectives:

Creation Space: Workshop whose main characteristic is the use of artistic creation, as an activity and space, in order to promote constant experimentation.

Manual Activities Space: Workshop that develops

manual activities in its space that require a certain degree of skill, and where products useful to society are built, used as objects of material exchange. Interaction Promotion Space: Workshop that aims to promote coexistence between customers, technicians, family members and society.

Lappann Botti (2004, p. 51) adds that the unifying factors of experiences called “workshops” do not refer to the types of activities carried out in these spaces, but to the notion that this space has as an element that “facilitates communication and interpersonal relationships, thus favoring interaction, integration and social reintegration”.

PRESENTATION AND DISCUSSION OF RESULTS

The gift study he was accomplished at APAE in Buritis/RO, which is located placed on on Rua Brasília, 2751, Setor 7 - Buritis/RO. He was accomplished at Association of parents and friends - APAE de Buritis/RO and PCD's – People with Disabilities. As for the population, there were 247 users and 30 employees, of the following specialties: speech therapy, musicalization, physiotherapy, psychopedagogy, water aerobics and also stimulation essential.

The function workshop therapy is given from the outset by the coexistence that she establishes, through the relationship established between workshop operators and users, and mainly between own users. Many disorders mental they are marked by the trend to the isolation, due to the difficulty of establishing bonds affective and social.

One of the peculiarities common between Speech Therapy and Music Therapy is the presence of parallelism. One of the objectives of the intervention speech therapy it is in develop and improve language, both verbal and non- verbal, or that is, gestural (BRITTO, 2016).

The profile of patients who were submitted to workshops therapeutics, that is, the interviewed 03 (three) patients cared for in the speech therapy and music sector of APAE in Buritis/RO, as per profile summary of research subjects informed

below:

TABLE 2: Profile Summary of Research Subjects

PATIENTS	AGE	COMPLAINT
A	26 years	No he speaks right , no one understands what he says
B	20 years	No speak , no one understand what it says
W	27 years	No he speaks right , no one understands what he says

SOURCE: Author data /2023

They did SPEECH THERAPY ANAMNESIS and Music Therapy. In the anamnesis speech therapy, also can be called an interview initial, which is when the patient or your legal guardian will have the first contact the speech therapist.

It is at this moment that the professional will gather the main information about his patient and together begin the bond between the therapist and the patient. During information gathering, the speech therapist will want to know as much information as possible about their patient.

It is generally normal to be asked questions such as: What is the complaint that brought you here? Do you currently have any illness or have you dealt with one? Do you use any medication? Does anyone in the family have a similar problem?

When the anamnesis is well done, it allows the professional to better understand the case and know with greater precision which assessment instruments will be needed to evaluate the patient. Likewise, it helps with diagnostic hypotheses and identifies when referral for additional exams or evaluation with other specialists is necessary. Therefore, it is important to know that anamnesis is an essential tool for the speech therapist to be successful in the assessments and consequently in the therapeutic planning of the patient in question.

The group participated in an environment conducive to the therapist to know each patient per through sharing and interactions, in a way that directs the service in a way that meets the needs and difficulties reported by the participants. It is generally necessary for the therapist you have basement theoretical, which grounds your

practice helping him in how to conduct it. For this, they are indispensable studies more in-depth About the subject.

Below, the researcher, who is also a Speech Therapist, did some exercises as The emission and articulation of the vowels a, e, i, oeu, repeating speech, with the patients A, B and C.

And given the participation at therapy speech therapist and music therapy, the patients had the development of speech, and the patient A with cerebral palsy is at the level advanced. In patient B with cerebral palsy, the kinetics are at a level medium and patient C still it is developing your acceleration, which also he has kinetic cerebral palsy.

It is known that in voice area, the speech therapist works in the promotion, prevention and rehabilitation of disorders vocals, called dysphonia, which occurs when the voice no it achieves to fulfill your role of transmitting verbal and emotional messages, characterized per difficulties or changes that prevent your natural production (BEHLAU, 2008).

Another moment was to project the tongue in different ways, asking patients A, B and C to make movements to the right, left, up and down, out and in, without lifting the tip of the tongue. At another point in the meeting, the researcher asks the group to smack their lips so they can do lip training. He asks to do it several times.

An importance of diction is emphasized in relation to the intelligibility of the text to be recited for the actor in theater. In search of precision articulatory, he he developed what he called gourmet phonetics. By observing the position of the tongue and the opening of the mouth in pronunciation of vowels, were studied you points articulations of all consonants. Initially trained with production isolated from each consonant, then the formation of syllables random words and finally sentences. The train no only allowed one articulation more clear and precise, as also increased vocal projection, ensuring that the actor was heard per the entire public (STANISLAVSKI, 1970).

