



**THE POLITICAL PEDAGOGICAL PROJECT OF THE PRISON SCHOOL: NOTES
TO THE PROJECT "SCHOOL WITHOUT PARTY".**

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ABSTRACT

The present study aims to show reflections on the planning of the Political Pedagogical Project and discussions about the school law without a party. Focusing on the importance of building it jointly with the agents that make up the prison environment, this work also seeks to point out the PPP as a guide for activities that directly interfere in the re-socialization process. We chose as bibliographic research methodology about PPP, resocialization and education as a tool for social emancipation. Therefore, in this work it is clear the need to elaborate the PPP in an integrated way, taking into account the reality and the desires of those involved, as well as the need for this to be embodied in democratic principles, whose emphasis is on improving the educational process.

Keywords: Political Pedagogical Project, Prison Education, School Project without party.

INTRODUCTION

Currently, among the various problems faced by the Brazilian penitentiary system, if not the most serious, is the prison overpopulation. The deficit of vacancies in the penitentiaries is enormous, and tends to increase even more, if there is no implementation of effective government actions through public policies for this environment. Statistics show that Brazil is already emerging as the country with the third largest prison population in the world, with around 700 thousand people incarcerated (Depen, 2017).

Believing that school education is able to contribute to the process of re-socialization of inmates, aiming that prisoners who leave the penitentiary do not reoccur in crime, this article will address the influence of the Political Pedagogical Project, built jointly, debating and analyzing the relevance of PPP as directing educational actions.

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In the course of the work, the possibility of social transformation through education is evidenced. For this to happen, it is necessary that the prison environment follow certain political and ideological positions, since a prison school that proposes to contribute to the social reintegration process does not it must be oblivious to the problems that surround it soon, the prison school does not have an educational base of neutrality as proposed by the school project without a party.

Therefore, the present article seeks to approach the Pedagogical Political Project constructed jointly, as well as making references to the bill that deals with the school without a party. Its purpose is to point out the PPP as a regulator of activities that directly interfere in the re-socialization process.

SCHOOL IN THE PRISON CONTEXT AND THE PEDAGOGICAL POLITICAL PROJECT

The school that the prison environment needs is one in which the learning of the re-educated is guided by the principles of human dignity, democracy and citizenship. Thus, we have some international laws, resolutions and treaties that aim to guarantee these rights, the main one being the Constitution of the Federative Republic of Brazil, LEP, resolution nº 03, of March 11, 2009, resolution nº 2, of May 19, 2010, LDB (Law of Guidelines and Bases of National Education, Law No. 9394/1996) and others. These normative devices aim to strengthen and fulfill the desires of the prison population as well as of society, which aims that individuals, when leaving the prison environment, are able to be reintegrated into society. In this sense,

The pedagogical political project (PPP) is essential for the democratization of teaching in the prison school, it is a basic element, as it will favor the debate of themes related to the reality of inmates bringing discussions regarding: crime, violence, prison, misery, family, absence of the State and other themes related to the daily life of prisoners. To promote reflection on these aspects, planning is essential, (Freire apud Padilha, 2002, p. 16) states that:

All educational planning, for any society, must respond to the marks and values of that society. Only then can the educational process work, sometimes as a stabilizing force, sometimes as a factor of change. Sometimes, preserving certain forms of culture. Others interfere in the historical process, instrumentally. Anyway, in order to be authentic, it is necessary for the educational process to put itself in an organic relationship with the context of the society to which it applies. (...) The human possibility of existing - increased form of being - more than living makes man an eminently relational being. Being in it, you can also get out of it. Project yourself. Discern. To know.

In order for the Political Pedagogical Project to be an instrument that actually guides educational activities aimed at the social reintegration of prisoners, it must be articulated, that is, it must be elaborated by joining the wishes of all those involved. The PPP should be discussed and elaborated with the participation of prison staff (coordinators, directors, agents and educators, psychologists, pedagogues, social workers and others, teachers, coordinators, female prisoners, employers³ and community council⁴). Planning must be essentially participatory, with a view to building a prison school committed to teaching.

