Curriculum policies for brazilian high school education: the discursive production of the state education network of Mato Grosso do Sul (2012)

Políticas curriculares para o ensino médio brasileiro: a produção discursiva da rede estadual de ensino de Mato Grosso do Sul (2012)

Políticas curriculares para la enseñanza media brasileña: la producción discursiva de la red estatal de educación de Mato Grosso do Sul (2012)

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ABSTRACT
The analyses presented aim to problematize the discursive nuances (both political and curricular) of the identity constructed for high school education in the state of Mato Grosso do Sul. To this end, we examine the 2012 High School Curricular Reference Document (MATO GROSSO DO SUL, 2012) in its primary condition, that is, as an “official” text and, therefore, bearer of authorized language, product, process, and producer of interested power relations. Official discourses have the capacity not only to influence but also to regulate fundamental aspects of education, such as the production and distribution of legitimate pedagogical texts, the social relationships underlying the transmission and acquisition of knowledge, and the organization of educational contexts. In summary, given the complexity that the curriculum presents to the educational field, the analysis of official discourses becomes more than necessary; it becomes urgent. Contrary to what was initially hypothesized, the curricular proposal for the network was made, in the midst of a reform movement, as one of the “innovative” educational actions operationalized by the state agent. The organization of the document, which is part of the efforts to inaugurate and reformulate the curriculum, reaches different levels of power (from national to local) and is guided by principles from the economic field, especially those of a neoliberal matrix, which in the educational field assume specific contours, translated in the incorporation of Competence Theories.

Keywords: curriculum, high school, discourse, competencies.

RESUMO
As análises apresentadas têm por objetivo problematizar as nuances discursivas (políticas e curriculares) da identidade construída para o ensino médio no Estado de Mato Grosso do Sul. Para tanto, examinamos o Documento de Referência Curricular do Ensino Médio de 2012 (MATO GROSSO DO SUL, 2012) em sua condição primária, ou seja, como
texto "oficial" e, portanto, portador de linguagem autorizada, produto, processo e produtor de relações de poder interessadas. Os discursos oficiais têm a capacidade não apenas de influenciar, mas também de regular aspectos fundamentais da educação, como a produção e a distribuição de textos pedagógicos legítimos, as relações sociais subjacentes à transmissão e à aquisição de conhecimento e a organização de contextos educacionais. Em resumo, dada a complexidade que o currículo apresenta para o campo educacional, a análise dos discursos oficiais se torna mais do que necessária; ela se torna urgente. Ao contrário do que se supunha inicialmente, a proposta curricular para a rede foi elaborada, em meio a um movimento de reforma, como uma das ações educacionais "inovadoras" operacionalizadas pelo agente estatal. A organização do documento, que faz parte dos esforços de inauguração e reformulação do currículo, atinge diferentes níveis de poder (do nacional ao local) e é orientada por princípios do campo econômico, especialmente os de matriz neoliberal, que no campo educacional assumem contornos específicos, traduzidos na incorporação das Teorias da Competência.

Palavras-chave: currículo, ensino médio, discurso, competências.

RESUMEN
Los análisis presentados tienen como objetivo problematizar los matices discursivos (tanto políticos como curriculares) de la identidad construida para la enseñanza media en el estado de Mato Grosso do Sul. Para ello, examinamos el Documento de Referencia Curricular de la Enseñanza Media 2012 (MATO GROSSO DO SUL, 2012) en su condición primaria, es decir, como texto "oficial" y, por lo tanto, portador de lenguaje autorizado, producto, proceso y produtor de relaciones de poder interesadas. Los discursos oficiales tienen la capacidad no sólo de influir, sino también de regular aspectos fundamentales de la educación, como la producción y distribución de textos pedagógicos legítimos, las relaciones sociales subyacentes a la transmisión y adquisición de conocimientos y la organización de los contextos educativos. En resumen, dada la complejidad que el currículo presenta para el campo educativo, el análisis de los discursos oficiales se hace más que necesario, se hace urgente. Al contrario de lo que se hipotetizó inicialmente, la propuesta curricular para la red fue hecha, en medio de un movimiento de reforma, como una de las acciones educativas "innovadoras" operacionalizadas por el agente estatal. La organización del documento, que forma parte de los esfuerzos de inauguración y reformulación del currículo, alcanza diferentes niveles de poder (del nacional al local) y se orienta por principios del campo económico, especialmente los de matriz neoliberal, que en el campo educativo asumen contornos específicos, traducidos en la incorporación de las Teorías de la Competencia.