You problems articulatory would be connected to the bad operation or to the paralysis of the veil palatal, hypertonia, poorly implanted teeth or your bad occlusion, among others, such as jaw rigidity, half closed mouth, dysarthria caused per one lesion neurological or a simple engine error. Another type of exercise that patients A, B and C used was to pass the tongue over the teeth 10x to one side and 10x to the other side. Right after this exercise, the patients did another one, which was clicking their tongues. It is known that the aspect that had the least individuals number considered changed was the height of the tongue, while the strength was the aspect with the greatest number of changes.

In Music Therapy, one of the meetings There was the song "The Frog doesn't wash his feet", where the group sing all together. And at another time each one is a solo musician, that is, each one sings alone.

It has been observed that group vocal therapy is effective for several types of dysphonia and populations. Little was found at literature about your effectiveness and effects us standards perceptual-auditory and acoustic of the voice at population adult. Therefore, it is interesting to adapt and replicate the methodology of studies presented, enabling the recording of data that pose serve as evidence for practice clinic using the modality therapy group.

According to Kolevzon (2006), music therapy takes place in a process therapeutic, in which the music therapist uses your music effects in all you your domains (sensory, motor, emotional, cognitive, social, etc.), with user participation in this process will bring effects therapeutic and beneficial to your development.

According to Lobo (2014), there are individuals who present shortcomings or problems physical, mental or social integration. For this author, it is necessary to emphasize The importance and power that music plays a role in the integral development of Man. In these cases, the function of music is expanded to give place to your character therapeutic.

music therapy can have a big impact at

construction of identity and trust child 's basics. This phenomenon it is only possible after creating a context therapy that allows children with developmental disabilities to experience musical production in an environment of acceptance of your behavior musical sound. A this, adds to intention genuine living music therapist in contact with the child (HANSON-ABROMEIT, 2015).

It is noted that during The workshop therapy you users demonstrate interest in the activity of music, to participate playing you instruments, singing, searching songs on your cell phone, asking songs they like to listen to.

APAE carries out several types of activities that can be defined through the interests and needs of users, the possibilities of the multidisciplinary team, with a view to greater social and family integration, the manifestation of feelings and problems, the development of skills body, carrying out activities productive, exercise collective of citizenship (BRASIL 2005, p. 20).

In this way, and according to Jones, Gliga, Bedford, Charman and Johnson (2014), the relationship therapy increases in parallel to the advances at communication and skills musicals. Given these advances, a process of affirmation begins emotional and self awareness itself, because the relationship joint work with music and the music therapist originates events at the level not musical than the child will have to face.

It should be remembered that, in others areas of your life, the child rarely has the chance to feel framed in the environment that surrounds it. This is how music therapy allows the child experience in a way other than your own disturbance, within a context therapeutic (EREN, 2015).

The interview reports were subjected to content analysis, organized following the recommendations provided by Bardin (2011). The pre-analysis was based on the material collected through the interviews, which were transcribed by the researcher, presented in grids and subsequently analyzed and discussed in light of the related literature researched.

Grid no. 1: SPEECH THERAPY ANAMNESIS

Question: Identify the profile of patients who will undergo therapeutic workshops	
PATIENTS	REGISTRATION UNIT
A	Kinetic Cerebral Palsy, great difficulty in articulation and adequate speech development and is in the therapeutic process.
B	Kinetic Cerebral Palsy and intellectual disability, great difficulty in articulation and adequate speech development and is in the therapeutic process.
W	Kinetic Cerebral Palsy, great difficulty in articulation and adequate speech development and is in the therapeutic process. Most of the time he doesn't understand what he's saying.

Source: Author (2023)

It was verified through the anamnesis that:

- Patient A has difficulty with motor coordination and cannot read legible handwriting.
- Patient B has difficulty reading, writing, has no motor coordination, has difficulty counting, calculating and has no legible handwriting.
- Patient C has difficulty reading, writing, has no motor coordination, has difficulty counting, calculating and changing letters when writing or reading.

Difficulty learning to read and write he can be linked with dysfunctions neurological such as dyslexia, which can bring about slowness at learning, difficulty concentrating, changing letters with sounds or spellings similar, among other problems. In others words, the types more common learning difficulties involve problems in reading, writing, mathematics and reasoning. However, neurodevelopmental disorders, such

as example, cerebral palsy, which can lead to learning difficulties.