Thus, it is worth noting that the political pedagogical project requires profound reflections on the aims of the school and the penitentiary and its social role. The process of building the PPP must consider beliefs, convictions, knowledge of the school community, the social and scientific context, so that the pedagogical project is built collectively, where the differences between those involved in this process need to be taken into account (VEIGA, 2001).

THE PEDAGOGICAL POLITICAL PROJECT AND THE SCHOOL PROGRAM WITHOUT PARTY

The political pedagogical project, committed to its clientele is eminently political and ideological, therefore, the educative action of the teachers will also not be neutral. Thus, it is necessary to think and debate the bill of the federal senate nº 193, of 2016, which aims to include among the guidelines and bases of national education, which Law nº 9.394, of December 20, 1996 deals with, the " School without Party Program ".

³The patronage is an organ of criminal enforcement provided for in art. 61 of LEP, whose function is the light of art. 79 of the LEP, “I - guide those sentenced to the restrictive penalty of rights; II - supervise compliance with the penalties for providing services to the community and limiting the weekend; III - collaborate in the inspection of compliance with the conditions of suspension and conditional release ”.

⁴The community council is listed in the list of criminal enforcement agencies, it is created and installed by the enforcement judge. Article 80 provides that the enforcement judge together with “nat least 1 (one) representative of a commercial or industrial association, 1 (one) lawyer appointed by the Brazilian Bar Association, 1 (one) Public Defender appointed by the General Public Defender and 1 (one) social worker chosen by the Sectional Police Station of the National Council of Social Workers ” makes up the community council whose assignment is “I - visit, at least monthly, the existing criminal establishments in the region; II - interview prisoners; III - submit monthly reports to the Judge of execution and to the Penitentiary Council; IV - endeavor to obtain material and human resources for better assistance to the prisoner or interned, in harmony with the direction of the establishment ”art 81 of the LEP.

This draft law establishes in its article 2 that, "National education will meet the following principles: I - political, ideological and religious neutrality of the State;" (Brazil, 2016, p. 1). How can such a commandment be carried out? If the pedagogical practice is essentially political and ideological.

In this approach, the PPP from the moment of its conception, whether in a participatory way or not, demonstrates its ideological character and political positioning, in favor of whom and for what to educate, that is, education is not a neutral act, because in choice of aspects that make up the plan, such as: objectives, methodological actions and how to evaluate; options and decision making are made, that is, a conservative or transforming character of educational praxis is attributed, and this is a political position (FREIRE, 1996).

Regarding the purpose of the research in showing the role of the Pedagogical Political Project in the prison school, we remember that the PPP is a written document, which serves as an instrument of articulation between the ends and the means, that is, it directs all pedagogical activities, having in view of educational objectives. Thus, the pedagogical project should not be limited to the school field, let alone the set of isolated plans of each teacher in the classroom. It must reflect the reality of the prison school that is in a broader context, that the influence, but that, also, can be influenced. The PPP will be an instrument that can guide the actions of the school together with the actions of the penitentiary, aiming at the longed-for resocialization, Vasconcelos (1995).

The bill 193 of 2016, in point 5 of the justification, places educators as promoters of political and ideological indoctrination and reports that students “do not enjoy (...) freedom of choice in relation to didactic and paradidactic works whose reading is imposed on them by their teachers”. It happens that this freedom is not even given to educators, since the National Textbook Program (PNLD), establishes that the person responsible for the pedagogical evaluation of textbooks is the Secretariat of Basic Education (SEB), of the Ministry of Education (MEC).

In this sense, if the textbook is serving for the political and ideological indoctrination, it is up to the MEC to review and discuss its process of making teaching material available. The PPP is the guide for activities in the school environment, when it is built collectively seeking to reflect the reality of its students, the choice of teaching material will seek support in its PPP.