Palabras clave: currículo, bachillerato, discurso, competencias.

1 INTRODUCTION

This text originates from investigations conducted for the writing of a doctoral thesis on aspects of the relationship between basic education, particularly the high school phase, and the schooling processes at the end of the 20th and the beginning of the 21st
centuries, as proposed by discourses published in national curricular documents. The analyses presented here aimed to problematize the discursive nuances (both political and curricular) of the identity constructed for high school education in the state of Mato Grosso do Sul.

These analyses were grounded in the history of curricular thought related to school, with the aim of examining curricular differentiations as evidenced by the study of the formal curriculum (official curricular documents), the context (historical, political, economic, cultural, and social), and other possible aspects that have contributed, and continue to contribute, to the tone of curricular policies in official documents.

To this end, we analyzed the 2012 High School Curricular Reference Document (MATO GROSSO DO SUL, 2012), in its primary condition, that is, as an "official" text and, therefore, a bearer of authorized language, product, process, and producer of interested power relations.

This exercise was anchored in questions such as: what concepts and "addresses" are present in the discourse on education for this stage of basic education? What are the political and curricular nuances that shaped the identity outlined for local high school education? What type of society was interested in the selection of knowledge outlined?

It is known that the years preceding the publication of the Reference were years of intense reforms in the Brazilian educational scene, especially since the 1990s. The historic Brazilian educational reform and its emblematic "curricular innovations," established by the enactment of the Law of Guidelines and Bases of National Education – LDBEN, no. 9394 (BRAZIL, 1996) and the publication of the National Curricular Guidelines for High School – DCNEM (BRAZIL, 1998), as well as the institution of National Curricular Parameters for High School – PCNEM (BRAZIL, 2000), among others.

It is understood that the organization of methods, practices, purposes, and objectives in curriculum development expresses power relations, production, and the product of cultural and ideological projects. Therefore, it was hypothesized that the

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1 The documents were considered as objects of research for understanding them as instances of school education, with explicit educational objectives and institutionalized, structured, and systematic intentional action; and as a possibility for the production, selection, and distribution of knowledge.

2 The state of Mato Grosso do Sul, located in the Central-West region of Brazil, borders five Brazilian states and two South American countries, standing out for its rich biodiversity and significant natural areas such as the Pantanal. Covering an area of 357,145.532 square kilometers, approximately the size of Germany, it is the 21st most populous state in Brazil. The population estimated in 2021 was approximately 2,839,188 inhabitants.
curricular proposal for the state’s education network would be part of a populist logic of this moment in history.

In times of effervescence in the discussion of a possible National Common Curricular Base, the discussion, analysis, and, properly, research that delve into curriculum issues are more than necessary; they are indispensable. To attempt to answer this hypothesis, we analyzed and recovered discourses proposed to elucidate education, school, curriculum, and high school (citizen formation, youth protagonism, the world of work).

2 POLITICAL NUANCES OF THE CURRICULAR DOCUMENT (2012)

We refer to political nuances as the means, strategies, and principles introduced in the curricular document to consolidate educational propositions for high school. Aspects of macroanalysis, the regulatory power exercised by the federated entity, were considered to guide the organization of microspaces, namely, the pedagogical political projects of each school within the state education network.

The introduction of the document was organized by the then Secretary of State for Education, who inaugurates the text by stating that:

Education in this State has been undergoing major transformations in recent years. To keep up with them, the Secretary of State for Education of Mato Grosso do Sul seeks to adapt its actions so that schools can guarantee our students an education consistent with the demands of the beginning of this decade and produce critical and participative citizens who master techniques and are innovative. (MATO GROSSO DO SUL, 2012, p. 5).

Without making a clear mention of which major transformations the State has been undergoing, the text advocates the need for a readjustment of the state educational project to meet new demands, which are also not clearly mentioned. What can be understood from the analysis is the ideal of formation pursued, that is, the formation of critical, participative subjects, with mastery of technique and capable of innovation. Through discourse analysis, it is understood that not only the presence and incidence are taken as data for analysis, but, as in the excerpt above, the absence of discourse, of explanations, indicates the purposes of constructing narratives.

