

YOUTH PROTAGONISM: PERCEPTIONS OF INTEGRATED HIGH SCHOOL STUDENTS

PROTAGONISMO JUVENIL: PERCEPÇÕES DE ESTUDANTES A RESPEITO DA FORMAÇÃO CIDADÃ E DO CONTROLE SOCIAL

PROTAGONISMO JUVENIL: PERCEPCIONES DE ESTUDIANTES DE SECUNDARIA INTEGRADOS



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How to refer to this article

SILVA, A. L. da; OLIVEIRA, M. D. L. de. Youth Protagonism: Perceptions of integrated high school students. **Revista Educação e Fronteiras**, Dourados, v. 11, n. esp. 1, e021011, 2021. e-ISSN: 2237-258X. DOI: <https://doi.org/10.30612/eduf.v11iesp.1.16496>

Submitted: 10/06/2021

Revisions required: 11/08/2021

Approved: 16/09/2021

Published: 30/10/2021

ABSTRACT: This article aims to share experiences from the circles, dances and games of Brazilian cultures, recognizing these places as powerful spaces for us to exercise an education project that values and recognizes different types of knowledge. So, based on our trajectories, experiences and dialogue with authors, we will build the paths for dialogue in this work. Knowing that we learn and teach all the time, in different spaces, and that life is an opportunity to share knowledge and experiences, we present here some reflections from our experiences in education involving themes such as playfulness, collectivity, ethnic-racial relations and games. As a result of this weave woven with so many colors, designs and possibilities, we want to expand paths so that we can increasingly exercise our pedagogical work with responsibility and that it is pluriversal, recognizing and respecting the diversity of knowledge.

KEYWORDS: Insights. Integrated high school. Youth protagonism. Citizen education. Social control.

RESUMO: *Este artigo tem como objetivo partilhar experiências desde as rodas, danças e brincadeiras das culturas brasileiras, reconhecendo estes lugares enquanto espaços potentes para exercitarmos um projeto de educação que valorize e reconheça diferentes saberes. Então, fundamentadas nas nossas trajetórias, experiências e em diálogo com autores e autoras construiremos os caminhos para o diálogo neste trabalho. Sabendo que aprendemos e ensinamos a todo o tempo, em diferentes espaços, e que a vida é oportunidade de compartilhar saberes e experiências, apresentamos aqui algumas reflexões desde as nossas experiências em educação envolvendo temas como a ludicidade, coletividade, relações étnico-raciais e brincadeiras. Como resultados desta trama tecida a tantas cores, desenhos e possibilidades, desejamos ampliar caminhos para que cada vez mais possamos exercer com responsabilidade nosso fazer pedagógico e que este seja pluriversal, reconhecendo e respeitando a diversidade de saberes.*

PALAVRAS-CHAVE: *Percepções. Ensino médio integrado. Protagonismo juvenil. Formação cidadã. Controle social.*

RESUMEN: *Este artículo tiene como objetivo compartir experiencias de los círculos, danzas y juegos de las culturas brasileñas, reconociendo estos lugares como espacios de gran potencia para que ejerzamos un proyecto de educación que valora y reconoce distintos saberes. Entonces, basado en nuestras trayectorias, experiencias y en diálogo con autores y autoras, construiremos en este trabajo los caminos para el diálogo. Sabiendo que aprendemos y enseñamos todo el tiempo, en distintos espacios, y que la vida es una oportunidad de compartir saberes y experiencias, presentamos aquí algunas reflexiones de nuestras vivencias en educación involucrando temas como lo lúdico, la colectividad, las relaciones étnico-raciales y los juegos. Como resultado de esta trama tejida con tantos colores, diseños y posibilidades, deseamos ampliar los caminos para que podamos ejercer cada vez más con responsabilidad nuestro hacer pedagógico y que este sea pluriversal, reconociendo y respetando la diversidad de saberes.*

PALABRAS CLAVE: *Percepciones. Escuela secundaria integrada. Protagonismo juvenil. Educación ciudadana. Control social.*

Introduction

This article is the result of a survey held at the Professional Master's Degree in Professional and Technological Education and had the purpose of analyzing the perceptions of integrated high school students from a Federal Professional Education Network institution, regarding youth protagonism, in the context of citizen education and social control.

With regard to citizen education, it is important to highlight that this person wanted to present the theme of citizenship related to citizen participation in public life. This is said, we emphasize the impossibility of exercising this citizenship, without an education that is directed at the full development of the person, his preparation for the exercise of citizenship and his qualification for work, as provided for in art. 205 of our Federal Constitution of 1988.

