

ORIGINAL ARTICLE

INTRA-SCHOOL DIFFICULTIES IN THE EFFECTIVENESS OF THE PROJETO CULTURA DE PAZ (PROJECT CULTURE OF PEACE)

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ABSTRACT

The present study aimed to research the intra-school difficulties for effectiveness of the culture of peace in the school. The methodological course based on the object of study was exploratory and descriptive with a qualitative approach. A case study was developed at the Municipal School of Fortaleza-Ceará, established in Regional V. The target public of the study was the management group and teachers of this public school. The data collection occurred from February to June 2015. The production of the data was carried out through semi-structured interviews. The analysis and organization of the data were performed through Content Analysis. There was communication failure, attrition and demotivation of teachers, lack of preparation for activities that contemplate peace, as well as the absence of municipal and governmental partnerships.


DESCRIPTORS: Violence; Culture; Students; Bullying; Aggression; Education.


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DIFICULDADES INTRAESCOLARES NA EFETIVIDADE DO PROJETO DE CULTURA DE PAZ

RESUMO

Objetivo: Investigar as dificuldades intraescolares para efetividade da cultura de paz na escola.

Método: configura-se como um estudo exploratório e descritivo, com abordagem qualitativa, concretizado num estudo de caso em uma escola pública da Rede Municipal de Fortaleza-Ceará, com o grupo gestor e professores da referida escola. A coleta de dados foi de fevereiro a junho de 2015. A produção dos dados foi realizada por intermédio de entrevista semiestruturada. A análise e organização dos dados foram realizadas mediante Análise de Conteúdo.

Resultado: verificou-se falha de comunicação, desgaste e desmotivação dos docentes, despreparo para realizarem atividades que contemplem a paz, assim como a ausência de parcerias municipais e governamentais.

Conclusão: necessidade de capacitação dos professores e gestores para que ocorra de forma efetiva a promoção da Cultura de Paz nas escolas.

DESCRITORES: Violência; Cultura; Estudantes; Bullying; Agressão; Educação.

LAS DIFICULTADES INTRA-ESCOLARES EN LA EFICACIA DEL PROYECTO DE CULTURA DE PAZ (PROYECTO CULTURA DE LA PAZ)

RESUMEN:

El presente estudio tuvo como objetivo investigar las dificultades intraescolares para la efectividad de la cultura de paz en la escuela. El curso metodológico basado en el objeto de estudio fue exploratorio y descriptivo con un enfoque cualitativo. Se desarrolló un estudio de caso en la Escuela Municipal de Fortaleza-Ceará, establecida en la Región V. El público objetivo del estudio fue el grupo de gestión y los maestros de esta escuela pública. La recopilación de datos se realizó de febrero a junio de 2015. La producción de los datos se realizó mediante entrevistas semiestructuradas. El análisis y la organización de los datos se realizaron a través de Análisis de Contenido. Hubo fallas en la comunicación, desgaste y desmotivación de los docentes, falta de preparación para las actividades que contemplan la paz, así como ausencia de asociaciones municipales y gubernamentales.

DESCRIPTORES: Violencia; Cultura; Estudiantes; Acoso Escolar; Agresión; Educación.

INTRODUCTION

Violence is a serious social problem and considered as the challenge of the century, because it is widespread in the population, becoming a pressing impact of individual and collective health. It is a historical phenomenon that has roots in socio-cultural inequalities, giving it conjunctural forms of expression, updating itself in the daily life of interpersonal relations, constituting a social issue and a denial of human rights⁽¹⁾.

Nowadays, violence has also been represented as an educational problem, either through the practice of vandalism, bullying, fights, aggressions - school violence - or by the conscience established by society and education - institutional violence. Among the options for solving this problem have been those directed at the preventive treatment of violence against the individual and the educational institution, with a focus on the non-violent resolution of conflicts, with the aim of forming and producing an education for peace.

With a view to tackling violence more vehemently, in 2007, the Ministry of Health, together with the Ministry of Education, established the Health School Program (PSE), which has as its fifth line of action the Promotion of Culture of Peace and Prevention of Violence⁽²⁾.