The analysis of discourses implies questioning knowledge, power, and identity as spaces of construction, where the production of discourses reflects both existing inequalities and spaces of contestation, for “the school continues to be a space of social conflict. The curriculum is place, space, territory. The curriculum is a power relationship. The curriculum is trajectory, course. The curriculum is...
autobiography, our life, the curriculum vitae: in the curriculum, our identity is forged. The curriculum is text, discourse, document. The curriculum is a document of identities." (PACHECO cited by SILVA, 2005, p. 163).

This understanding of the curriculum surpasses the traditional idea of it being merely a teaching plan or a list of contents to be covered, diving into a critical analysis of its sociopolitical and subjective implications. Describing the curriculum as "a space of social conflict" immediately points to the contested nature of the educational process. The school, far from being a neutral environment for the transmission of knowledge, is recognized as a battlefield where different worldviews, values, and interests are in dispute. This implies that curricular decisions are influenced by power dynamics and reflect the existing inequalities in society, making the curriculum an instrument through which power is exercised and needs to be contested.

The statement that "the curriculum is place, space, territory" evokes the idea that it serves as a map or a field within which certain narratives, knowledges, and cultures are validated, while others are marginalized or excluded. This territorial perspective of the curriculum emphasizes its capacity to demarcate boundaries between what is considered legitimate or illegitimate. Considering the curriculum as "a power relationship" and "trajectory, course" suggests that it is not just an educational instrument but a journey that shapes and is shaped by the individual and collective experiences of those involved in the educational process. This journey is intrinsically linked to identity construction, where the curriculum acts as a means through which individuals see themselves, understand the world, and position themselves within it.

The curriculum as "autobiography, our life, the curriculum vitae", Pacheco emphasizes the personal and intimate nature of the curriculum, suggesting that it directly reflects and influences the life story of individuals. This autobiographical conception of the curriculum highlights the central role that education plays in the formation of personal identity and the narrative each person constructs about themselves.

The curriculum is also "text, discourse, document" and "document of identities," a cultural artifact that communicates and perpetuates certain values, beliefs, and expectations. It is, therefore, both a product and a producer of discourses and identities, playing a crucial role in how individuals understand themselves and are understood by others.

Official discourses have the capacity not only to influence but also to regulate fundamental aspects of education, such as the production and distribution of legitimate
pedagogical texts, the social relationships underlying the transmission and acquisition of knowledge, and the organization of educational contexts.

Given the complexity the curriculum presents to the educational field, the analysis of official discourses becomes more than necessary; it becomes urgent. The organization of the reference is based on what is recognized as principles and priorities of democratization, announced by the possibility of fostering reflections and methodological orientations for teaching and learning.

With this foundation, the Secretary of State for Education concentrates efforts with the purpose of offering the population a quality public school, to receive and maintain under its care children and youth, thereby facilitating access to culture, art, science, technologies, and the world of work, as well as to educate them in social and solidarity coexistence, in a way that also develops ethical behavior, a sense of justice, personal improvement, and a sense of valuing life. (MATO GROSSO DO SUL, 2012, p.5).

The path to materialize this purpose is identified "[...] in the elaboration of actions to be developed in the school, anchored and oriented in the Curricular References of the State Education Network of Mato Grosso do Sul." (MATO GROSSO DO SUL, 2012, p.5). That is, if schools develop actions in accordance with the proposed reference, the ideal of a quality public school materializes in the education network. The official discourse outlines as main objectives:

[...] to support pedagogical practice, contribute to the improvement of the quality of the teaching and learning process, ensure the fulfillment of students' learning expectations at the equivalent age/year, guide the care of students with specific educational needs, promote inclusion, democratize the use of educational technologies and media resources, support the implementation of the Political-Pedagogical Project of schools, among others. (MATO GROSSO DO SUL, 2012, p.7).

Among the objectives presented, we highlight, on one hand, the function thought for the reference as support for the construction of Political Pedagogical Projects (PPP) and, on the other hand, for pedagogical practice. Thus, even though it is a reference, an instrument to guide, assist, the official language of support, as it is presented, contributes to the interpretation of prescription.

We also highlight what is announced as "democratizing the use of educational technologies and media resources," since the understanding of democratization, how it would be operationalized in the use of technologies and media resources, is not identified.
We assume that the development of these issues goes through financing and teacher training, but none of these themes was specifically addressed in the document.