Thus, it is of paramount importance to develop in students a critical and conscious posture in the face of the problems of society, so that they are able to intervene and transform the reality they live, aiming to meet not only their interests, but also those of the collective. However, before reaching a transformative attitude, revealed by teachers and students, it is necessary to conscientization.

In this sense, the effort of the awareness in overcoming reaching the level of awareness, | 3
as Freire (1983) argues, requires the critical insertion of someone in the reality that is beginning to be discovered and this cannot be of an individual character, but rather social.

Starting from the conception that the school is a privileged place of awareness, arises the challenge of the implementation of a democratic management, so that the pedagogical spaces, whether formal or not formal, allow the partition, freedom of opinion and, consequently, the protagonism of the students.

According to Tavares *et al.* (2016, p. 178, our translation), "youth protagonism concerns the creative, constructive and solidary work of young people, together with people from the adult world (educators), in solving real problems in school, in the community and in the broader social life". Thus, the authors report that young people need to build their autonomy through practice, that is, the real situation, from active, critical and democratic participation in their social environment.

It is in this aspect that the Integrated High School to Professional Education gains prominence, since, according to Frigotto (2013, [n.d.], our translation), "In the level of professional training, citizenship presupposes the non-separation of this body to basic education". So, by aiming at a broad and integral education, seeks to guarantee the young person a training that makes him develop a critical sense for his performance as a citizen.

Presented this panorama, we highlight that the writing of this article is based on the following: it begins with the theoretical contributions related to the categories that supported all the work. Soon after, the logical methodological path trodden to achieve the research objective is exposed. Finally, the interview with integrated High School students is presented, if the final considerations are guided.

Youth Protagonism in Integrated High School

The pedagogical spaces as a whole, aiming at the education of critical citizens, aware of their rights and duties, should foster the social and political engagement of students, that is, conscious and active participation in society. With this, it is expected that they will become able to act in the face of social problems in order to solve them.

Thus, Gadotti (1993) emphasizes the need to create situations that facilitate true learning, awareness, value building. The author points out that citizenship education cannot be limited to an hourly grid, that is, it is not instilling a model for students to take it through life, it should be put into practice in the school environment.

Thus, schools need to create spaces for the participation of students in and out of the classroom in which they exercise critical citizenship. Libâneo (1998) thinks that the idea of something organized, oriented by the school, so that students can practice democracy, initiative, leadership, responsibility.

In this regard, Gadotti (2014, p. 4, our translation) presents that "We are formed for the participation participating, facing the technical and political challenges of participation. Participation is a political-pedagogical achievement." As a result, the organization of the pedagogical space should be promoted in order to enable the effective participation before, since, through this, they can develop a critical awareness about the role they occupy in society.

Still, according to Gadotti (2014), popular participation is characterized by a pedagogical dimension, that is, to form for the exercise of active citizenship, but it also has a political function, which is to intervene in political decision-making. With this, the author argues that training for citizenship is to train the citizen to participate responsibly in the destiny of his country.

In view of what has been exposed, it is necessary to understand how Integrated High School to Professional Education contributes in this process, so that the student can critically exercise his citizenship. First, it is important that Professional Education in Brazil has long been dissociated from a critical and effectively citizen education, since the objective of the ruling

class is only to form to meet the demands of the labor market.

As Frigotto (2013) argues, high school, together with technical and professional training, it is a double passport to effective citizenship, at the political, social and economic level, through qualified access to the world of production.

Political citizenship means having the instruments of reading the social reality that allow the young and the adult to recognize their basic, social and subjective rights and give them the capacity of organization to be able to enjoy them. In the level of professional training, citizenship presupposes the non-separation of this with basic education. It is about overcoming the structural duality that between the general and the specific education, the technical education of politics, dominant logic in Brazil, from the Colony to the present day [...] (FRIGOTTO, 2013, [n.d.], our translation).

In this same sense, Pacheco (2011, p. 29, our translation) points out: "what is put to the Federal Institutes is the education of citizens such as political people capable of overcome obstacles, thinking and acting in favor of political, economic and social transformations essential for the construction of another possible world".

Furthermore, according to Ciavatta (2005, p. 85, our translation), "what is sought is to guarantee the adolescent and the young and adult workers the right to a complete training for reading the world and for acting as a citizen belonging to a country, integrated with dignity to their political society".

Therefore, it is essential that the academic environment allows full citizen education articulated to the interests of the youth, since, as observed by Dayrell, Leão e Reis (2007), the status of student is an alternative that may or may not be incorporated by the young person. Thus, complications in the school's relations with the young student, for example, reflect the absence of listening channels as one of the factors of the distance between them.