In this way, to promote the Culture of Peace is to create the conditions for the human being to be able to build himself/herself as truly human in all its fullness⁽³⁾, because man is fragmented, unbalanced and not seen as a person, but as a disposable object. In this context, the school, as an educational institution par excellence, inserted in a globalized world full of conflicts and wars, cannot escape its role of developing skills in its students for an education for non-violence, for peace, the sacredness of life. In this purpose, the objective is to investigate intra-school difficulties for the effectiveness of the culture of peace.

METHOD

In this study it was opted for a qualitative approach aiming to establish a deeper understanding of the reality of human expressions. According to Minayo⁽⁴⁾ the qualitative analysis is a set of interpretative practices that seeks to investigate the meanings that the subjects attribute to the phenomena and to the set of relations in which they are inserted. It occupies itself in the Social Sciences, with a level of reality that cannot or should not be quantified. It occupies itself, in the Social Sciences, with a level of reality that cannot or should not be quantified.

Among the methods available in the qualitative approach it was used the case study in the conduction of this research proposal for the possibility of building knowledge from the details of the local reality, which contributed to the development of analyses and conclusions about the difficulties in the effectiveness of the Project Culture of Peace. The case study is the deepening on characteristic aspects of an object (or place), in time and space, that allows a knowledge that at the same time is extensive and meticulous⁽⁵⁾.

The choice to develop a case study in the school of the Municipal Network of Education EMEIF of the city of Fortaleza was due to the complexity of its organization around the subject of child violence and due to the work already done on Promotion of Strategies for Culture of Peace and identification of vulnerabilities to student violence, but due to some faced difficulties and barriers, there was no continuity and effectiveness. The school is located in the Granja Portugal neighbourhood, being considered the outskirts of the city of Fortaleza, capital of the State of Ceará. The municipality is subdivided into six Regional Executive Secretariats (SER), each composed of: a health secretariat, schools, hospitals, among others. This school belongs to SER V.

Data from the cartographic study of the violence carried out in 2010 in Fortaleza revealed that SER V is the most populous in the municipality. In its surroundings, there have been occurrences of violent acts committed by young people. It is also one of the Regionals with one of the youngest population profile of Fortaleza: 44% of the population is up to 20 years old. Composed of 570 thousand inhabitants in the 18 districts it covers⁽⁶⁾. Another aspect of motivation for the selection was because it is located in an area of recognized social vulnerability, with violence occurring where children and adolescents are both victims and perpetrators.

The study had the participation of eleven professionals: three managers and eight teachers who worked in Elementary School. The delimitation of the participants is explained by the knowledge acquired with the practices of Culture of Peace and their attitudes and difficulties found to follow up. The criteria for selecting participants who were interviewed were that they had participated directly in the practices of coping with child violence in the institution. Another criterion was that they accepted to conduct the interviews and authorized quotes of their comments restricted to the subject, being assured the respect for the ethics, the anonymity and the care with the treatment of the information. the respect for the ethics, the anonymity and the care with the treatment of the information.

The interview was the strategy that guided the proposed case study. From the perspective of Bardin⁽⁷⁾ for the research, the interview is presented as one of the techniques used for data collection. Corresponds to a tool of social interaction that brings the researcher closer to the actors of the field to be studied, helps to better understand the information that can contribute to a diagnosis or guidance on a subject. For this case study, individual semi-structured interviews were developed.

Data collection took place from February to June 2015. The interviews were conducted in a room provided by the director, in a private environment, where only the researcher and interviewee were present, so that the dialogue could happen more calmly. Each interview lasted an average of 40 minutes, some lasted longer given the need to express opinions. All the interviews were carried out by this researcher. The sessions were recorded in audio, and the speeches were transcribed in full (verbatim).

It was followed by a script with open guiding questions, maintaining the respect and openness necessary for the expansion and deepening of the dialogues, mainly for the immersion about the facts and actions from the point of view of the interviewees. Procedures were carried out to ensure confidentiality, anonymity and the signing of informed consent. In this sense, pseudonyms were used, all participants being named P1, P2, P3 ... G1, G2, G3.

The analysis and organization of the data were obtained through the Content Analysis, proposed by Bardin⁽⁷⁾, which encompasses a set of communication analysis techniques in the field of qualitative research, using subtlety in obtaining the data. Each of the questions presented and their answers went through codification and systematization. For the content analysis of each of the interviews, patterns were identified, the most significant sections were marked in each speech, and the annotations were observed with the impressions on the main placements made at that moment. Each question presented to the respondents met one or more of the objectives of the study, giving rise to thematic categories that facilitated the grouping of units of meaning.