It is seen that cerebral palsy (CP), also called chronic non progressive childhood encephalopathy or ontogenetic cerebral dysmotria, consists of a set of permanent and non-progressive motor disorders that affect posture and muscle tone. These disorders are caused by one or more lesions in the child's brain, which can occur during the intrauterine period, during childbirth or in the postnatal period, up to 18 months of age.

Studies by Bennett (2007), the individuals evaluated in this study present CP associated with ID in which, in addition to the limitation imposed by the motor condition, the intellectual level can also be considered as an impediment to functionality. Intellectual impairment occurs in approximately two-thirds of individuals with CP. It is known that the risk of severe sensorineural impairment and poor school performance are more common in children who have suffered encephalopathy with moderate or severe asphyxia. Severe ID and CP share perinatal and neonatal risk factors, with perinatal asphyxia being the main risk factor for CP, DI, epilepsy, cortical blindness and severe hearing loss (BENNETT, 2007).

It is possible to point out, based on the report by Seabra (2020), that this can be described as a great difficulty in learning to read and write, causing the child to be unable to understand and relate the sounds of speech with the spelling of writing. The child may change letters, especially those that have similar sounds, and may also suppress letters when writing or not correctly separate syllables.

Silva and Capitão (2011) state that dyscalculia is a specific disorder of arithmetic skills, being characterized as a specific disorder that will affect the normal acquisition of arithmetic skills in children with normal intelligence and, in turn, suitable for opportunities aimed at schooling. There is also genetic, neuroanatomical and epidemiological evidence that shows that dyscalculia is a neurobiological disorder and can also be influenced by environmental factors. Studies by Martins et al. (2013), dysgraphia is considered a disorder of writing expression

when it is below the level expected for the child's chronological age, intelligence and education. This is characterized by two types: perceptual, that is, the child cannot relate the symbolic system and the spellings that will represent the sounds, words, sentences; and motor, in children who can speak and read, but have difficulties in motor coordination when writing letters and numbers.

It can be reported that motor dysgraphia will not affect the symbolization of writing, however, the shape of the letter and the quality of writing. Etiologically, dysgraphia occurs due to maturational, emotional, pedagogical or mixed factors. Regarding maturational terms, they bring changes in psychomotor development, thus altering lateralization and, in turn, psychomotor efficiency, body schema and perceptual-motor functions, graphic expression and language (MARTINS et al., 2013).

The general disorder of dysgraphia will become evident in childhood and spread throughout the individual's life if it is not treated. In addition, this child needs attention so that his learning and throughout his life are not compromised. This makes it clear that in addition to being one of the most common disorders within the educational context, it requires attention, so that the child can have good educational development in their school life (DORNELES et al., 2014).

Grid no. 2: SPEECH THERAPY ANAMNESIS

Question: Describe the therapeutic workshops implemented and their actions	
PATIENTS REGISTRATION UNIT	
A	Speech therapy and music therapy.
B	Speech therapy and music therapy.
W	Speech therapy and music therapy.

Source: Author (2023)

An acquisition normal phonological occurs when the child it achieves establish a system phonological consistent with the adult target. During the acquisition phonological, there is

a domain gradation of speech sounds, both in terms of respect your perception and production, in terms of understanding the rules linguistics that govern your use in determined language. The deviation phonological it happens when the child no acquire spontaneously the system phonological at sequence and track age common to most children (PAGAN, WERTZNER, 2007; YAVAS et al., 2001).

Grid no. 3: SPEECH THERAPY ANAMNESIS

Question: Monitor the progress of patients undergoing therapeutic workshops.	
PATIENTS	REGISTRATION UNIT
A	Talk well; Takes the second Faculty; Lives alone and takes care of the house
B	Talk well; Wipes and washes dishes
W	Talk well; Lives alone and takes care of the house

Source: Author (2023)

For Galletti (2004), the workshops therapeutics They emerge as unfolding of this observation and constitute as a new treatment device precisely because they start from the premise that the respect for the uniqueness of users must be observed as main guideline. A author yet highlights that the beauty of the workshops therapeutics would be associated to the fact that they admit many different formats and compositions.

Following This one reasoning, Lima, Vireira and Silveira (2015) argues that workshops therapeutics organize and structure everyday life institutional health services and, thus, are fundamental to the construction of a clinic expanded. Furthermore, it notes that, in one workshop therapy, it is possible intervene with various tools that contribute to the production of subjectivities such as cinema, music and sport, for example example and that can to create possibilities diversified forms of

recomposition of a corporeality existential.