In this regard, Carrano and Martins (2011) report the need for the school institution and its teachers to open listening spaces to understand the identities and behaviors of youth. "Through the elaboration of common languages, the school can regain its prestige among young people, as well as the pleasure of them being in a place that they can call their own to the extent that they are recognized as subjects producing culture" (CARRANO; MARTINS, 2011, p. 54, our translation).

Dayrell, Gomes and Leão (2010) report the lack of sensitivity of the adult world and its institutions in creating institutional spaces, in addition to the school, which motivate the participation of young people and the development of democratic values. With this, the authors argue that the school is one of the privileged spaces for the learning process of forms and

mechanisms of participation, which can lead young people to believe in the possible results of a collective action.

In this context, according to Martins and Dayrell (2013), the guild presents itself as an educational space, in addition to the classroom, with a formative potential directly linked to the practice. Also, the authors report that "The performance in the guild is linked to the exercise of the power to represent. Together with this action, the consequences of this participatory exercise come from" (MARTINS; DAYRELL, 2013, p. 1274, our translation).

In addition, Schwertner and Fischer (2012) when talking about youth protagonism, highlights the effective participation of young people in institutions and social movements, in school, in the family, in the media themselves, in the work. Thus, it is important to take a look at young people as actors and not as simple breeders of what they experience and experience.

With regard to public policies aimed at young people in the last decade, Carrano (2012) describes that they were much more intended to offer what was considered to be the needs of young people, let alone to engage in instilling or provoking processes that open spaces and have a position of dialogue for young people to present their expectations.

It is interesting to note that, according to Dayrell (2003), the young man is usually seen in his transitory condition, in what he will be in the future, forgetting to value the present, which is the space of his education. In this perspective, Carrano and Martins (2011) present that when we think of the young as the possibility of a better future, we forget the opportunities for youth to recognize itself as a concrete potential for change in the present time. | 6

In this same understanding, Laranjeira, Iriart and Rodrigues (2016, p. 119, our translation) argue that "[...] young people have the potential to play a leading role, such as cultural movements in the periphery, or collective movements organized, in the claim of social and political rights in their different territories".

Thus, according to Santiago, Nascimento and Moreira (2016), regarding the partition of young people in political and social instances today, the construction and legitimation of a more negative than positive meaning echoes in social discourse, making youth as disinterested. However, it is perceived that the lack of interest of young people often results from the lack of opportunity and political education.

Therefore, the longings of youth need to be part of the student reality. To this do so, it is essential to create spaces for participation where young people are consulted and listened to so that their needs are met. In this way, the academic environment will become a space for the education of critical citizens, where they can exercise citizenship and, consequently, strengthen democracy.

As a result of what has been presented, it is important to highlight that youth protagonism is linked to social control, since it is of paramount importance to make young people aware of the benefits of their participation in the supervision, monitoring and control of public management.

Thus, made possible by a democratic government, the participation of citizens in the exercise of social control is essential for the administration to act more efficiently. However, for this to occur beyond awareness, it is necessary to create and disseminate the instruments of social participation.

In this perspective Lima (2007, p. 18, our translation) states: "Transparency and participation in public management are determining factors for the effective control of society over public management". In addition, citizen education is fundamental for the realization of social control. Thus, Torres (2001, p. 183, our translation) ratifies:

The notion of democracy entails the notion of democratic citizenship, where agents are responsible and able to share, choose their representative and supervise their performance. These are not only political practices, but also pedagogical practices, since the construction of the democratic citizen implies the construction of a pedagogical subject. By nature, individuals are not ready to participate in the policy. They have to be educated in various ways in political democracy, including normative foundation, ethical conduct, knowledge of the democratic process and technical performance.

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Similarly, Moreira Neto (2004, p. 83, our translation) re-states: "In fact, the vitality of social control depends mainly on the education of the citizen for democracy". Thus, the author emphasizes the importance of an education focused on the awareness of the repudiation and the duty that everyone has to ensure the correct allocation of public resources.

According to Gadotti (2014), when creating mechanisms of popular participation and social control of public education policies, it is of paramount importance to create, simultaneously, the conditions of participation. Thus, the author emphasizes: "One should not call for popular participation in inappropriate places and times, without preparation and without organization" (GADOTTI, 2014, p. 4, our translation).

Gadotti, in the same article, points out that "One of true democracy must provide its citizens with the information necessary for the defense of their rights and participation in the conquest of new rights. In a transformative way, the popular participation aims to build a new society, more just and solidary" (GADOTTI, 2014, p. 9, our translation).

Moreover, in agreement with Gadotti, it is necessary to explore, especially in the young people, the great potential for participation made possible by technology, such as free tools that

allow to hold virtual meetings, discussion forums, make consultations and polls. "They not only facilitate communication and information, but also democratic management, social and popular participation." (GADOTTI, 2014, p. 19, our translation).

