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ESTRUTURANDOSER: A DIFFERENT WAY OF LOOKING AT THE FUTURE

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Abstract: The EstruturandoSer project came about as a response to the need to prepare the students of Colégio Servos da Rainha for life after high school, helping them to understand their own emotions and explore their professional aspirations. Developed by the Rose Borges Human Development Institute, the initiative involved teachers and students in a journey of self-knowledge and reflection, using diagnostic questionnaires, online and face-to-face meetings, as well as group dynamics. To this end, this article discusses the impact of these actions on the school community and reflects on how projects of this nature are fundamental to promoting an integral, humanized education that is connected to the existential and professional demands of the individuals in training.

Keywords: Social project; Adolescents; Personal development; Professional development.

INTRODUCTION

The EstruturandoSer project came about as a response to the need to prepare the students of Colégio Servos da Rainha for life after high school, helping them to understand their own emotions and explore their professional aspirations. Developed by the Rose Borges Human Development Institute, the initiative involved teachers and students in a journey of self-knowledge and reflection, using diagnostic questionnaires, online and face-to-face meetings, as well as group dynamics. To this end, this article discusses the impact of these actions on the school community and reflects on how projects of this nature are fundamental to promoting an integral, humanized education that is connected to the existential and professional demands of the individuals in training.

The role of the school in the 21st century goes beyond teaching traditional curricular content, as it is now required to prepare young students for the emotional and social challenges that come with entering the job market

and the transition to adult life. Projects such as EstruturandoSer are therefore important for simultaneously addressing students' professional training and personal development, in order to align their expectations and strengthen community ties between school and family.

The students taking part in the EstruturandoSer project were informed about the purpose of the initiative, which included, among other activities, writing a reflective article about their experiences and learning. Based on ethical principles, it was ensured that all personal information collected during the course of the project would be treated confidentially, in order to guarantee the preservation of each participant's privacy. In addition, the students filled in the terms of free and informed consent, showing that they agreed with the activities carried out and authorized the use of the information provided.

The process was carried out with the authorization and supervision of guardians and family members, through the terms of free and informed consent, in addition to providing uninterrupted support throughout the day, in close collaboration with the school management, which ensured that the environment was safe, transparent and conducive to the success of the project. This approach ensured the preservation of the students' integrity and trust, and allowed them to fully immerse themselves in the proposed activities.

The Céu Azul neighborhood, where Colégio Servos da Rainha is located, in the municipality of Valparaíso de Goiás (GO), Brazil, is marked by social challenges that impact the educational process. Although the school is private, its roots are linked to a religious initiative, and its trajectory reflects a mission of community transformation. The choice of the school to implement the project is justified by the local demand for actions that integrate professional preparation with emotional support, benefiting both students and teachers.

The students taking part in the EstruturandoSer project are teenagers between the ages of 16 and 18 who live in the Céu Azul - GO neighborhood and have a diverse socio-economic profile, which reflects the complexities and challenges of the region. Although there is social and economic variety, a significant percentage of the young people belong to families from lower social classes. This scenario intensifies the need for initiatives that promote professional guidance and emotional development.

During the course of the project, a situational diagnosis questionnaire was carried out on the expectations and needs of 27 students, 51% of whom were female and 49% male. Among the participants, 63% said they were constantly looking forward to their professional future, while 48% admitted to sometimes reflecting on their personal goals. Furthermore, 75% of the students revealed that they had never taken a vocational test, thus highlighting the relevance of an initiative such as EstruturandoSer. The survey also showed family influence on career choices, with 40.7% of students reporting that their families had expectations about their careers, although they respected their individual decisions (Table 1).

After the situational diagnosis questionnaire, each student received individualized assistance from Sabrina Carvalho do Carmo, a specialist in human behavior at the RBS Institute for Human Development. A total of 26 students took part in the behavioral profile mapping stage (Figure 1). The students answered an online questionnaire and, after to prepare a personalized profile report, took part in an individual debriefing, lasting up to an hour, under the guidance of the specialist.