This example expresses one of the consequences of the recent democracy system experienced in the country. It is believed that by affirming fundamental rights in a legal scope, such as official documents, law texts, among others, the State would have fulfilled its function. We do not question the validity of guaranteeing fundamental rights at a prescriptive level. The affirmation in the form of law is necessary. What is questioned is the idea that by limiting ourselves to prescription we are guaranteeing access, permanence, and the development of subjects. Quite illusory.

Our high school, in terms of the Law, its regulation and forwarding, thus ceases to be merely preparatory for higher education or strictly vocational, to take on the responsibility of completing "basic" education. In any of its modalities, this means preparing for life, qualifying for citizenship, and equipping for lifelong learning, whether in the eventual continuation of studies or in the world of work. (BRAZIL, 2002 cited by MATO GROSSO DO SUL, 2012, p. 19).

If at this point in the construction of the discourse, organized in the official text, the affirmation of the identity of high school occurs "in the eventual continuation of studies," in subsequent paragraphs, this idea is rejected in favor of a high school that overcomes the historical duality of education.

High school, according to national legislation, is organized from a single proposal aimed at overcoming the duality that characterizes this stage of education, preparation for the world of work and preparation for the continuation of studies. To this end, a comprehensive education is proposed that presupposes access to knowledge produced and historically accumulated over time. Comprehensive education aims at the unity between the dimensions of human formation, which constitute the base of the proposal and the development of the high school curriculum. (MATO GROSSO DO SUL, 2012, p. 19-20).

At this specific point, the text is coherent in proposing the overcoming of educational duality through comprehensive education, by reclaiming the centrality of curricular discussion on the importance of discussing scientific knowledge. If the analysis of the document were centered solely on this excerpt, we would agree, without major reservations, with its discursive construction. However, comparing this fragment with the one mentioned previously, we find glaring contradictions.

The issue is not the contradiction in itself or for its own sake, but what it represents in the delineation of high school identity. In this case, the contradiction expresses denial, fissures in consensus, weaknesses in the identity design.
At first, with the eventual continuation of studies, we admit the possibility that high school does not always have the identity of preparing for the continuation of studies. The remaining possibility among the options presented would then be training for the world of work, but this logic is refuted in the defense of overcoming duality.

We consider this contradiction justifiable for a collectively constructed document, but we do not underestimate the implications it brings for consolidating an identity for this stage of basic education.

In the exercise of politically sketching the identity of high school in the State, the document revisits the purposes presented in LDB no. 9394 of 1996, which

[...] establishes the following purposes for high school, considering it the final stage of basic education: a) consolidation and deepening of knowledge acquired in elementary school; b) basic preparation for work and citizenship; c) ethical formation, development of intellectual autonomy, and critical thinking of the student; d) understanding of the scientific-technological foundations of productive processes, relating theory to practice. (MATO GROSSO DO SUL, 2012, p. 20).

We understand that the political nuances of the identity of high school education occur in a type of ideal of quality public school, forged in two clear perspectives of action: a moral one (in preparing for life, qualification for citizenship, formation for social and solidarity coexistence, development of ethical behavior, a sense of justice, personal improvement, sense of valuing life, etc.); and a pragmatic one, in the sense of training for work, based on individualism, aesthetics (taste for work), and cognitivism (knowledge necessary for the labor market).

We also highlight the treatment given to "youth" in the curricular document.

In high school, it is important to take into account, primarily, the profile of its audience in the development of the curriculum, since the majority are young students with very diverse characteristics, but who have common interests and wish to be respected in the curricular proposals implemented by the school. (MATO GROSSO DO SUL, 2012, p. 20).

The text emphasizes the importance of considering the profile of high school youth, for, according to official discourse, although they have diverse characteristics, young people have many interests in common. The assertion is made so emphatically that we believe those who organized the document knew what these common interests were, but chose to keep it secret for some reason, as there is no mention of them. Nor is there any mention of any exercise in consulting the youth.
So, the question remains, how did they know what the young people's interests would be? Perhaps because the individuals, who at that moment were constructing the proposal, had once been young themselves. However, even this possibility is unreasonable to answer how to understand the interests of current youth without asking them, if the document itself recognizes that times have changed and that rapid changes require new formulations, new constructions, a new education.

To consider youth as a socio-historical-cultural condition of a group of people, with specificities [...] that possess, in their identity, values, behaviors, worldviews, interests, and unique needs, acting as protagonists of their own actions. In this sense, the school in planning its actions must consider these characteristics, which constitute the young participants of high school. (MATO GROSSO DO SUL, 2012, p.20).

