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ANALYSIS OF NON-FORMAL EDUCATION ACTIVITIES APPLIED IN A SCHOOL IN THE STATE OF SÃO PAULO THROUGH THE SCHOOL OF THE FAMILY PROGRAM

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INTRODUCTION

The non-formal education modality has been implemented more intensively in previously idle places, both in non-formal spaces, where this type of education is common, and in formal spaces. This effort is justified due to the benefits that non-formal education brings, such as the development of habits, ways of thinking and a way of expressing oneself, according to the beliefs of the community. In this sense, the Family School Program (PEF), implemented at E.E. Prof. Joaquim Braga de Paula, when opening its doors on weekends, provides the community with the development of the 5 axes that guide the PEF: Axis Culture, Sport, Health, Work and Learning. Its viability was evaluated through the adhesion of people and their satisfaction with the PEF through quantitative and qualitative research, respectively. Through quantitative research, a high frequency of people in the Program was verified, even with limited dissemination resources. Regarding the qualitative research, the results were encouraging for the team, as the data showed that the interviewees have a lot of affection for the Program and feel welcomed by a public initiative that provides them with and directly corroborates their personal development and elevation of self-esteem.

METHODOLOGY

The research was developed with a qualitative and quantitative character. For this initial stage, testimonies from some users of the socio-educational activities offered by PEF at school were collected and evaluated. This approach is interesting because it is spontaneously developed in a natural, flexible way, full of descriptive data focusing on

the object of study in a contextualized way (LUDKE, 1986, p. 18). The second approach, which is a quantitative study, emphasizes numbers both in collecting and evaluating data (Bryman, 2001, p20). The values that were obtained in this stage came from the presence of the community in the school space on Saturdays and Sundays at PEF. For the qualitative analysis, information about the activities carried out was obtained from interviews with a sample of 20 people from the frequenting and participatory community, as well as interviews with PEF members, in order to assess their coexistence and job satisfaction. provided to the community.

From data collected with the flow of people who came to school in 2018, complementary quantitative studies were carried out. The Excel and Origin applications helped in the treatment of the data collected in the process and from the graphs built, the relevant analyzes could be performed. The sum of the two methods is important to obtain more homogeneous results. Dal-Farra and Lopes discuss the combination of these methods as follows:

(...) Quantitative and qualitative studies have, separately, very fruitful applications and limitations that are well known by those who have used them for a long time. For this reason, the construction of studies with mixed methods can provide research of great relevance to Education as an organized corpus of knowledge, provided that researchers can clearly identify the potential and limitations when applying the methods at stake. (DAL-FARRA; LOPES, 2013, p. 71)

THEORETICAL REFERENCE

The school is an institution with a defined purpose, to offer instruction and knowledge to its educating community. However, this learning place can also provide other activities for the enjoyment of the community that surrounds it. Piletti (2004, p.100) argues

that the school must know the population established in its proximity to perform its functions effectively, however these people need to attend the school space, participating more actively in the projects made available.

The Escola da Família Program (PEF) emerged in August 2003, created by the São Paulo State Department of Education, with the aim of offering the school space also on weekends, thus creating a participatory culture for the benefited community. This way, some schools began to apply non-formal education within a formal space through the PEF, adding this type of education that also develops in non-formal spaces, defined by Jacobucci (2008) as museums, parks, squares and beaches. This need to adapt different types of education was pointed out by Libâneo as follows:

Today's school needs not only to coexist with other non-formal, informal and professional education modalities, but also to articulate and integrate with them, in order to form more prepared and qualified citizens for a new time (LIBÂNEO, 2012), p. 63)

Therefore, the PEF is a very important Program in several currents, and it has even proved to be effective in combating violence in schools where it is implemented. Problems such as vandalism, disputes between students, staff and teachers are mitigated when it is active (Tavares and Tomasovic Jr, 2011).

RESULTS AND DISCUSSION

Firstly, a quantitative research was carried out, and for that, data on the frequency of the community in the activities provided by the PEF were collected. It is possible to identify in the results obtained in Figures 1a and 1b that from the beginning of the school year, as the community is informed about activities at the school, the number of participants grows. In both the first and second semesters, from the third week onwards, the school already

receives over 100 people in its activities. In addition to the information reaching more people, during this period the projects, workshops and activities are already being carried out more consistently by its members. As a result, the number of people increases and even some of them have become regulars in flute, guitar, drums, business management, crafts, capoeira and zumba courses.

