

**ENSINO MÉDIO EM TEMPO INTEGRAL E A ESCOLA DE ANTONIO GRAMSCI**  
**AVERAGE MID-TERM EDUCATION AND THE SCHOOL OF ANTONIO GRAMSCI**  
**ENSEÑANZA MEDIO EN TIEMPO INTEGRAL Y LA ESCUELA DE ANTONIO GRAMSCI**

Flávia Gonçalves da SILVA<sup>1</sup>  
Elisangela da Silva BERNADO<sup>2</sup>

**RESUMO:** Esse artigo apresenta elementos que compõem o debate atual sobre o Ensino Médio em Tempo Integral, mais especificamente, a política pública intitulada Programa Ensino Médio Inovador criado em 2009 pelo Governo Federal e implementado nos diversos estados da Federação e a escola pensada por Antonio Gramsci. Busca através de aproximações e/ou antagonismos conversar com as ideias deste autor e de outros como Frigotto; Motta (2017), Savianni (2003) que se debruçaram sobre a temática do ensino médio no Brasil. A possibilidade da utilização dos conceitos de Gramsci no desenvolvimento de uma escola de ensino médio mais igualitária fez parte da construção deste estudo. A metodologia utilizada foi a pesquisa qualitativa, apoiada na análise documental e na pesquisa bibliográfica.

**PALAVRAS-CHAVE:** Ensino médio integral. Políticas públicas. Escola unitária.

**RESUMEN:** Este artículo presenta elementos que componen el debate actual sobre la Enseñanza Media en Tiempo Integral en Brasil, más específicamente, la política pública titulada Programa Enseñanza Media Innovador creado en 2009 por el Gobierno Federal e implementado en los diversos estados de la Federación y la escuela pensada por Antonio Gramsci. Busca a través de aproximaciones y/o antagonismos conversar con las ideas de este autor y de otros como Frigotto; Motta (2017), Savianni (2003) que se inclinaron sobre la temática de la enseñanza media en Brasil. La posibilidad de la utilización de los conceptos de Gramsci en el desarrollo de una escuela de enseñanza media más igualitaria formó parte de la construcción de este estudio. La metodología utilizada fue la investigación cualitativa, apoyada en el análisis documental y en la investigación bibliográfica.

**PALABRAS CLAVE:** Enseñanza media integral. Políticas públicas. Escuela unitaria.

<sup>1</sup> Federal University of Rio de Janeiro State (UNIRIO), Rio de Janeiro - RJ - Brazil. Master's Degree student in Education (PPGEdu). ORCID: <https://orcid.org/0000-0001-5249-3001>. E-mail: [flaviagsmendes@gmail.com](mailto:flaviagsmendes@gmail.com)

<sup>2</sup> Federal University of Rio de Janeiro State (UNIRIO), Rio de Janeiro - RJ - Brazil. Adjunct Professor in the Education Post-Graduation Program and of the School of Education, Education Master's Degree Course Coordinator/PPGEdu - Human and Social Sciences Center - CCH. Education Fundaments Department - Group leader of: Research group "Politics, Management and Financing in Education". ORCID: <https://orcid.org/0000-0003-3994-0254>. E-mail: [efelisberto@yahoo.com.br](mailto:efelisberto@yahoo.com.br)

**ABSTRACT:** *This article presents elements that compose the current debate on the Integral High School in Brazil, more specifically, the public policy entitled Teaching Higher Education Program created in 2009 by the Federal Government and implemented in the different states of the Federation and the school designed by Antonio Gramsci. Seeks through approximations and / or antagonisms to talk with the ideas of this author and others like Frigotto; Motta (2017) and Savianni (2003) who focused on the subject of secondary education in Brazil. The possibility of using Gramsci's concepts in the development of a more egalitarian secondary school was part of the construction of this study. The methodology used was qualitative research, supported by documental analysis and bibliographical research.*

**KEYWORDS:** *Integral secondary education. Public policies. Unitary school.*

## Introduction

The Federal Constitution of 1988 and LDBEN of 1996 were important milestones for the democratization of education in the country. Fruits of much struggle of the various social movements organized throughout the country. (SAVIANNI, 2016) In spite of the understanding that advances have occurred in this area, it was possible to observe during this study a series of laws, decrees, ordinances and programs instituted after the implementation of these milestones that guide initiatives and mainly resources according to the interests of groups. In this article, we intend to focus on some normative instruments elaborated after the Federal Constitution of 1988 and LDBEN of 1996 that directly influenced the directions of High School, such as Law 11.494, of June 20, 2007, which regulates the Fund for Maintenance and Development of Basic Education and of the Evaluation of Education Professionals (FUNDEB, Portuguese initials), DECREE CNE / CP No. 11/2009 on the Proposal of innovative curricular experience of High School and Portaria 971 of October 09, 2009, which instituted the Innovative Higher Education Program (PROEMI, Portuguese initials) , with a view to supporting and strengthening the development of innovative curricular proposals in non-professional secondary schools and the National Education Plan established by Law 13,005 of June 25, 2014.