The law project 193 of 2016, in item 6 of the statement, it says that in schools:

Political and ideological indoctrination in the classroom seriously compromises the student's political freedom, insofar as it aims to induce him to make certain political and ideological choices, which benefit, directly or indirectly, policies, movements, organizations, governments, parties and candidates who enjoy the teacher's sympathy (Brasil, 2016, p. 2)

The school environment is not the place for students to be manipulated and trained, the school is a place for the debate of ideas and not for the imposition of ideologies, so if such training has been carried out by a teacher, it must be punished, because, such conduct is incompatible with the purposes of the school, and as it is known if the educator is a civil servant, there are already regulations aimed at punishing them, which take place through the disciplinary administrative process.

Pedagogical action is a political act that is not covered by neutrality, therefore, it is necessary to be clear that politics is different from politics and electoral propaganda, in article 5, item III, of the bill 193 of 2016, which reports that “In the exercise of his duties, the teacher: III - will not do political party propaganda in the classroom nor will he encourage his students to participate in demonstrations, public acts and demonstrations;” (Brasil, 2016, p.1) As the vast majority of the population is aware, the Superior Electoral Court (TSE) has laws that aim to punish people, whether they are teachers or not, who carry out electoral campaigns in inappropriate places, such as in the space school and in the prison environment.

In this sense, it is necessary to have the understanding that the teaching and learning process is covered with political ideologies, and not politicization, therefore, at the time of the construction of the PPP, it is imperative to observe the inclusion of relevant aspects such as the diversity of groups and different ways of thinking that is inherent to each person and the educational process (FREIRE, 1996).

Thus, it is not possible to elaborate a project without a political position. This means, that every pedagogical project is political, and, therefore, it will always be in constant reformulation, that is, the PPP will never be ready and finished, but in a constant process of renovation; always open to changes, evaluations and new proposals. Thus, the construction of the project is a dynamic process and requires, in addition to the collective effort, commitment from the subjects involved. Gadotti and Romão (1997, p. 81) teach us that:

Carrying out various educational and school plans and planning by organizing education, means engaging in an engaged, intentional, scientific, political and ideological activity, which is why, in no way, exempt from neutrality.

The PPP presupposes a selective and normative conception of culture that can also surpass both momentary and arbitrary interests, maintaining the dual concern with the conception of the PPP of the prison school and with the PPP of public policies aimed at the penitentiaries, even knowing the difficult relations between the school, prison environment and the State (ROSSI, 2004).

The pedagogical project should not be limited to the school field, much less the set of isolated plans of each teacher in the classroom. It should reflect the reality of the prison school that is in a context that is broader than the influence, but that can also be influenced. Therefore, it should be a guiding instrument for the school's actions in conjunction with the actions of the penitentiary, aiming at the longed-for resocialization. (VASCONCELOS, 1995).

For Freire (1996), one of the necessary knowledge when doing education is respect for diversity. These differences in reality that reflect in the school's work need to be organized in order to consider the internal and external conflicts, as already mentioned, these differences perfectly incorporate in the PPP.

It is believed that the prison school that has the political pedagogical project based on reality and that respects the diversity of the inmates because it understands that each prisoner has a history that needs to be respected, will not have difficulty in setting his objectives and procedures in the PPP, as he it is actually what directs the entire school and still translates the entire history of the institution, as it has an authentic and conscious diagnosis of the reality of its members and the prison school community (GADOTTI, 1997). In this way, the PPP can be defined as the identity of the prison school, demonstrating its purposes and its social role, that is, it is a document used to guide all educational activities.

Considering that the social context and the relationships that permeate the educational field are formed of ideologies, the bill 193 of 2016, which aims at neutrality in the schooling process, needs a wide debate, as it does not understand that the school environment is conducted and produced by ideologies.

A prison school without political ideologies is an environment disconnected from reality, it is a school or a PPP that does not take into account the social problems in which its imprisoned students are inserted, and that does not understand that educational practice is not neutral(FREIRE, 1996).