In both graphs constructed, it is noted that, on some dates, the number of people at school on Saturdays exceeds 300 members, giving another advantage of the PEF. With the school open on weekends, with University Educators, volunteers and Prof^a Articuladora, it is possible to hold student events without harming the period of regular classes. An example of this was the holding of the Science Fair, which took place in an organized and peaceful way with students, teachers and management during the PEF's operation. As a result, students were able to share their projects in exhibitions, interacting directly with the participatory PEF community, providing, once again, the school's feeling of belonging between the surrounding community and the student community. Analyzing the numbers placed in Figure 1c, which represent the average number of people who attended school on the days of each month in the year 2018, it is possible to identify in most of them a high demand in the community. In total, the Program received 8,928 people on the school premises, many of whom used more than one of the available projects.

As can be seen in the pie chart in Figure 1d, there are months when demand was high, indicating to the deputy director how much time she needs to prepare new university students and volunteers, in order to offer high-level service during the periods busiest. These months, with less community participation, can be used for training or as targets for affirmative action to attract more people.

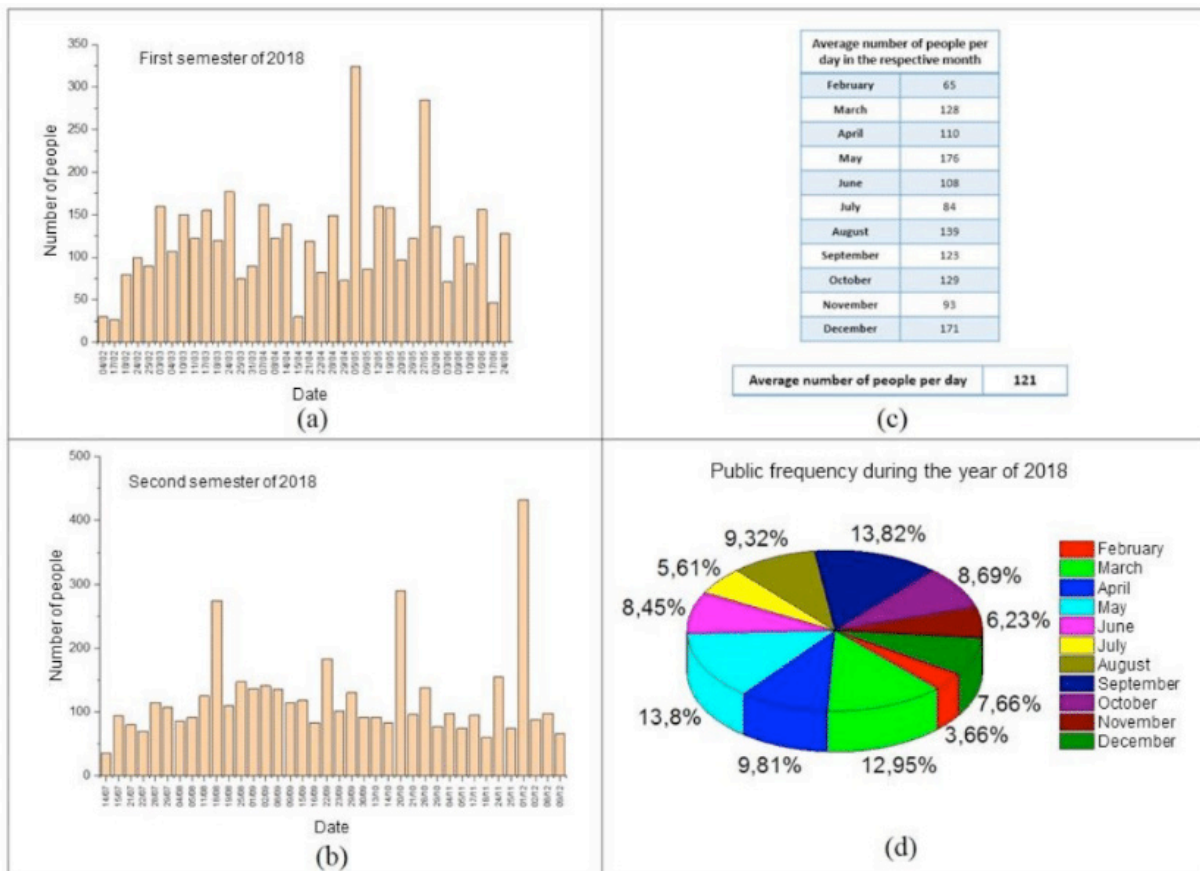


Figure 1 – The bar graphs represent the number of people who attended the PEF opening days at the school, in (a) referring to the first semester and (b) the second semester of 2018. Table (c) shows the average number of people per day in each month of 2018, also providing the daily average for the year. The pie chart (d) helps to identify, in percentage, the months of greatest demand.