In the introductory part of the Guidance Document of Proemi 2009, the Ministry of Education (MEC, Portuguese initials) through the Secretariat of Basic Education (SEB, Portuguese initials), deals with the identity of secondary education and affirms that it is defined in overcoming the dualism between propaedeutic and vocational.

A school is sought that is not limited to immediate, pragmatic and utilitarian interest. Secondary education should be structured in line with the advancement of scientific and technological knowledge, making culture a component of general education, linked to

productive work. This presupposes the linking of scientific knowledge with the practice related to the contextualization of physical, chemical, biological and social phenomena, as well as the overcoming of the dichotomies between humanism and technology and between general and technical-instrumental theoretical formation (BRASIL, 2009, p. 4).

And even with very different realities between Italy at the beginning of the twentieth century and Gramsci's struggle for socialism in his own country and the capitalist Brazil of the 21st century, increasingly committed to preparing young people for the labor market and since this formation is seen as one of the factors of production (FRIGOTTO; MOTTA, 2017, p.358), we perceive, albeit only conceptually, an approximation between the ideas that underpinned the creation of the Innovative High School Program and the Unitarian School of Gramsci .

Gramsci denied the tendency to rigid specialization, understood as the separation of intellectual functions, thus advocated a harmonious formation for men. The classic formation for Gramsci was training for all. And not the encyclopedic reserved for the elites. But it was with the founding of *Ordinue Novo* magazine in 1919 that the discussion about the need for theoretical and practical unification of teaching becomes stronger. The increasing industrialization of Italy and the lack of new professionals, created a need to rethink the new educational models, a new model of unitary school (META, 2017).

This article is divided into three sections, in addition to the introduction. In the first part, we will discuss the role of secondary education, in the last the role Basic Education and the main policies developed in this area. Emphasizing the Integral Education induction Policy called PROEMI, Innovative Higher Education Program, created by Ordinance No. 971, of October 9, 2009. And that has been developed in the public network of the different states of the Federation and that in the state of Rio de Janeiro joined the Innovative High School Proposal by extending the student's time in school. In the second section, we will talk about some concepts developed by Antonio Gramsci and used by many educators to inspire the construction of an egalitarian society. And in the third and final part we make some considerations about how the concepts developed by Gramsci may or may not contribute to an Innovative High School in the present day.

### **High School and Full Time Education: a look at public policies and legislation**

We realize how fundamental it is to reflect on the various legal systems aimed at guaranteeing a right that should be common to all. And on the observation that in societies such

as Brazil, where dependent capitalism<sup>3</sup> combines high concentration of wealth and capital and inequality, does not contribute to a fair distribution of social assets, this legal system is also a target of dispute. And in this regard, we dare to bring an introductory reflection, about which is the role of High School in today's society and the main public policies that have been developed for this segment of Basic Education.

Höfling (2001) alerts us to the fact that public policies develop within the State and gain an outline according to the type of State and the historical moment of its implementation. And it advances in the sense of differentiating the concepts of State and Government essential for the understanding of public policies. The author thus defines these concepts:

State as a set of permanent institutions-such as legislative bodies, courts, army, and others that do not necessarily form a monolithic bloc-that enable government action; and government, as the set of programs and projects that comes from part of society (politicians, technicians, civil society organizations and others) proposes for society as a whole, setting the political orientation of a particular government that assumes and performs the functions state (HÖFLING, 2001, p. 31).<sup>4</sup>

Education is understood as a public policy that is the responsibility of the State, but not only conceived by its agencies (HÖFLING, 2001). Thus, the dispute over how society should organize itself and make use of public resources is fought within societies constantly.

Shiroma (2000), portrays the political scenario of the 1990s as essential for the understanding of the public policies implemented here in Brazil and in various parts of the world since then. He cites England in the Thatcher government (1979-1990) as the greatest example of significant changes in policies in various areas, such as health, education, freedom of organization of workers, and other rights.

The conservatives have achieved such radical and extensive transformations in this period that they can boast of putting in effected deregulation, privatization, flexibilization, the minimum state, indisputable points of what is now given the designation, little precise but notable ideological efficacy, of neoliberalism (SHIROMA, 2000, p.53).<sup>5</sup>

<sup>3</sup> Capitalismo dependente; conceito utilizado por Frigotto e Ciavatta (2011) com base nos trabalhos de Marine (2000) e Fernandes (1973).

<sup>4</sup> Estado como um conjunto de instituições permanentes-como órgãos legislativos, tribunais, exército e outras que não formam um bloco monolítico necessariamente- que possibilitam a ação do governo; e Governo, como o conjunto de programas e projetos que parte da sociedade (políticos, técnicos, organismos da sociedade civil e outros) propõe para a sociedade como um todo, configurando-se a orientação política de um determinado governo que assume e desempenha as funções de Estado por um determinado período (HÖFLING, 2001, p. 31).

<sup>5</sup> Os conservadores lograram transformações tão extensas e radicais nesse período, que podem se vangloriar de terem efetivado a desregulamentação, a privatização, a flexibilização, o estado mínimo, pontos indisputáveis do que hoje recebe a designação, pouco precisa, mas notável eficácia ideológica, de neoliberalismo (SHIROMA, 2000, p. 53).