We problematize this type of protagonism, a protagonism of execution, not of construction. In the contours of the local high school identity, we understand the recognition of youth (who they are, what role they play in social relations, among others) as a kind of fresh paint layer for an old construction. In other words, the supporting pillars of this project were already founded, the walls had been raised, only the final painting was missing. At this point, the youth are called upon, bringing the bright and vibrant colors lacking in the construction. The youth of Mato Grosso do Sul were not called to participate in the architectural project, but just to operationalize the finishes and, in this very specific way, feel an "important" part of a building designed for them.

3 CURRICULAR NUANCES OF THE DOCUMENT (2012)

Curricular nuances refer to the policy of knowledge recognized as valid and official, such as: the organization of school subjects, the set of contents established for each area of knowledge, and innovations in knowledge, translated into skills and competencies, for this moment in history, among others.

The educational reform project initiated in the 1990s was based on neoliberal assumptions, indicating the influence of the assumptions of Human Capital Theory (HCT). Human Capital Theory was revisited with the perspective of forming a modern worker for the modernization of capital, and this new worker, understood as modern, would need to meet a set of competencies, outlined by capacity and abilities.

HCT sets the tone for the curricular nuances of the document, as the contents, conceived to compose the school curriculum, are understood as "[...] resources that
students have to actively participate in society, and the skills they develop allow them to act upon such contents." (MATO GROSSO DO SUL, 2012, p.13). According to Schultz (1973):

While it is obvious that people acquire useful abilities and knowledge, it is not obvious that these abilities and this knowledge constitute a form of capital, that this capital is in substantial part a product of deliberate investment, that it has developed within Western societies at a much more rapid rate than conventional (non-human) capital, and that its growth may well be the most distinctive feature of the economic system. It has been widely observed that increases in national output have been far outstripped by the increments of land, man-hours, and reproducible physical capital. The investment in human capital may be the most plausible explanation for this noted difference. (SCHULTZ, 1973, p. 45).

Schultz (1973) highlights the importance of individual abilities and knowledge as a form of capital, arguing that, unlike traditional physical capital such as land and equipment, human capital — comprised of skills, education, and knowledge acquired by individuals — represents a crucial part of economic and social development. This view presents a new perspective on what constitutes an "investment," proposing that the development of personal abilities and knowledge is as important as, or even more than, investment in physical capital.

By stating that human capital is "a product of deliberate investment," Schultz acknowledges the intentional action behind education and professional training. This investment does not happen by chance; it is the result of educational policies, professional training, and other initiatives aimed at developing individual competencies. This perspective implies that, just like investment in physical capital, investment in human capital requires planning, resources, and a long-term vision of the return on this investment. The observation that human capital has developed "at a much more rapid rate than conventional capital" suggests a paradigm shift in Western societies, where knowledge and skills have become the drivers of economic growth. This reflects a transition to knowledge-based economies, in which information and the ability to innovate and adapt to new technologies are fundamental to competitiveness and economic development.

Schultz (1973) also suggests that the growth of human capital may be "the most distinctive feature of the economic system," indicating that this type of capital may have a more significant impact on national output than traditional resources. This statement underscores the value of education and skill development from a more individualized
perspective, as opposed to society as a whole, suggesting that investment in human capital may be key to addressing economic disparities and fostering sustainable development, placing responsibility on individuals.

It's important to note that competencies do not eliminate contents; they direct the selection, as the important aspect is not the quantity of information, but the ability to deal with it. Competencies are active principles that mobilize individuals to action and open up space for continuous theoretical-methodological reflection by teachers on the purposes of the pedagogical work carried out in the classroom. (MATO GROSSO DO SUL, 2012, p. 13).

The official discourse, in this sense, denies any attempt to eliminate content in the name of the competencies considered necessary, but reconstructs the issue of knowledge by translating it into content. Indeed, the tone of the discourse points more than to the need to think of a knowledge policy based on competencies but assigns to them an indispensable and urgent character.

It is argued that "[...] the educator, by fostering the development of competencies and skills in their students, promotes the pursuit of new knowledge and transforms them into researching, critical, reflective citizens, capable of seeking and overcoming their limitations." (MATO GROSSO DO SUL, 2012, p. 42). Knowledge issues are now addressed from the perspective of competency development.