Source: Prepared by the authors, 2022.

The opportunity to raise these numbers has already been identified by the team. There is the possibility of carrying out public-private partnerships with organizations around the school to strengthen the dissemination of courses, workshops, etc., in addition to attracting more volunteers willing to present more leisure alternatives to the community.

The qualitative study was carried out using a questionnaire, applied to a sample of 20 people, in order to assess the level of satisfaction of the population that uses the PEF. However, some university students were also included in this group due to the importance that the program has for them, which assumes the maintenance of monthly fees with the universities and makes it possible for people with low income to graduate/licence.

In the qualitative research, 80% of the interviewees evaluated that the PEF helps in the development of users, mainly due to the interaction between people of different ages. It is not uncommon to see adults and children sharing the same room, as in craft, guitar, flute, drums courses.

When evaluating what people think about the personal development of participants and how they relate to each other, respondents were asked how they evaluate the time invested in PEF activities. Considering that this is a program that serves the population only on weekends, 85% rated this item as useful. The same proportion of respondents reported that there is a high possibility of recommending the Program to other people, while for 15% of them this chance is average. Most people who started using the PEF, around 55%, received good references about the Program from friends.

The report presented about the time invested in the program and the probability of recommending the program to other people demonstrated a feeling that is already known by the PEF team, the feeling of belonging

on the part of the community in relation to the school. It is evident the recognition that the population has on the benefits that the Program brings, by providing space for leisure and instruction in different areas, culminating in the retribution of people through the care of the school's facilities. Another factor analyzed was the degree of satisfaction that people have with the activities offered by the Program. 90% of respondents said they enjoyed it a lot, while 10% said the activities offered were satisfactory. One of the factors that keep this gratitude high is the recognition that users have of the team's effort to create new opportunities for the community, a relationship also noted by Teixeira (2015, pg. 85).

In addition to entertainment, PEF provides awareness, as explained by Rachel dos Santos, a university student in the pharmacy course, who led the project "Controlling blood pressure and healthy living practices": "...in my project I was able to guide and answer questions of a lady who attends the PEF. So she can develop an improvement in her life routine by changing some habits". For PEF user Bruno Inocência, 19, his satisfaction is justified by the service he receives from the program team: "The employees pay a lot of attention to us. Always, when we need it most, they help us."

Finally, and no less interesting, 95% of respondents attributed high importance to the opening of the school on weekends through the PEF. Tavares and Tomazovic (2011) mentioned that the Program lost ground in several schools over time. Currently, it continues to lose strength due to a lack of state incentives. PEF participant Thalita Nascimento, 20, is concerned about this: "At the end of the activities, many people will not learn new things". The young Rafael Silva, 18 years old, adds: "It would be bad, because, for both children and adolescents, activities occupy the mind and take them off the

streets”. One of these children and adolescents that Rafael refers to is the young Enzo Silva, 13 years old, one of the most assiduous. Enzo prefers not to think about this possibility, but says: “I think it’s bad (the end of PEF), because I train here (ping pong) and that’s good for me”.

FINAL CONSIDERATIONS

With the numbers obtained with the quantitative research, it was possible to reach the conclusion of how the PEF in the E.E. Professor Joaquim Braga de Paula is important to the surrounding community. The number of regulars is high and there is still room for growth. The qualitative research expressed how much the community that uses the PEF values this initiative. Respondents said that the PEF is very important in the place and they believe that the time invested in participating in the activities offered is very fruitful and, added to the high possibility of referring the PEF to other acquaintances, attests that it has local capillarity and that it can be expanded.

In the eyes of the community and PEF members, this is a relatively low investment program, as it requires few public servants to manage the activities, counting on University Educators, whose monthly fees paid by the government are very low and, scoring, there is still the participation of volunteers who help in the quality and expansion of courses and workshops. Based on the information gathered, the logical conclusion is that the Escola da Família Program must receive greater affection from the competent authorities because, by promoting this initiative, the government is fighting violence, guaranteeing the care of the Public Heritage, contributing and strengthening Education through PEF as a tool to ensure citizenship and human dignity, as suggested by art. 1st items II and III of the Constitution of the Federative Republic of Brazil (Brasil, 1988).

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