Grid no. 4: MUSIC THERAPY ANAMNESIS

Question: Rhythmic-sound-musical aspects	
PATIENTS	REGISTRATION UNIT
A	Set the rhythm with your feet and hands; keeps the pace; does not reproduce suggested rhythms; does not create new rhythms; there is sound, the patient; carries out sound dialogue; recognizes melodies and sustains silence.
B	Does not maintain the rhythm; does not create new rhythms; does not sing; rdoes not carry out sound dialogue; recognizes the melodies.
W	Set the rhythm with your feet hands and so on. Keeping the rhythm, with sound, sings well recognizing melody.

Source: Author (2023)

Music is an operator conditioning that reinforces behavior changed and that the impact of experiences music is observable and measurable, being possible to establish one cause-effect relationship between music and behavior. Music Therapy must use the analysis behaviorist and include Software individual treatment to meet to the needs of individuals with some type of disturbance.

Grid no. 5: MUSIC THERAPY ANAMNESIS

Question: Aspects linked to communication and language	
PATIENTS	REGISTRATION UNIT
A	Communication skills regarding dialogue and integration.
B	Communication skills regarding dialogue and integration.
W	Communication skills in terms of verbalization, dialogue and integration.

Source: Author (2023)

Accomplish therapy speech therapy of oral and written language, voice, speech fluency, speech articulation, function auditory peripheral and central, vestibular function, system orofacial and cervical myofunctional and swallowing, both in terms of respect to qualification, as well as rehabilitation.

Grid no. 6: MUSIC THERAPY ANAMNESIS

Question: Aspects related to the effective states verified in care	
PATIENTS	REGISTRATION UNIT
A	Receptive, calm, sociable, compulsory activities
B	Receptive, sociable, compulsory activities, rigid, agitated, melancholic, disinterested, withdrawn, impulsive, hyperactive
W	Receptive, calm, sociable and compulsory activities.

Source: Author (2023)

The act of listening music and/ or playing, helps improve frequencies cardiac and respiratory and patient pressure patients with coronary artery disease. Help in disorders neurological, as it has been shown very effective us symptoms of anxiety, depression and isolation.

Analysis of Observation results

In search qualitative, data interpretation begins during the collection phase. It's very important be attentive to possible manifestations no verbal statements from interviewees that may to give clues interpretative (MENDES et al; 2017 apud TURATO; 2003).

After invitation and acceptance at participation in the research, was possible note that the patients showed receptive, some anxious by

questions and participations, however, all they were accommodated comfortably. Initially he was carried out a conversation for relaxation and later introduction of questions regarding the interview on the perception of the speech therapist.

At the time of the interviews he was possible understand the difficulties that patients A, B and C had it, but also the development significant to the speak and express in songs, in spelling and more activities carried out at therapy and music therapy.

During data collection, they showed to have availability of time and willingness The to help at search. In your majority all had ease of expression. In this way, it was possible notice that the music it is gift in our lives in our day to day, regardless of who are or where we are. The music pleases and arouses interest, even if many times with taste musicals differentiated, preferences specific, the denominator common is music, so we can we ally ourselves with it and use as an extremely important therapeutic tool considering the The important thing is the users ' interest in it.

It was noticed the different sensations provoked for the everyday learning at therapy and music therapy, motivating them to always improve their skills, and always willing and available The to help.

CONCLUSION

With regard to the first specific objective that sought to "Identify the profile of patients who will be submitted to workshops therapeutics" was possible know the profile of each participant, where we identified that the three possessed cerebral palsy, had ages between 20 and 27 years old, being two sex male and one female, initially presented with difficulty in the articulations and speech development proper. Regarding coordination motor, there is one difficulty, no having one letter readable for writing. And on calculation area exist also one difficulty, as also reading there is one difficulties.

In the second objective, which stipulated "Describe the workshop therapy implemented

and its actions” we found that in the Workshop he was work was carried out with speech therapy and music therapy, which was extremely importance for the patients involved, because entailed at evolution significant for everyone. Since these types of workshops cause the patient be likely to accomplish your treatment therapeutic. Each therapy need a professional in the field to be able to follow your requirements for treatment, being in get to know the patient through your medical record, your problems and deficiencies and end, your treatment.