The research was approved by the Committee of Ethics in Research on Human Beings (COÉTICA) of the University of Fortaleza (UNIFOR) under no. 355.525 / 2012.

RESULTS

The experience of the professionals participating in the implementation process of the Project posed difficulties that interfered in the continuity and effectiveness. Some notes referred to communication failure, lack of preparation for activities that contemplate

peace, methodologies that do not fit the reality of the local community and the absence of municipal and governmental partnerships. Table 1 shows the process of categorizing the information obtained.

Table 1 - Categorization of content analysis of interviews with managers and teachers

Category	Subcategory	Context unit
Management Deficits	Communication failure	<i>"There is no efficient communication between us and the management, do you understand? "</i>
	Devaluation of teacher participation	<i>"I think any project developed here, has to have our participation, not only directly but more indirectly as well."</i>
	Lack of partnerships	<i>"... we have little resources, and a great infrastructure, what is missing is only partnerships with larger government or city hall organs, I say!"</i>
Teacher Deficits	Lack of qualification	<i>"It is necessary to qualify teachers to deal with the culture of peace day by day with the diversity of thoughts in the classroom."</i>
	Adapting the methodology to the reality of the community	<i>"It's no use working with a methodology that will not fit in the local reality."</i>
	Full-time education	<i>"We were wandering in prioritizing days for our work with families and students"</i>

Teachers reported difficulties in communication and participation in the development of the Project:

"... There is no efficient communication between us and the direction, do you understand? unfortunately this communication is flawed. "(P7)

"I think any project developed here, would have to have our participation, not only directly but more indirectly as well" (P3).

In this sense, the discourses pointed out strategic elements to overcome this ineffective communication:

"there must be a greater interaction among all school authors, the direction is very capricious in its programming, it must only attend to our needs, in the sense of inserting ourselves in the decisions of pedagogical projects "(P4).

"I think we need more support, more mutual influence and more conversations of ours ... our and the board ..." (P6).

The lack of identification of partnerships with the Project was a point of great dissatisfaction for the management group, who reported feeling lonely and sometimes incompetent in solving issues related to child violence.

"... the project was deployed on our own, sometimes it hits me sad to know that there is only a lack of support for it to take effect here ... and one of the proposals for action is the support of the municipality in working with schools "(G3).

"... we have few resources, and a great infrastructure, what is lacking is only partnerships

with larger organs, from the government or city hall, I say!” (G1).

It was also highlighted the change of consciousness and the lack of qualification of the teachers:

“for the project to be effective in the school is lacking the construction of a new conscience, of all” (P8);

“It is necessary to qualify teachers to deal with the culture of peace day by day with the diversity of thoughts in the classroom.” (G1);

“We have to work first with teachers, clear their minds, empower them for a big and important project.” (G2);

“When we started working with the culture of peace, it was working, we were on the right path ... but I do not know what happened, suddenly we did not know how to give it to this project.” (P5).

It was verified in the interviews that the didactics and methodology of the Project should be in accordance with the reality of the local community as stated in the participants”... we must work with subjects and strategies that approach the community” (G2);

“... according to the reality of the student and his family” (G1);

“It is no use working with a methodology that will not fit in the local reality” (P8).

Another fact specified as an in-school difficulty was integral education.

“One point that was identified as difficulties for us was the approach to the project on weekends, we worked with the most violent children who needed our most attention” (G1),

“ We were wandering in prioritizing days for our work with families and students ”(P3).

Based on the researcher’s observations, the work carried out by the school with a Culture of Peace, among several specific objectives, sought to guide families and students creatively and critically at the same time, based on their social and local reality, dismantling inequalities within of the educational and family environment, which is permeated by violence and conflicts.

DISCUSSION

The Culture of Peace Project was structured in the year 2012 until the end of 2014 to promote and permeate the discussion with students through strategies aimed at peace in the school environment and in the community in which they are inserted. Communication failure, in addition to the devaluation of teachers’ participation, were some of the difficulties reported by the participants of the present study.

Regarding this co-responsibility of management in valuing the community and effective communication, a correlation can be verified with the educational guiding principles. A project to represent institutional guiding elements and organized school management with the active participation of teachers in their elaboration and execution, an aspect highlighted by the Law of National Education Guidelines⁽⁸⁾.