Behavioral profile mapping is a valuable tool for helping high school students better understand their characteristics, talents and preferences. This process offers various benefits that directly influence educational and ca-

reer choices, as well as promoting self-knowledge and personal development (Brandão, 2005; Freire, 1996).

Behavioral mapping offers benefits such as improving self-knowledge and making more lucid and informed career choices. It also contributes to the development of essential skills and to improving young people's interpersonal relationships (Delors, 1996). One of the main purposes of this process was to provide clarity about each student's identity, helping them to define a career path that was aligned with their personal characteristics and aspirations (Costa, 2018; Cunha, 2009).

The feedback moments provided the students with an environment rich in clarification, acceptance and attentive listening, promoting deep self-knowledge (Lévy, 1993). Many students were surprised and almost all expressed their gratitude for the experience. These individual meetings enabled a deep reflection on the characteristics, talents and preferences of each student, as well as offering a safe space to deal with doubts and insecurities. The relevance of these moments is reflected not only in the students' responses, but also in the positive impact they had on their future choices, allowing them to feel more secure and confident in the decision-making process related to the educational and professional path they wish to follow.

This type of behavioral mapping is like a compass for young people, guiding them along a path that is in harmony with their skills, values and aspirations. Each individual debriefing was crucial for the students to be able to clearly visualize their characteristics, promoting deeper self-knowledge and the development of a career plan in line with their own identities. In this way, the mapping stage achieved its objectives, confirming that this process is an essential stage for the EstruturandoSer project and for the personal and professional growth of the participants.

Variable	Frequency		
	Sometimes	Always	
Dreaming of personal goals	48,1%	51,9%	
Thinking about your professional future	37%	63%	
	Dream	They don't dream	It doesn't matter
Family members have dreams about the future of young people	70,3%	22,2%	7,4%
	Yes	No	
Vocational test	25,9%	74,1%	

Table 1. Situational diagnosis of students' expectations and dreams

Source: Own elaboration (2024). EstruturandoSer diagnostic questionnaire.

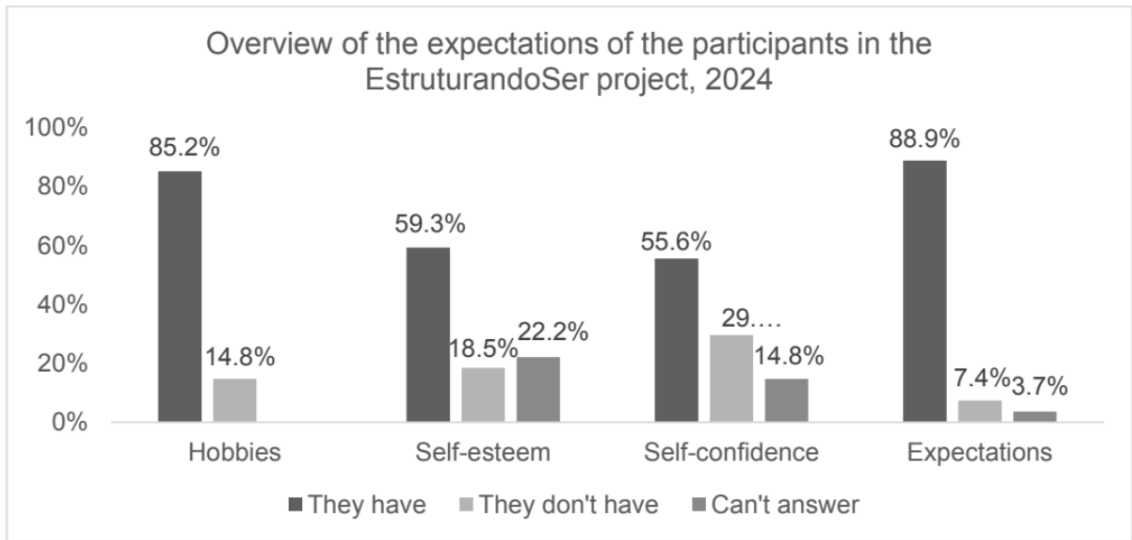


Figure 1. Overview of the EstruturandoSer preliminary diagnosis.