The author points to the damage that these changes have caused in England, where society had already obtained great achievements of citizenship and already had a state of high social welfare. In Brazil, the damage was much greater. And it could be more meaningful from the Fernando Collor de Mello government in 1990. The process of adjusting the Brazilian economy to the demands of the global restructuring of the economy began. In Education the Human Capital Theory, widely used in the 1970s, a period of military dictatorship in Brazil was on the rise again. The maxim was that the new productive paradigm demanded general education requirements and professional qualification of workers. Education once again was understood as the propeller of economic development.

From these considerations, we turn to the legislation of Education in the Federal Constitution of 1988, the Law on the Guidelines and Bases of National Education of 1996 and the main legislation focused on secondary education after 1988. The Federal Constitution describes the duty of State with Education

Art. 208. The State's duty towards education shall be effected by guaranteeing:  
I - compulsory basic education free of charge from 4 (four) to 17 (seventeen) years of age, including their free offer for all those who did not have access to it at their own age; (Redaction given by Constitutional Amendment No. 59, of 2009)  
II - progressive universalization of free secondary education; (Redaction given by Constitutional Amendment No. 14, 1996) (BRASIL, 1988).<sup>6</sup>

Before this change, constitutional amendment in its section I dealt exclusively with the obligation of elementary education. Clause II was also amended by another constitutional amendment to EC N°. 14/1996. Its previous wording foresaw the progressive extension of compulsory and gratuitous access to high school and after amendment was thus: progressive universalization of free high school. The withdrawal of the mandatory word may suggest a release from the state in offering it.

However, it was with the creation of Fundeb that the High School gained more prominence and guaranteed resources. Fundeb was created by Constitutional Amendment N° 53/2006 and regulated by Law N° 11,494 / 2007 and by Decree N° 6,253 / 2007, replacing the

---

<sup>6</sup> Art. 208. O dever do Estado com a educação será efetivado mediante a garantia de:

I - educação básica obrigatória e gratuita dos 4 (quatro) aos 17 (dezesete) anos de idade, assegurada inclusive sua oferta gratuita para todos os que a ela não tiveram acesso na idade própria; (Redação dada pela Emenda Constitucional nº 59, de 2009)

II - progressiva universalização do ensino médio gratuito; (Redação dada pela Emenda Constitucional nº 14, de 1996). (BRASIL,1988)

Fund for Maintenance and Development of Elementary Education and Valorization of the Magisterium (Fundef, Portuguese initials), which was in force in 1998 to 2006.

The LDB of 1996, modified by Law N° 13,415, of 2017 cites the Integral Education associated to High School in the following way:

§ 7o The secondary school curricula should consider the integral formation of the student, in order to adopt a work focused on the construction of his life project and for his formation in the physical, cognitive and socioemotional aspects. (BRASIL, 2017).<sup>7</sup>

In 2009, the creation of the Innovative Higher Education Program (PROEMI, Portuguese initials) through Ordinance N° 971 encourages the States of the Federation to create innovative proposals and provide technical and financial support to secondary schools. This program is the cut of a larger research that is in progress. In this article, in particular, we want to relate it to Gramsci's ideas.

In 2016, through Resolution N° 4, dated October 25, 2016, FNDE allocates financial resources in the form of the Direct Money in School Program (PDDE, Portuguese initials) to state and Federal District schools to support innovative curricular proposals as per the Program High School Innovative. This Resolution reaffirms the need to meet goals 7, 3 and 6 of the National Education Plan (PNE, portuguese initials) 2014-2024. We understand that this order may mean priorities for the MEC in the implementation of this policy

The need to support public education systems in the operationalization of actions aimed at improving the quality of the provision of High School and Curriculum Redesign, in line with the National Curricular Guidelines for Secondary Education, approved by the National Education Council, in order to meet goal 7 of the National Education Plan (PNE);

The need to promote shared actions with the states and the Federal District to improve secondary education and the perspective of universal access and permanence of all adolescents aged 15 to 17 at this stage of basic education in order to meet goal 3 of PNE;

The need to establish joint actions among the federated entities that provide new curricular organizations for secondary education, compatible with the perspectives of contemporary society and with the aspirations of young people and adults, in accordance with Provisional Measure N° 746 of 2016;

The need to establish shared policies for the expansion of educational spaces in the context of school units that allow articulation between the world of work, science, technology and culture, as presupposed to the gradual

---

<sup>7</sup> § 7o Os currículos do ensino médio deverão considerar a formação integral do aluno, de maneira a adotar um trabalho voltado para a construção de seu projeto de vida e para sua formação nos aspectos físicos, cognitivos e socioemocionais. (BRASIL, 2017).

implementation of full-time education, in a way to meet PNE's goal 6 (BRASIL, 2016).<sup>8</sup>

Law N° 13,415, of 2017, modifies the LDB of 1996 and Fundeb, inducing the policy of fomentation to the implementation of high schools full-time among other modifications. We highlight Art. 13:

Article 13. The Policy for the Promotion of the Implementation of Secondary Schools in Integral Time is hereby instituted within the scope of the Ministry of Education.