Regarding to the third objective that determines “Monitoring the evolution of patients submitted to workshops therapies, was possible check that the patient A evolved significantly, which patient B already he was very prepared in the therapies, giving big return and patient C, even with difficulties initials, already it is in big step towards improvement at speak, your diction and its rhythm, especially, and also at writing.

Finally, in the objective general to analyze The implementation of workshops therapeutics at APAE in Buritis/ RO to develop efficient and intelligible language spoken and expressive, we can conclude that to the results of observation of the present research, it was found that search qualitative, data interpretation begins during the collection phase. It’s very important be attentive to possible manifestations no verbal statements from interviewees that may to give clues interpretative. Still, the professional speech therapist answered during the process evaluative, which influences the diagnosis, existing several aspects changed, addressing concomitant of two or more aspects at therapy.

It is seen that the development of workshops he must based on the interests of patients served at APAE, always accompanied per professionals. These are workshops that must provide and assist the reconstruction effect of your me, in exchange of life experiences, preparing them for socialization in community, rescuing ties affective, making them express your emotions that were disoriented or lost becoming your life easier for your emotional. Finally, the theme language it is directly related

to communication, interaction, thought and subjectivity. Such aspects they are evident both in the Speech therapy how much at Music therapy. Thus, each one, with its particularities, promotes the development of the individual who undergoes to the treatment and guarantees no only to reach goals peculiar to each experience, but also other [r] evolutions that transcend knowledge clinical. We know that workshops therapeutics they can to work in spaces for interaction and socialization aimed at user insertion in a social space, for through activities that promote the expression of feelings and experiences; the user’s entry into the job market participating in workshops income generating; and the rescue of citizenship per through literacy workshops, which can bring rehabilitation psychosocial of the people it brings some disturb.

Finally, the workshops therapeutics represent an instrument important aspect of resocialization and individual insertion into groups, in measure in which it proposes work, action and thinking collective, conferred per one logic inherent to the paradigm psychosocial which is to respect the diversity, subjectivity and capacity of each subject. And the defense movement to continue construction socially, idealized and constructed daily which can be represented you pillars important perpetuation of this discussion in the health scenario Brazilian.

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SCHOOL CURRICULUM: ORGANIZATION OF KNOWLEDGE AND DEVELOPMENT OF LEARNING

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ABSTRACT

The present study approaches the study in relation to the school curriculum and pursues to reflect the curriculum in the organization of educational knowledge, and its curriculum importance in the accomplishment of the performance of the essential learnings to the students. It emphasizes the need to construct a school curriculum that is collectively, democratically, that contemplates values, respect for diversity, and concrete, structured and meaningful learning with a socializing function of the non-fragmented one that values the cultural, social and educational historical construction. The main objective is to understand the importance and comprehensiveness of the school curriculum in meaningful student learning, both in the formal context and in the informal context. During the research, it was possible to understand that the school curriculum is a significant axis in the achievement of goals established by the school, which must be rethought, analyzed and constructed collectively, in the search for a constructive teaching-learning, as close as possible to life and social reality of students.

KEYWORDS: School curriculum. Organization of Knowledge. Learning.

INTRODUCTION

This article aims to analyze the importance of the school curriculum in the educational, social and cultural sphere, with the school curriculum being a set knowledge, which must be critically analyzed, as well as its influence on the achievement of students' teaching and learning objectives. Making it necessary for the school, together with teachers, parents and school community in general, are able to analyze, understand and verify, that the school curriculum is a valuable element in the school environment and in planning activities developed by the teacher and students, which allows a better organization of content and activities to be worked on by the teacher. The school team needs to understand, through moments of study and analysis, that the curriculum goes beyond the understanding of isolated subjects, of fragmented content and passive knowledge. Curricular teaching needs to be based on appreciation, by everyone who makes up the school team, aiming to provide significant points in expanding and implementing knowledge constructive, contributing to critical, active, reflective and structured in different social contexts. Through this study it is possible to understand and analyze the understanding of the ideas of some scholars who deepened the studies on the topic, as well as the current Brazilian Educational Legislation, in seeking to verify what solutions and knowledge can be obtained to develop a more solid and comprehensive awareness of the importance of the school curriculum in the educational context and in the meaningful learning of students, if understood as an important part of the organization of school knowledge, its organization became necessary with the emergence of schooling in mass, there was a need for standardization of the knowledge to be taught, that is, for the content requirements to be the same. It is clear the importance and breadth of the school curriculum, in the social, cultural and educational lives of students and in the teaching-learning process, as well as in the construction of knowledge solid, critical, reflective, and fluent skills for living well and interpreting society.