According to the United Nations Educational, Scientific and Cultural Organization⁽⁹⁾, these concerns about feelings of demotivation point to the social value of the role of the educator and the recovery of self-esteem as essential conditions for the success of educational programs and processes. Self-esteem is similarly referenced as an aspect of human development structured from the perspective of “learning to live together”.

Linked to this aspect, the encouragement of teachers' self-esteem is considered as a fundamental pillar of the peaceful practice of education. It is also considered as a basic process for the promotion of non-violence and positive meanings of the motivational aspect of the commitment assumed with the school responsibilities.

Nevertheless, the commitment assumed by management and teachers is also highlighted in the present study by a change of consciousness. In this direction, it is emphasized the variety of professionals and students and the diversity of attitudes in relationships established in pedagogical practice. For this reason, are pointed out important actions to be exercised by teachers, such as professional qualification.

The interviewees' dialogues assumed great value, in that they pointed to the esteem of teaching in the educational process, especially regarding the effectiveness of the project, guided by the capacity of teachers in the construction of knowledge, in its totality, since these are the bridge of the mediation that act directly on the development of learners. Accordingly, Jares⁽¹⁰⁾ states that teachers' action transcends the act of teaching through the plans of learning because it covers their own behaviours and their degree of citizenship.

Garbin⁽¹¹⁾ also points out that the characteristics of teachers required for educational success involve: autonomy, self-esteem, sensitivity to students, empathy, productivity, among others. With this, the self-rated perceptions of teachers are inferred as difficulties, also, in the process of effectiveness of the Culture of Peace.

It can be verified in the present study that the teachers' interest in continuous education and theoretical background are consistent with the international concern described by the Cochabamba Declaration⁽¹²⁾, which guarantee the accuracy of teacher training with a view to the quality of educational practice. Kappel, Gontijo, Medeiros and Monteiro⁽¹³⁾ consider that the needs of today's world require a differentiated training of education authors, involving more than mechanical methodologies and taking into account the human dimension. Thus, teacher training must prioritize the development of human values and contribute to their implementation. Faced with this position, there will be a contribution to the construction not only of a culture of peace, but of a just and solidary society.

This training will favour the teacher, above all, collaborating in its improvement, to cooperate, effectively, with other people of their social and daily life. The teacher must form citizens, truly human beings. This personal and professional learning and enrichment must be something constant in the life of the educator⁽¹⁴⁾.

We share with Barcelos and Afonso⁽¹⁵⁾ the thought that education is to present itself as an example, that is, every teacher should be prepared, capable, to rescue his social values, letting his best feelings and abilities flow, and only then to assume the journey.

In the present study it can be observed that the absence of partnerships is a constant difficulty for management. In this sense, the institution isolated from its social context becomes inoperative in the resolution of larger cases, such as violence, and this problem is understood as a social phenomenon. Therefore, the partnership and support of official institutions and agencies are essential for the search for actions and solutions to fight against violence, as well as for the implementation of projects and care networks⁽¹⁷⁾.

Full-time education was also a subject addressed by the interviewees and corroborates the study by Diogo and David⁽¹⁶⁾, which reports that work with students and the community is more effective in building peace in school, if used as a pedagogical strategy favourable to full-time education.

CONCLUSION

Communication difficulties, collective actions, lack of preparation for activities that

contemplate peace and the absence of municipal and governmental partnerships, point to the need for greater training of teachers and managers, with a focus on transdisciplinarity and integrality, so that it occurs effectively promoting the Culture of Peace in schools.

In view of the above, an individual and integral / collective effort is required. Individual, in the sense of raising awareness, awareness and recognition of the attitude of personal transformation on the part of teachers. And collective, on the part of the managers, in the sense of including and inserting the voices of the teachers in their debates, making feasible the elaboration and the practice of the Project and the pedagogical strategies with a view to partnerships in the level of the public power.

Although the case study adopted in the present research does not propose generalizations, it is noted that this methodology was fundamental to the achievement of the proposed objective, since the case study establishes a deeper understanding of the reality of human expressions.

Hence, the present study shows relevant results that contribute to the development of new studies and the implementation of educational public policies that promote broader actions. In conclusion, we refer to Paulo Freire's statements when he declares in his numerous studies that in order to achieve peace it is fundamental that children and adolescents should be trained and educated, early on, in the Culture of Peace.

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