Single paragraph. The Development Policy outlined in the caput provides for the transfer of resources from the Ministry of Education to the States and the Federal District for a term of ten years per school, counting from the date of beginning of the implementation of full secondary education in the respective school, agreement to be formalized between the parties, which shall contain, at least:

I - identification and delimitation of the actions to be financed;

II - quantitative targets;

III - schedule of physical and financial execution;

IV - prediction of the beginning and end of the execution of the actions and of the completion of the scheduled stages or phases (BRASIL, 2017).<sup>9</sup>

As pointed out above, the recent legislation is rich in relation to High School and more specifically in relation to High School in Full time. Thus, we can see an advance in the legal guarantees for this social right and its importance for the MEC, as well as the understanding that Integral Education has been understood as a strategy for the improvement of the educational quality in this segment of basic education.

---

<sup>8</sup> A necessidade de promover ações compartilhadas com os Estados e o Distrito Federal, para melhoria do ensino médio e a perspectiva de universalização do acesso e permanência de todos os adolescentes de 15 a 17 anos nesta etapa da educação básica, de forma a atender a meta 3 do PNE;

A necessidade de estabelecer ações conjuntas entre os entes federados, que propiciem novas organizações curriculares para o ensino médio, compatíveis com as perspectivas da sociedade contemporânea e com os anseios dos jovens e adultos, em conformidade com a Medida Provisória n° 746 de 2016;

A necessidade de estabelecer políticas compartilhadas, para a ampliação dos espaços educativos no contexto das unidades escolares, que possibilitem articulações entre o mundo do trabalho, da ciência, da tecnologia e da cultura, como pressuposto à implantação gradativa da educação em tempo integral, de forma a atender a meta 6 do PNE. (BRASIL, 2016)

<sup>9</sup> Art. 13. Fica instituída, no âmbito do Ministério da Educação, a Política de Fomento à Implementação de Escolas de Ensino Médio em Tempo Integral.

Parágrafo único. A Política de Fomento de que trata o caput prevê o repasse de recursos do Ministério da Educação para os Estados e para o Distrito Federal pelo prazo de dez anos por escola, contado da data de início da implementação do ensino médio integral na respectiva escola, de acordo com termo de compromisso a ser formalizado entre as partes, que deverá conter, no mínimo:

I - identificação e delimitação das ações a serem financiadas;

II - metas quantitativas;

III - cronograma de execução físico-financeira;

IV - previsão de início e fim de execução das ações e da conclusão das etapas ou fases programadas (BRASIL, 2017).

The PNE 2014-2024 instituted among its 20 goals, two associated to High School and High School in Integral Time.

Goal 3: to universalize, by 2016, school attendance for the entire population from 15 (fifteen) to 17 (seventeen) years and to raise, by the end of the period of validity of this PNE, the net enrollment rate in high school to 85% (eighty-five percent).

Goal 6: to provide full-time education in at least 50% (fifty percent) of public schools, in order to serve at least 25% (twenty-five percent) of the students basic education.<sup>10</sup>

PROEMI is one of the bets by the federal government to improve the quality of secondary education in Brazil and has been developed in the state of Rio de Janeiro since 2009, even before the approval of the new PNE (2014-2024).

As a justification for the implementation of this Program, the MEC exposes, in a summarized way, essential aspects of the Innovative Curricular Proposal that are described in OPINION CNE/CP N. 11/2009. The Ministry of Education puts middle school as the most complex level in the structuring of public policies, due to its very nature as an intermediary between the end of elementary school and higher education, and to serve adolescents, young people and adults with different expectations regarding studies at this level. (BRASIL, 2009)

This differentiated incentive to High School established by Ordinance N° 971 of October 9, 2009 has already been mentioned briefly. We point out here some articles of this Ordinance to understand what PROEMI is about.

Art. 2 The Program aims to support the State Secretariats of Education and the Federal District in the development of actions to improve the quality of non-vocational secondary education, with emphasis on pedagogical projects that promote scientific and humanistic education, appreciation of reading, culture, the improvement of the relation theory and practice, the use of new technologies and the development of creative and emancipatory methodologies.

Art. 3 The Higher Education Innovation Program will provide technical and financial support for development and structuring of secondary education through analysis, selection and approval of proposals, in the form of a work plan, and subsequent conclusion of a convention, direct execution or decentralization of resources, in accordance with the applicable legislation.

---

<sup>10</sup> Meta 3: universalizar, até 2016, o atendimento escolar para toda a população de 15 (quinze) a 17 (dezesete) anos e elevar, até o final do período de vigência deste PNE, a taxa líquida de matrículas no ensino médio para 85% (oitenta e cinco por cento).

Meta 6: oferecer educação em tempo integral em, no mínimo, 50% (cinquenta por cento) das escolas públicas, de forma a atender, pelo menos, 25% (vinte e cinco por cento) dos (as) alunos (as) da educação básica.