The discursive construction in defense of competencies and skills uses arguments not only for the possibility of integration into the labor market but recognizes that skills "[...] are historically produced by subjects and are constructed in social relations; they are not only linked to various areas of knowledge but also to life and the formation of values indispensable for coexistence in society." (MATO GROSSO DO SUL, 2012, p. 13). That is, the constitution of competencies and skills is directly related to the moral formation of subjects, necessary for community life, of common interest among citizens.

In the educational field, Competency Theory was closely tied to the idea of a society characterized by rapid changes, which would require worker resilience. However, in such an unstable scenario, it is no longer expected that the worker knows everything but has the skills and competencies to (re)adapt to changes, innovations in contemporary times.

Learning orientation is thus translated into procedures for searching and interpreting information, research, and communication of ideas, techniques, and strategies for solving problems. Considering the centrality of learning in the curricular proposition, it is understood that the orientation of methodological procedures subordinates that of content, in this perspective;
Therefore, the formation of capacities or competencies and skills constitutes the criterion for selection and treatment of content: they are detailed and listed, preceding or following, side by side, the content items, in the indications presented by subjects and by grades. This does not result in an emptying of content, but its call under the criterion of usefulness for the formation of capacities listed as basic or as important in the formation of students. (Silva; Pereira, 2013, p. 73).

The learning orientation established on the principles of Competency Theory interferes with knowledge policies through the exacerbation of its utilitarian bias. It starts from the premise that the selection of knowledge does not suffer emptying within the text. However, with the official discourse overvaluing the development of competencies and with an evaluation mechanism that takes them as reference pillars, knowledge issues are secondary and, therefore, somewhat emptied of their fundamental meaning.

It should be noted that the justification given for the incorporation of Competency Theory is quite coherent with the type of society that is announced, constituted through rapid and intense transformations. The school, for which this curricular organization is proposed, must then consider the need to form subjects with the facility to adapt to new social configurations.

It is indisputable that the central orientations, which followed LDB 9.394/96, made sense and directed the proposals, especially focusing on learning and emphasizing the formation of competencies and skills. It is also observed that the standard presentation of the PCN, as a curricular plan, was an indisputable guide in the development of proposals, with emphasis on High School. (Brazil, 2010, p. 412).

The official discourses present in the documents conform the school as a space for the development of competencies and skills, through curricular organization. The foundation was in the belief that the pace of changes would require a "new" type of formation, which valued the development of skills, competencies, and the capacity to adapt to market demands.

The qualification required today refers to a worker with a new professional profile, who acts from a formation in scientific, technological, and socio-cultural experiences. Moreover, the new technologies used increasingly demand the ability to communicate adequately, through the mastery of traditional and new forms of language that enable the interpretation of data and information. (Mato Grosso do Sul, 2012, p. 23).

Education is taken as the social dimension possible for the integration and articulation of a set of elements necessary for preparing individuals with basic
competencies to make professional choices. Among the mentioned elements: "[...] schooling, access to information from different mediums, mastery of the scientific method, lived experiences of various cultural manifestations." (MATO GROSSO DO SUL, 2012, p. 23).

Thus, in education conceived as a means to achieve the ideal of society that is projected, its character as a producer and reproducer is not mentioned, much less which educational model it plays in society. The discussion was hopeful or somewhat dishonest—if we undertake a more orthodox critical reading of the role that education plays—, promoting change, progress, and social development.

Technologies used in the school context assist in renewing pedagogical practices by reinforcing their integration into curricular processes. It is up to educators to integrate technologies into the teaching and learning process; only then can they provoke changes in the foundations of their pedagogical making, promote alterations in school curricula, and offer conditions for the learner to learn. (MATO GROSSO DO SUL, 2012, p.42).

The project being constructed for the “future” education is based on the premise of incorporating educational technologies into pedagogical practices, as they are announced as indispensable elements for the construction of the educational project. "Technology establishes the mediation between scientific knowledge and school knowledge, enabling interaction and contextualization with the various areas of knowledge and providing the student with meaningful experiences." (MATO GROSSO DO SUL, 2012, p. 21b). As defended in the document, the school cannot remain oblivious to the technological and informational revolution happening beyond its walls, as it needs to incorporate technologies into the daily school routine, assisting, facilitating, and renewing educational practices.

The discourses in defense of competencies, worker preparation, and the use of technologies are based on the same argument: the need to belong to the Knowledge Society. According to Hargreaves (2003), even though the discourses point to the existence of a Knowledge Society, what actually exists are Knowledge-Based Economies.