Source: Own elaboration (2024).

After the experience, we held two online meetings with the aim of helping the students build their life projects. These sessions were attended by 12 students, who had the opportunity to delve deeper into the SMART method, an effective tool for defining specific, measurable, attainable, relevant goals with a fixed deadline for implementation.

During the meetings, the maturity of the students and their capacity for conceptual organization in relation to the “future project” theme was remarkable. Each participant demonstrated a clear understanding of their own career choices, as well as the responsibility they have for their actions in order to achieve success in their decisions. These proved to

be essential in providing the necessary tools for the students to plan and structure their goals. These sessions not only provided a space for reflection and planning, but also encouraged students to develop fundamental life skills such as critical thinking, self-evaluation and organization.

At the end of the meetings, it was clear that the students were better prepared and more confident to chart and follow their professional paths, with a clear and structured vision of their own goals, as well as the steps needed to achieve them. In this sense, the EstruturandoSer project stood out not only for its high pass rates in the assessments, but above all for its impact on the socio-emotional development

of the participants. This initiative is particularly important for young people looking for support in identifying assertive paths after completing high school. Through a journey of self-knowledge, students are enabled to explore their potential and set clear goals for the future, which is a crucial factor in the transition to adult and professional life (Goleman, 1993; Moran, 2014)

In addition to the direct benefits for the students, the project also brought gains for the teachers. By dealing with emotional issues that are often neglected, teachers have had the opportunity to improve their socio-emotional skills. In addition, the exclusive dedication of 78% of teachers to the institution represents a significant difference when compared to the public network, allowing for more individualized attention in monitoring students (Mórin, 2000; Nóvoa, 2010).

The EstruturandoSer Project stands out as an integral education initiative that goes beyond academic teaching, integrating emotional and social aspects into the students' education. In a complex social and educational scenario, especially in vulnerable regions, initiatives that promote self-knowledge and preparation for the job market are essential for the development of young people who are more aware and prepared for the challenges of adult and professional life (Pereira, 2019; Ribeiro, 2003).

One of the fundamental characteristics of EstruturandoSer is the inclusion of teachers in the students' socio-emotional development process. By enabling them to deal with emotional issues, the project not only benefits the students, but also contributes to the educators' personal and professional growth (Saviani, 2008). This collaborative approach reflects the importance of comprehensive education, which should involve the entire school community, with a focus on training critical, autonomous citizens who are prepared to act in solidarity in society (Silva, 2021).

In Brazil, where educational and socio-economic inequalities persist, the project becomes a response to the disparities present in many schools, especially in the most vulnerable areas. By integrating vocational guidance and personal development into the educational environment, EstruturandoSer not only prepares students for the job market, but also contributes to their formation as full citizens, capable of dealing with emotional and social challenges (Unesco, 2015). This approach is in line with the guidelines of the National Base Common Curriculum (BNCC), which advocates the formation of essential competencies and skills for citizenship (Brazil 2017; Ministry of Education, 2009).

In Brasilia, the country's capital, where social diversity is striking, the project has the potential to transform the educational experience, allowing young people to dream of a better future and have the tools they need to make it a reality. The comprehensive education promoted by EstruturandoSer prepares students for a more balanced life, with the self-confidence and emotional skills to face the challenges that arise.

EstruturandoSer is considered to have left a significant legacy for the Servants of the Queen College and to have had a positive impact on students and educators. Continuing projects like this is essential for transforming the educational reality, preparing young people for the future with resilience and purpose.

To this end, this initiative was able to provide a profound and transformative approach to self-knowledge and preparation for life for the students taking part in the project. In an educational context where the challenges are multiple, comprehensive education, as proposed by EstruturandoSer, emerges as a necessary way to prepare young people not only for the job market, but for a life of personal, social and professional development, in order to foster a fairer and more equitable society.

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