Art. 4 Proposals may be submitted by the States that have formally adhered to the All Commitment to Education Plan, as described in Decree N° 6,094, of April 24, 2007 (BRASIL, 2009).<sup>11</sup>

The Secretary of State for Education of the State of Rio de Janeiro (SEEDUC, Portuguese initials) is a PROEMI participant. Below, an excerpt from the proposal of the high schools that are part of this Program <sup>12</sup>.

The New Generation schools are participants of the PROEMI Innovative High School Program, but they have a differentiated Curricular Matrix. They make up a new model of High School in Integral Time, from 7:00 am to 5:00 pm, with an environment that develops young people's skills, their attitudes and values for the 21st Century. (...) Therefore, the New Generation course aims at strengthening the development of innovative curricular proposals, extending the time of the students in the school and seeking to guarantee the integral formation with the insertion of activities that make its curriculum more dynamic (SEEDUC, 2015).<sup>13</sup>

It should be noted that SEEDUC has developed an innovative proposal for the High School aimed at young people. This proposal is for a full-time Integral Education school. Moreover, he affirms that the expansion of the time in the school aims at the integral formation of the students. In one of the excerpts, the explicit proposal that the Integral Education Program should prepare the youth for social interaction and participation and for the world of work (SEEDUC, 2015). Which leads us to believe that one of the concerns regarding youth is their training for the job market. But it also proposes a new look at the youth, contemplating, thus, the integral development of the student, as a citizen of the globalized world. In the midst of some theoretical contradictions about the meaning of an integral formation, we turn our

---

<sup>11</sup> Art. 2º O Programa visa apoiar as Secretarias Estaduais de Educação e do Distrito Federal no desenvolvimento de ações de melhoria da qualidade do ensino médio não profissionalizante, com ênfase nos projetos pedagógicos que promovam a educação científica e humanística, a valorização da leitura, da cultura, o aprimoramento da relação teoria e prática, da utilização de novas tecnologias e o desenvolvimento de metodologias criativas e emancipadoras.

Art. 3º O Programa Ensino Médio Inovador prestará apoio técnico e financeiro a ações de desenvolvimento e estruturação do ensino médio mediante análise, seleção e aprovação de propostas, na forma de plano de trabalho, e posterior celebração de convenio, execução direta ou descentralização de recursos, na forma da legislação aplicável.

Art. 4º Poderão apresentar propostas os Estados que tenham aderido formalmente ao Plano de Metas Compromisso Todos pela Educação, de que trata o Decreto N° 6.094, de 24 do abril de 2007 (BRASIL, 2009).

<sup>12</sup> Disponível em: <http://www.rj.gov.br/web/seeduc/exibeconteudo?article-id=2600834>. Acesso em: 28 set. 2018.

<sup>13</sup> As escolas de Nova Geração são participantes do Programa Ensino Médio Inovador - PROEMI, mas possuem uma Matriz Curricular diferenciada. Compõem um novo modelo de Escola de Ensino Médio em tempo Integral, das 7h às 17h, com um ambiente que desenvolve as competências do jovem, suas atitudes e valores para o Século XXI. (...) Por isso, o curso de Nova Geração visa ao fortalecimento do desenvolvimento de propostas curriculares inovadoras, ampliando o tempo dos estudantes na escola e buscando garantir a formação integral com a inserção de atividades que tornem o seu currículo mais dinâmico (SEEDUC, 2015).

attention to PROEMI and to the Innovative High School developed in the state of Rio de Janeiro.

We believe that work when combined with the training of young people should be considered as an educational principle. Ciavatta (2009), thus defines it

In the case of work as an educational principle, the statement refers to the relation between work and education, in which the formative character of work and education is affirmed as humanizing action through the development of all human potentialities (CIAVATTA, 2009 ).<sup>14</sup>

The Innovative High School is a strategy and also an instrument to induce the redesign of the curricula of the High School, understanding that the initially proposed actions will be incorporated gradually to the curriculum, extending the time in the school, from the perspective of the integral education and the diversity of pedagogical practices so that, in fact, they qualify the curricula of secondary schools. (BRASIL, 2016, p. 3)

The MEC in its portal of integral education in the internet<sup>15</sup> emphasizes conceptually in what way the Integral Education was thought for the Programs of integral Education.

Integral education represents the option for an integrated educational project, in tune with the life, needs, possibilities and interests of the students. A project in which children, adolescents and young people are seen as citizens of rights in all its dimensions. It is not only about their intellectual development, but also about the physical, the care for their health, as well as offering opportunities for them to enjoy and produce art, to know and value their history and cultural heritage, to have a responsible attitude towards nature, learn to respect human rights and those of children and adolescents, be a creative, enterprising and participant citizen, aware of their responsibilities and rights, able to help the country and humanity to become ever more fair and solidary, to respect the differences and to promote peaceful and fraternal coexistence among all.<sup>16</sup>

---

<sup>14</sup> No caso do trabalho como princípio educativo, a afirmação remete à relação entre o trabalho e a educação, no qual se afirma o caráter formativo do trabalho e da educação como ação humanizadora por meio do desenvolvimento de todas as potencialidades do ser humano (CIAVATTA, 2009).

<sup>15</sup> Disponível em: <http://educacaointegral.mec.gov.br/>. Acesso em: 23 set. 2018.