In the knowledge-based economy, these capabilities are not the exclusive property of individuals: they also belong to organizations that depend on collective intelligence and not just on the individual. Knowledge society organizations develop these capabilities by providing their members with extended opportunities for acquiring higher qualifications and new training; breaking down barriers to learning and communication and making people work in flexible, intersecting teams; viewing problems and mistakes as learning opportunities rather than occasions for blame; involving everyone in
the general direction of the organization and developing the "social capital" of networks and interpersonal relationships that provide individuals with additional support and greater learning. (HARGREAVES, 2003, p. 16, author's emphasis).

By highlighting that capabilities are not exclusive to individuals but also to organizations that cultivate collective intelligence, the author underscores the importance of organizational learning and collaboration for success in a knowledge society. In this context, organizations are not just spaces where individual knowledge is applied but transform into entities that learn, grow, and develop through the contribution and interaction of all its members. This implies a significant shift in how knowledge is perceived and managed within companies and other organizations.

The emphasis on creating extended opportunities for acquiring qualifications and new training reflects the need for a continuous commitment to professional development, adapting to rapid technological changes and new labor market demands. This not only enhances the organization's competitiveness but also contributes to the personal satisfaction and growth of individuals.

Tearing down barriers to learning and communication is essential to foster an environment where the flow of ideas and collaboration are encouraged. Organizations adopting more flexible structures and encouraging interdisciplinary team work are better equipped to innovate and respond agilely to emerging challenges.

Viewing problems and errors as learning opportunities, rather than reasons for blame, creates an organizational culture that values experimentation and calculated risk. This is crucial for innovation, as it allows organization members to feel secure in exploring new ideas and approaches without the fear of failure.

Involving everyone in setting the organization's direction and developing "social capital" are aspects that highlight the importance of participation and commitment from all organization members. Building strong networks and interpersonal relationships within the organization not only strengthens the sense of belonging and cooperation but also creates an environment conducive to knowledge sharing and collective learning.

Hargreaves (2003) emphasizes the transformation of organizations into spaces for collective learning and continuous development. At the heart of this transformation is the valuation of knowledge, not just as an individual resource but as a collective asset that is cultivated and enriched through collaboration, open communication, and an organizational culture that encourages innovation and continuous learning.
4 FINAL NOTES

Contrary to the initial hypothesis, the curricular proposal for the network was made, in the midst of a reform movement, as one of the "innovation" actions in education operationalized by the state agent.

The organization of the document, which is part of the efforts to inaugurate and reformulate the curriculum, reaches different levels of power (from national to local) and is guided by principles from the economic field, especially of a neoliberal matrix, which in the educational field take on specific contours, translated into the incorporation of Competency Theories.

Silva (2006) highlights a moment of significant transformation in the conceptions of curriculum within the educational context, influenced by the introduction of neoliberal policies and postmodernist ideas. The author points to the emergence of neopragmatist approaches to the curriculum, which emphasize the discourse of competencies, a trend reflecting a shift towards an education more focused on specific skills, considered essential for insertion into the labor market and for adaptation to contemporary economic demands. This neopragmatist perspective, anchored in the discourse of competencies, suggests a utilitarian view of education, where the curriculum is primarily designed to meet market needs, prioritizing the formation of "competent" individuals at the expense of a broader and more humanistic education. This approach may lead to an excessive emphasis on technical and practical skills, to the detriment of content that promotes critical thinking, creativity, and the ethical and civic formation of students.

On the other hand, Silva (2006) mentions the emergence of curriculum studies that are concerned with understanding the essence of the curriculum, seeking to comprehend what truly constitutes the structure and content of the curriculum, as well as the implications of these choices for student formation. This line of inquiry highlights the importance of critically reflecting on the foundations, objectives, and effects of curricular practices, questioning who benefits from certain curricular choices and how they affect equity and inclusion in the educational space.

However, as Silva (2006) points out, studies focused on discussing curriculum proposals aimed at creating a better future, crafted collectively, are still scarce. This suggests a gap in research and educational practice, where there is an urgent need to develop and implement curricular approaches that not only meet the immediate demands
of the economy but also promote a vision of education geared towards sustainable development, social justice, and the comprehensive formation of individuals.

In summary, we need to face the challenges of the curricular field by analyzing its artifact, the curricular piece, delving into official discourses and their logic of action, with the perspective of mapping and problematizing the power relations between the universal and the local.
REFERENCES