The school curriculum is part of the history of Brazilian education, the same has undergone

debates, transformations, changes, and modifications countless times in the educational context, over the years, since the education established by the Jesuits.

Nowadays, it plays an important role in the formal environment, as it is an indispensable and essential tool for knowledge and social transformation, cultural, educational and teaching in all forms of Brazilian Education. O school curriculum must have a collective, inclusive and never neutral basis and structure, providing the student with access to the body of knowledge historically produced, both for the student's school life and for their social life, has to be looked at by educators in a different way, much more than a simple curriculum to be followed, but an ethical commitment in teaching learning, in the search to investigate and reflect on issues of a theoretical and practices that guide pedagogical practice aimed at meeting the demands of current affairs, and mainly the cultural diversity present in the different areas educational.

SCHOOL CURRICULUM: ORGANIZATION OF KNOWLEDGE

The word curriculum, which derives from the Latin curriculum, (originating from the Latin verb currere, which means to run) and refers to the course, the route, the path of life or activities of a person or group of people (GORDON apud FERRAÇO, 2005, p. 54). This is, therefore, the path that every student must follow when throughout Basic Education. The School Curriculum represents the journey that the student will take through throughout their school life, both in relation to appropriate content and the activities carried out under the systematization of the School. In this sense Coll, (1997) says: "the curriculum is a project that presides over school educational activities, defines their intentions and provides appropriate and useful action guides for teachers, who are directly responsible for its execution".

It is important to highlight that the school curriculum has a socializing function in educational scope, and cannot be analyzed as a set of disciplines and fragmented content, and must

be prepared in order to provide conditions of knowledge for students aiming to cover and meet the diverse social and cultural realities in a broad, real, meaningful, reflective, democratic, inclusive, ethical and moral. For Moreira and Candau (2007, p.18), the Curriculum “can be understood as the school experiences that unfold around the knowledge in the midst of social relations that contribute to the construction of identities of our students.”

The Federal Constitution of 1988, in its article 201, provides for the adoption of the school curriculum across all educational institutions in the country, ensuring that all students have access to a series of fixed content, considered minimum for basic training. “Minimum contents will be set for teaching fundamental, in order to ensure common basic training and respect for the values cultural and artistic, national and regional”. (BRAZIL, 1988)

The National Education Guidelines and Bases Law, nº 9,394 of 20 December 1996, indicates that it is up to the school to prepare its pedagogical proposal and identifies the general outlines for the organization of pedagogical work in schools. In article 27 of the LDB, which deals with basic education, we can highlight the following guidelines regarding the contents of the school curricula of the basic education.

Art. 27. The curricular contents of basic education will also comply with the following Guidelines:

- I – the dissemination of values fundamental to social interest, the rights and duties of citizens, respect for the common good and the democratic order;
- II – consideration of the students’ education conditions in each establishment;
- III – work orientation;
- IV – promotion of educational sport and support for non-formal sporting practices.

From 1997 onwards, with the discussion of the National Curricular Guidelines (DCNs) the National Curriculum Parameters were developed,

as a reference for each discipline and served as a reference for the renewal and re-elaboration of the school’s curricular proposal until the definition of the Curricular Guidelines. Resolution CNE/CEB, nº04 of 13/07/2010, defines the Curricular Guidelines General National Bases for Basic Education and reinforces the creation of a National Base Common Curricular for all Basic Education and defines it as: “Knowledge, culturally produced knowledge and values, expressed in public policies {...}”. After a broad debate throughout Brazil, in 2013, the Curricular Guidelines National Standards (DCNs) were defined as mandatory standards for Basic Education, with the aim of guiding the curriculum planning of schools and education systems teaching, began to guide the minimum curricula and content. Therefore, the guidelines ensure basic training, based on the Education Guidelines and Bases Law (LDB), which originated it, article 9, item IV:

IV - establish, in collaboration with the States, the Federal District and the Municipalities, competencies and guidelines for early childhood education, primary education and secondary education, which will guide the curricula and their minimum contents, in order to ensure common basic training;

In 2014, with the approval of the National Education Plan (PNE), it was placed as The goal is to develop the National Common Curricular Base (BNCC) for all of Brazil. Its intention is to raise teaching standards in all regions, reducing inequality in student performance. The essential knowledge that students from all schools in the country must learn year by year in Basic Education were defined by the National Base Common Curricular (BNCC), approved in 2017. The BNCC is the guiding document mandatory that gathers references for the preparation of CVs, establishing learning and development objectives for all students. In this perspective, presents the objectives and how the areas of knowledge and disciplines they must organize themselves for their guarantee.