<sup>16</sup> Educação integral representa a opção por um projeto educativo integrado, em sintonia com a vida, as necessidades, possibilidades e interesses dos estudantes. Um projeto em que crianças, adolescentes e jovens são vistos como cidadãos de direitos em todas as suas dimensões. Não se trata apenas de seu desenvolvimento intelectual, mas também do físico, do cuidado com sua saúde, além do oferecimento de oportunidades para que desfrute e produza arte, conheça e valorize sua história e seu patrimônio cultural, tenha uma atitude responsável diante da natureza, aprenda a respeitar os direitos humanos e os das crianças e adolescentes, seja um cidadão criativo, empreendedor e participante, consciente de suas responsabilidades e direitos, capaz de ajudar o país e a humanidade a se tornarem cada vez mais justos e solidários, a respeitar as diferenças e a promover a convivência pacífica e fraterna entre todos.

This vision of Integral Education intertwines with the vision of Integral Education that underpins the Innovative High School Program that is geared primarily to young people. Although aware of the historical specificities that led Antonio Gramsci to write about school. And especially because his writings return to a school for the proletariat, the children of the working class, we dare to establish a critical conversation with this author's school ideas.

### **Gramsci and the education**

Antonio Gramsci was born in Sardinia, Italy in the year 1891 and lived for 20 years in this backward, poor and exploited island. The revolt against the rich soon became apparent because he could not study even though he was a brilliant student in elementary school while watching the merchants' children go to school. And it was his experiences in this period that later motivated him to integrate into the social movements in Turin. Nosella (2016) brings some of the sentiment that motivated Gramsci.

This revolt spread to all the rich who oppressed the peasants of Sardinia, and I thought that I had to fight for the national independence of the region: to the sea the continental ones! How many times did I repeat those words. Then I met the working class of an industrial city and understood what Marx really meant, which I had read earlier from intellectual curiosity. I fell in love with the life, the struggle, the working class (*apud* NOSELLA, 2016)

Bringing Gramsci to a current debate without contextualizing at what historical moment he wrote his work would not be possible. Or at least, essential elements for the understanding of his ideas would be lacking.

Salles (2012) talks about Gramsci and questions that should be considered when seeking in this author a work of history. The condition in which his work was produced in an effort of militant and revolutionary and under the constant vigilance of the fascist government of Mussolini. Its greatest production occurred in the fascist jails from 1929 to 1935. A fragmented, full of gaps and preliminary work, as the author pointed out.

Fragmented because the scope of his intellectual interest in this period involved a variety of themes simultaneously. It is well known that the Notebooks intertwine distinct themes, treated as notes, many of which are retaken in second notes. Themes whose connection, even when it can be instituted, is not given beforehand to the readers and possibly not even evident to Gramsci himself. Full of gaps because, as he himself pointed out in a letter to his sister-in-law Tatiana Schucht of August 31, 1931, he lacked the sources necessary to deepen his

observations (BUTTIGIEG, 2011, p.30). Finally, his work was preliminary because, aware of these limitations and characteristics, aware that defeat in the face of fascism represented more than a passing setback and opened up a whole new historical period, Gramsci considered his notes an early stage for more intellectual work of greater breath, depth and reach (SALLES, 2012, page 212).

We believe in the importance of dating your writings. Nosella (2016), points out four periods namely: 1st part: written during the first World War (1914-1916); 2nd part: Post-War Writings (1919-1920); 3rd part: written during the rise of fascism (1921-1926); Part 4: Writings of the Jail (1926-1937). In fact, the notebooks began to be written in 1929, after having received authorization to study and to write, in the jail of Turin, near Bari.

This last period interests us in particular. According to Meta (2017), the theme of the school appears in the Prison Notebooks between 1930-1932. For Gramsci, the school constitutes a complex educational agency, materialized from a multiplicity of social structures that stratify to the time logo. Gramsci goes further, criticizes the humanistic school and technical-scientific knowledge. Describes the multiplication of schools for leaders and specialists. Beside the school that proposed to teach the general and still undifferentiated culture that teaches to think and the individuals to orient themselves to the life, approached a system of private schools and different levels that are turning to professional sectors more and more specialized.

Gramsci from the youth was a critic to the rigid specialization that according to his vision is the separation of the intellectual functions, as if the man were divided in two parts. It also criticizes the encyclopedic knowledge developed in popular universities and defends the need for a classical education. It defends training for all mankind, understanding that training and specialization must develop in a harmonious way.