The Federal Constitution recognizes the freedom and autonomy of the school in its pedagogical decisions and conceptions, by establishing in article 206, item III of the FC that
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“Teaching will be taught based on the following principles: III - pluralism of ideas and pedagogical concepts (...)”(Brasil, 1988, p. 78). The bill 193 of 2016, with its aim of abolishing politics and ideologies as a sphere of debate in the field of teacher-student relations, hinder the formation of debate and the freedom to teach, which are pillars for the construction of critical thinking.

The purpose of bill 193 of 2016, is healthy, as it aims to protect students against arbitrariness committed by some teachers in the school environment and specifically inside classrooms, it happens that this project needs to be further studied and debated, taking into account considering that some of its points are already regulated and regulated by law, however, it is necessary to have supervision in schools so that inappropriate conduct such as preaching political indoctrination, gender ideology and other arbitrariness of educators and other school staff are punished.

The school environment must be a place of liberation and transformation, and not a place for indoctrination or the abolition of reflective critical thinking, (FREIRE 2009 apudLIGHT; PEREIRA, 2014, p. 251) says that “Education that is stripped of alienated and alienating clothing, be it a force for change and liberation ... Education for the object-man or for the subject-man”. Education in this context provides for the individual and social change of the re-educated, as long as it is not a stage for alienation.

Given the scenario marked by problems, the teaching-learning process to be a factor of change and progress imposes planning as a basic resource of fundamental organization for all school action. In its organizational model, the prison school must maintain a frequent link with the penitentiary, and with all those involved in this process, capable of identifying possible obstacles that may affect the skills and abilities of student prisoners. Thus, the act of planning is characterized as a fundamental political and ideological act in the exchange and acquisition of knowledge and in obtaining positive results, this is only possible when:

[...] everyone involved in the institution of the Penitentiary System must be involved in working on webs or networks so that they can escape the possibility of establishing only passivity and obedience in the inmates, a path that averses social reintegration. Education in the prison system must take a different and challenging path of making people deprived of their freedom autonomous people, capable of thinking critically about themselves and the world (LUZ; PEREIRA, 2014, p. 260).

Therefore, a Political Pedagogical Project, jointly planned between the area of Pedagogical and Criminal science, that is, between school and penitentiary, being in fact built in the community is extremely important and necessary, because when the plan involves prison officials, prisoners, school employees and the external community, all take

responsibility for the preparation of the PPP in the practice of the school environment, and its reflection will have consequences in the penitentiary and in society in general. Therefore, it is necessary for the prison school to seek to develop a collective work where everyone gets involved in the proposed objectives, in order to achieve resocialization, and to reach this process of social reintegration, the school will go through the principle of pluralism of ideas and of pedagogical conceptions, with that,

CONCLUSION

The present study had as proposal, to show reflections on the planning of the Pedagogical Political Project and conceptions and discussions about the school law project without party, it is noticed that the educational action as a social practice is characterized as a process that maintains a constant relationship with the socio-political, economic and cultural context. It is noteworthy that the pedagogical practice is not carried out in a conceptual and contextual vacuum. Its meaning is linked to a political, pedagogical and ideological point of view, showing that education and the educational process are not neutral.

Given this character and in order to be successful in its applicability, it is necessary to interrelate its elements, requiring the joint effort of all teachers, prisoners, penitentiary agents, community council, patronage, that is, by all who compose the prison environment. All as professionals whose mission is to contribute to the process of social reintegration are responsible for thinking about the prison school, its purposes, time-space, its curriculum, forms of assessment, work relations, administrative issues, decision-making, in short, the basic elements of prison school structure and functioning and of the prison environment as a whole.

At this juncture, the Pedagogical Political Project constitutes a guiding tool for activities, which should support the confrontation to be triggered by those who make up the prison school community.

Therefore, given this revealed scenario, this study will be of great importance for all society, especially for the prison environment, which is where the prison school is located. Through this work, we seek to encourage prison schools to build and execute a Project collectively. Pedagogical politician focused on meeting the needs of reeducated students taking into account the environment in which they are inserted.

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