The National Common Curricular Base

(2017) explains what you want to achieve, the municipalities will define the paths, proposals and strategies to reach this result. These will necessarily be particular, responding to the context of each region and community. That is, the curriculum is the set of experiences that are constructed and offered in the daily life of schools, always in a dialogical relationship between teachers and students. From the perspective of integral education, the curriculum builds from the student, assuming the multidimensionality and singularity of each one.

Furthermore, BNCC and curricula have complementary roles to ensure the essential learning defined for each stage of Basic Education, since such learning only materializes through the set of decisions that characterize the curriculum in action. It is these decisions that will adapt the BNCC's propositions to the local reality, considering the autonomy of the education systems or networks and school institutions, as well as the context and characteristics of the students. (BRAZIL, p. 16, 2017)

Even after Brazil developed and approved the Common National Base Curricular (BNCC), 2017, the National Curricular Guidelines (DCNs), 2013, continue to be valid because the documents are complementary: the Guidelines give the structure, the Base the detailing of content and skills.

In all these documents, which guide Brazilian education, the definition of curriculum and its construction, underwent intense and long-term research, with debate between educators and other professionals in the field, always with the aim of increasingly ensure quality education for all students in the country.

The curriculum must have a formative, educational, social and cultural function, it must be understood as a practice of transforming reality and knowledge concrete. It needs to be debated and analyzed constantly by all those who make up

the school team, in a broad dimension as a way of appropriating the social experience accumulated and worked on from the formal knowledge that school selects, organizes and proposes the focus of school activities.

THE IMPORTANCE OF THE SCHOOL CURRICULUM IN THE PERFORMANCE OF ACTIVITIES ESSENTIAL LEARNINGS FOR STUDENTS

The School Curriculum represents the journey that the student will take through throughout their school life, both in relation to appropriate content and the activities carried out under the systematization of the School. In this sense Coll, (1997) states that: "the curriculum is a project that presides over school educational activities, defines their intentions and provides appropriate and useful action guides for teachers, who are directly responsible for its execution".

School curricula are a construction and selection of knowledge and practices produced in the real context of society, covering social issues, political, cultural, ethical and pedagogical. Therefore, in addition to the selected contents, must take into account the needs of students, their social reality and cultural diversity, as established in article 26 of LDB nº 9,394, December 20 1996.

Primary and secondary education curricula must have a common national base, to be complemented, in each education system and school establishment, by a diversified part, required by the regional and local characteristics of society, culture, economy and clientele. (BRAZIL, 1996)

The school curriculum has long ceased to be just an area merely technique, focused on issues relating to procedures, techniques and methods. Contents and activities must contribute to the cognitive and emotional intelligence of students students, promoting complete training with development of skills and the ability to apply knowledge. Skills no cognitive skills such as socialization, cooperation,

resilience and curiosity must also be explored based on students' natural abilities. Learn from exploration and thinking about different types of phenomena, becoming the most active in learning in the cognitive, physical, social, and artistic fields, enabling the growth of autonomy.

The educational context has undergone major changes and transformations and the school must provide students with opportunities to acquire cognitive skills considered necessary by society, prepare them to the world of work and life in society, and also develop your talents individuals, having a greater commitment to intellectual and moral formation. O school curriculum is part of the history of Brazilian education, therefore it is historic, and has also undergone transformations, debates and changes countless times in the context educational.

The school curriculum is very significant in educational practice, in everyday life. educational context, is an important element within the school context, an axis to achieve the objectives proposed by the school, is one of the documents that guide the teacher's work, it must be in accordance with the political Project pedagogical framework, national curricular guidelines, the National Common Curricular Base and other documents that guide Brazilian education.

It is necessary to admit that the school curriculum is not an innocent and neutral element of disinterested transmission of social knowledge, it cannot be neglected in educational processes that aim to address the cultural characteristics of the intended students. It must not contain only content, but have a collective and inclusive base and structure, seek to promote interdisciplinarity and include actions aimed at intellectual, social and affective of students, providing access to the set of knowledge historically produced, making an ethical commitment in teaching and learning, in the search to investigate and reflect on issues of a theoretical and practical nature that guide pedagogical practice aimed at meeting the demands of current affairs and especially the cultural diversity present in educational institutions, increasing the quality of education offered.

To get a quality education it is necessary to analyze the curriculum school, as it affects the student's development, considering it in line with the historical, cultural, social, active, democratic and critical reality of the community. We need to make the necessary adjustments to keep up with the changes, implementing teaching and learning, where today's students are increasingly free, autonomous and independent.