The proletariat needs a disinterested school. A school in which the child is given the possibility of having a formation, of becoming a man, of acquiring those general criteria that serve for the development of character. In short, a humanist school, as understood by the ancients, and more recently by the men of the Renaissance. A school that does not mortgage the future of the child and does not constrain its will, its intelligence, its forming consciousness to move along a path whose goal is fixed. A school of freedom and free enterprise, not a school of slavery and mechanical guidance (GRAMSCI, 2004, p. 75).<sup>17</sup>

---

<sup>17</sup> O proletariado precisa de uma escola desinteressada. Uma escola na qual seja dada à criança a possibilidade de ter uma formação, de tornar-se homem, de adquirir aqueles critérios gerais que servem para o desenvolvimento do caráter. Em suma, uma escola humanista, tal como a entendiam os antigos, e mais recentemente, os homens do Renascimento. Uma escola que não hipoteque o futuro da criança e não constrinja sua vontade, sua inteligência,

Nosella (2016) describes the Disinterested School of Work that Gramsci proposed. The author argues that Gramsci's interest in cultural and educational issues was based on his concern to train the leading cadres who would govern the future Proletarian State. The disinterested word here connotes a broad, far-reaching sense. In opposition to an education that benefits individuals or specific groups, education must benefit the whole community. Thus, we can think that the school is a privileged space for the formation of intellectuals.

The intellectuals for Gramsci are of the types: the organic ones that are more or less formed in the Party and the traditional ones. The latter, teachers, journalists, scientists and others who sympathized with socialism. For Gramsci, they were important and played an important role in the hegemonic struggle, without, however, changing their way of working and studying.

Can the school in a capitalist society such as the Brazilian one uses the concepts of the Gramsci school?

Gramsci was a revolutionary and fought for a socialist society where the benefits of classes and money did not exist. His thoughts on education and culture in general were aimed at the proletarian revolution. His intense participation in the party, in the newspapers, in the associations, aimed at social transformation.

In the capitalist way of production there is an antagonism between the classes that hold the economic power, the means of production and those who sell their labor power to survive. The interests of these classes are in permanent conflict. Education is no different. Several groups claim rights over education.

Savianni (2003) points out that there is a great contradiction in capitalist society. Science, as knowledge, is incorporated into productive work and becomes a means of production. But these in the society in which we live belong to the ruling class. Therein lies the contradiction. How can the worker be expropriated from knowledge if the ruling class itself needs it to add value to capital? Thus, capitalist society developed mechanisms of fragmentation of knowledge to pass it on to the worker in a piecemeal fashion. So that he does not come to get the full knowledge. We understand that in this way the dominant classes make or try to make education one of the resources of their domination. Now the market needs a worker who meets the new demands. This necessarily includes good reasoning, ability to deal with new

---

sua consciência em formação a mover-se por um caminho cuja meta seja prefixada. Uma escola de liberdade e de livre iniciativa, não uma escola de escravidão e de orientação mecânica (GRAMSCI, 2004, p. 75).

technologies, and acceptance of the ruling class ideas. Acceptance of these ideas is necessary to maintain balance in society. We are now entering the field of ideology. According to Liguori (2017), Gramsci uses this concept in several moments of his work. In the Prison Notebooks, Liguori (2017) affirms that Gramsci "comes to use the motto above all with the meaning of the conception of the world of a certain collective subject, or even individual. Ideology identifies a social group or stratum" (LIGUORI, 2017 p. 401).

Innovative proposals for secondary education can be seen within this perspective. But they can also contribute to the construction of a new class ideology. The importance of the intellectuals for Gramsci lies in the school, in the factories, in the political parties.

### **Final considerations**

What remains to the Brazilian public school is to ensure that it does not become an instrument of domination of the classes that holds the economic and often political power, through the formation of organic and traditional intellectuals of the working class and who identify with the problematic of its class.

Portaria 971 of 2009 that instituted PROEMI expressed in two objectives among the ten present, VI and VII respectively, the need for a middle school that develops knowledge that has meaning for students and develop their autonomy. At this moment of the study, there are no elements to affirm that the objectives expressed at the creation of PROEMI are expressed in the daily life of the schools participating in this Program. But there is room for this policy to be effective on the school floor in order to comply with them, even if partially due to current political-historical conditions.

Bringing Gramsci's concepts to the realization of public policies in the area of education can contribute to the formation of a community aware of their condition of life and provide young people with elements for overcoming this unequal society.

### **REFERENCES**

BRASIL. Constituição (1988). **Constituição da República Federativa do Brasil**: promulgada em 5 de outubro de 1988. Disponível em: [http://www.planalto.gov.br/ccivil\\_03/constituicao/constituicao.htm](http://www.planalto.gov.br/ccivil_03/constituicao/constituicao.htm). Acesso em: 10 dez. 2018.

BRASIL. Ministério de Educação e Cultura. LDB - Lei nº 9394/96, de 20 de dezembro de 1996. **Estabelece as diretrizes e bases da Educação Nacional**. Brasília: MEC, 1996.

BRASIL. PARECER CNE/CP N. 11/2009. **Proposta de experiência curricular inovadora do Ensino Médio**. Ministério da Educação. 2009.

BRASIL. Ministério de Educação e Cultura. **Portaria Nº 971, de 09 de outubro de 2009**. Institui no âmbito do Ministério da Educação, o Programa Ensino Médio Inovador. Disponível em: [http://pactoensinomedio.mec.gov.br/images/pdf/port\\_971\\_09102009.pdf](http://pactoensinomedio.mec.gov.br/images/pdf/port_971_09102009.pdf). Acesso em: 23 abr. 2017.