The National Common Curricular Base (2017) provides in its guidelines the focuses on the demands of contemporary society that imposes an innovative and inclusive of central issues of the educational process.

In the new world scenario, recognizing oneself in its historical and cultural context, communicating, being creative, analytical-critical, participatory, open to the new, collaborative, resilient, productive and responsible requires much more than the accumulation of information. It requires the development of skills to learn to learn, know how to deal with increasingly available information, act with discernment and responsibility in the contexts of digital cultures, apply knowledge to solve problems, have autonomy to make decisions, be proactive to identify data from a situation and seek solutions, live with and learn from differences and diversities. (BRAZIL, 2017, p.12)

The purpose of the school curriculum encompasses not only the propagation of culture, but social transformation. In this sense, it is clear that the school curriculum is more what a schedule of disciplines, but an instrument filled with inspiration ideological, political, social and cultural. The educator must be aware of the different contexts in which curricular proposals are created, as this is the instrument intervention and defense of proposals consistent with education and Society fair, inclusive and democratic.

For Moreira and Candau (2007), the teacher has a fundamental role in preparation of school curricula.

The curriculum is, in other words, the heart of the school, the central space in which we all act, which makes us, at different levels of the educational process, responsible for its elaboration. The role of the educator in the curricular process is, therefore, fundamental. He is one of the great architects, whether he likes it or not, of the construction of the curricula that are systematized in schools and classrooms. (MOREIRA and CANDAU, 2007, p. 19).

The school curriculum must be used to enable social transformation, understanding the differences and contemplating the multiplicity of individuals who make up the same school space, including values and principles, as the school needs to form citizens with critical awareness, for human knowledge and scientific knowledge, then, must be respected, valued collectively and democratically in the educational and social context, as it provides opportunities for the implementation of social actions, cultural and educational in educational institutions.

METHODOLOGY

In the search to understand school curriculum, influence on the organization of educational knowledge, and its importance in achieving performance of essential learning for students, this article presents a methodology used to develop the research, the theoretical approach, in which demonstrates the description of the object of investigation and the strategies for data collection, as well as the way in which they were treated. It is a bibliographical research, prepared using already published material, consisting of mainly from books, laws, periodical articles and materials made available on the internet, which demonstrate the challenges of the school curriculum and its influence on achievement of teaching learning objectives for students, guiding the definition of essential learning and not just minimum content to be taught.

It is a study of a qualitative nature, developed through reading, precise knowledge, reflection, and based on critical analysis, which enabled a

significant and constructive deepening of the school curriculum and its importance in the organization of knowledge and the development of students' learning students, according to Silva and Menezes (2005, p.20), qualitative research "considers that there is a dynamic relationship between the real world and the subject, that is, a inseparable link between the objective world and the subjectivity of the subject who cannot be translated into numbers."

CONCLUSION

During the development of this study, it was analyzed that the school curriculum is much more than a simple grid of isolated subjects, of content fragmented and passive knowledge that must appear in the school environment and yes, it should be treated and discussed as a tool that allows clarity and lucidity in the organization of knowledge, methods, resources, adaptations, as we live in a complex world, which cannot be completely explained by a single angle, but from a multifaceted vision, constructed by the views of the different knowledge areas. The organization of the curriculum should seek to enable greater interdisciplinarity and contextualization, ensuring free communication between all areas favoring the development of essential learning to students, involving environmental, political, economic, social, cultural issues and educational. Reflection by the entire school team in organizing the curriculum school, it needs to lead teachers and students to review pedagogical practices and reversing some traditional teaching and learning models. It becomes more and more It is more necessary to adapt the school curriculum to the social and historical reality of students, in the search to value cultural and social differences and develop a social, cultural, affective and human formation of all students, in a democratic, inclusive, ethical and moral.

The school curriculum cannot be seen as static, on the contrary, it was and continues to be built. Reflecting on this is important, because, as states Veiga (2002, p. 7), "the analysis and understanding of the production process of school knowledge expands understanding of curricular issues".

The school curriculum is an indispensable instrument in the organization of knowledge and pedagogical work and school as a social function, must provide necessary basis for understanding, reflection, and appropriation of the curriculum school in a sensitized and appropriate way, if well planned and elaborated collectively with the participation of the school community, certainly the school will be able to develop critical, reflective, autonomous, and intentional learning based on precise pedagogical and epistemological knowledge.

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