BRASIL. **Lei nº 13.005 de 25 de junho de 2014**. Aprova o plano Nacional de Educação-PNE e dá outras providências. Disponível em: [http://www.planalto.gov.br/ccivil\\_03/\\_ato2011-2014/2014/lei/113005.htm](http://www.planalto.gov.br/ccivil_03/_ato2011-2014/2014/lei/113005.htm). Acesso em: 12 ago. 2017.

BRASIL. Resolução Nº 4 de 25 de outubro de 2016. Destina recursos financeiros, nos moldes operacionais e regulamentares do Programa Dinheiro Direto na escola-PDDE, a escolas públicas estaduais e do Distrito Federal, a fim de apoiar e fortalecer o desenvolvimento de propostas curriculares inovadoras, em conformidade com o Programa Ensino Médio Inovador. **Diário Oficial da União**, 26 de outubro de 2016.

BRASIL. **Lei nº 13.415 de 16 de fevereiro 2017**. Altera as Leis nos 9.394, de 20 de dezembro de 1996, que estabelece as diretrizes e bases da educação nacional, e 11.494, de 20 de junho 2007, que regulamenta o Fundo de Manutenção e Desenvolvimento da Educação Básica e de Valorização dos Profissionais da Educação, a Consolidação das Leis do Trabalho - CLT, aprovada pelo Decreto-Lei no 5.452, de 1o de maio de 1943, e o Decreto-Lei no 236, de 28 de fevereiro de 1967; revoga a Lei no 11.161, de 5 de agosto de 2005; e institui a Política de Fomento à Implementação de Escolas de Ensino Médio em Tempo Integral. Disponível em: [http://www.planalto.gov.br/ccivil\\_03/\\_ato2015-2018/2017/lei/L13415.htm](http://www.planalto.gov.br/ccivil_03/_ato2015-2018/2017/lei/L13415.htm). Acesso em: 12 ago. 2017.

Clavatta, Maria. Trabalho como princípio educativo. **Dicionário da educação profissional em saúde**. Fundação Oswaldo Cruz. Escola Politécnica Joaquim Venâncio. Rio de Janeiro, 2009. Disponível em: [sites.ensp.jv.fiocruz.br](http://sites.ensp.jv.fiocruz.br). Acesso em: 01 jul. 2018.

FRIGOTTO, Gaudêncio.; MOTTA, Vânia. Por que a urgência da Reforma do Ensino Médio? Medida provisória Nº 746/2016(Lei Nº 13.415/2017). **Educação e Sociedade**, Campinas, v. 38, n. 139, p. 355-372, abr./jun., 2017.

GRAMSCI, Antonio. **Escritos Políticos**, v. 1, Rio de Janeiro: Civilização Brasileira, 2004.

HÖFLING, Eloisa de Mattos. Estado e políticas (públicas) sociais. **Cadernos Cedes**, Ano XXI, n. 55, nov., 2001. Disponível em: [http://www.scielo.br/scielo.php?script=sci\\_arttext&pid=S0101-32622001000300003](http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0101-32622001000300003). Acesso em: 12 ago. 2017.

LIGUORI, Guido.; PASQUALE Voza. Orgs. **Dicionário Gramsciano (1926-1937)** Tradução: Ana Maria Chiarini; Diego Silveira Coelho Ferreira, Leandro de Oliveira Galastri e Silvia de Bernadini. 1. ed. São Paulo: boitempo, 2017.

LIGUORI, Guido. **Ideologia**, Dicionário Gramsciano (1926-1937). Tradução: Ana Maria Chiarini; Diego Silveira Coelho Ferreira, Leandro de Oliveira Galastri e Silvia de Bernadini. 1. ed. São Paulo: boitempo, 2017.

META, Chiara. **Escola**, Dicionário Gramsciano (1926-1937). Tradução: Ana Maria Chiarini; Diego Silveira Coelho Ferreira, Leandro de Oliveira Galastri e Silvia de Bernadini. 1. ed. São Paulo: boitempo, 2017.

NOSELLA, Paolo. **A Escola de Gramsci**. 5. ed. Ampl. São Paulo: Cortez, 2016.

SALLES, Ricardo. Gramsci para historiadores. **História da historiografia**, Ouro preto, n. 10, dez., p. 211-228, 2012.

SAVIANI, Dermeval. O choque teórico da politecnicidade. **Trabalho, Educação e Saúde**, Rio de Janeiro: EPSJV, v. 1, n. 1, 2003.

SAVIANI, Dermeval. **A Lei da Educação: LDB**, trajetória, limites e perspectivas. 13. ed. Ver. Atual., e ampl. Campinas-São Paulo: Autores associados, 2016.

### How to quote this article

SILVA, Flávio Gonçalves.; BERNADO, Elisangela da Silva. Ensino médio em tempo integral e a escola de Antonio Gramsci: é possível utilizar os conceitos de Gramsci no desenvolvimento de uma escola de ensino médio mais igualitária?. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 23, n. 1, p. 160-174, jan./abr., 2019. E-ISSN: 1519-9029. DOI: 10.22633/rpge.v23i1.11818

**Submitted:** 12/10/2018

**Required revisions:** 15/11/2018

**Approved:** 10/12/2018

**Published:** 02/01/2019