Due to everything that has been addressed, it is worth mentioning that pedagogical actions should contribute to develop in the student a critical posture towards the society in which he lives. Yes, "[...] content gains meaning because of the relationship that is established between what is taught/learned and knowledge situated in a given reality" (MOURA, 2007, p. 25, our translation).

Methodological Path

This article has a qualitative approach, because, according to Minayo (2009, p. 21, our translation), this type of approach "works with the universe of meanings, motives, aspirations, beliefs of values and attitudes". For the author, these human phenomena are part of the social reality, because the human being is distinguished by thinking about what he does and by interpreting his actions from the reality lived and shared with his peers.

As for the type, this research is characterized as exploratory, since, according to Gil (2008), it is developed with the purpose of providing an overview of a given fact. Also, according to the author, "This type of research is carried out especially when the chosen theme is little explored and it becomes difficult for it to formulate precise and operationalized hypotheses" (GIL, 2008, p. 27, our translation).

In this perspective, semi-structured interviews were conducted that, according to Minayo (2009), can offer the researcher information from the dialogue with the interviewee, based on the interviewee's own perception of their real context.

As for the research subjects, five students were interviewed, two male and three female, regularly enrolled in the Integrated High School of a campus of an Institute of the Federal Network of Professional Education. The age of the interviewees ranged from 15 to 18 years. Four are considered brown rams and only one white. Of the five students, two attended elementary school all in private school and the others attended part in private school and partly in public.

Thus, the research included the students who, by spontaneous demand, agreed to participate in the interview. In this case, the students signed the Free and Informed Consent Agreement (TCLE) or the Free and Informed Consent Term (TALE) for minors. For the latter, the authorization of the parents was first requested, by means of the signing of the TCLE.

As established in the TCLE or TALE, the interviewees had their identification preserved and, therefore, in the excerpts of their statements they were identified by letters of the alphabet, as follows: Student A Student B, Student C, Student D and Student E.

The number of students was based on the theoretical saturation point, that is, phase in which the researcher, when observing the collected data, finds that no new facts emerge and that the concepts of the theory are adequately developed (RIBEIRO; SOUZA, LOBÃO, 2018).

The interviews were conducted on May 28 and 29, 2020, using the free video conferencing platform Google Meet, in which it was possible to make the recording for later transcription of the answers. It is important to highlight that the study was submitted to the Research Ethics Committee of the Frassinetti College of Recife (FAFIRE), obtaining approval on 12/20/2019, according to Opinion Consubstantial cep no. 3,787,353.

The qualitative data obtained in the interviews were performed based on the content analysis suggested by Bardin (2011). Thus, thematic analysis was used, which, according to the said author, is the element of meaning that is present in the communication and that gives some meaning to the research object.

According to Bardin (2011), the phases of content analysis are three: pre-analysis, exploration of the material and treatment of the results. In the exploration phase of the material the data is transformed into categories of analysis. In view of this, in possession of the answers of the interviews conducted, the categories were grouped into subcategories, as a way to assist the analyses to be performed. | 9

Once the subcategories were defined, the thematic nuclei that were most repeated in the students' statements were identified. From this, in view of the purposed objective, it was possible to analyze the interviewees' perceptions and relate them to the theoretical contributions pointed out to the categories highlighted.

Perceptions of Integrated High School Students

First, with regard to the relationship of Integrated High School and citizen education, the students were questioned and the academic spaces of the researched intuition contributed to the citizen education. In this perspective, the following thematic nucleus was understood:

Table 1 - Perceptions about citizen education¹

Categoria	Subcategoria	Núcleo Temático Identificado nas Falas dos Estudantes
Formação Cidadã	Desenvolvimento do senso crítico	- Discussões sobre problemas sociais.

Source: Own elaboration

The majority of the students interviewed reported that citizen education takes place more outside the classroom, through projects and extension that promote discussions on social problems. By participating in moments such as palestras and films, the students were able to develop a critical thought on the subjects.

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[...] the campus proposes some sociocultural moments that develop the critical issue, but unfortunately many students do not know how to take advantage. These moments can further strengthen your opinions, because I cannot say one thing if I have no dominion over culture, customs, etc. They are extension activities that students are not obliged to peer[...] (STUDENT A).

[...] It has a campus extension project that is Cine Carimã, it brings films and documentaries that address issues that are currently super high, such as the issue of corruption, crimes against women and others. This helps in citizen training and is worked entirely outside the classroom (STUDENT B).

I think so, students develop critical sense because they have a lot of lectures at the IF, on various topics and when students have access to it, they come to discuss and end up creating a critical sense to judge the subject discussed outside the IF. This happens outside the classroom (ESTUDANTE D).

The students' answers reflect Gadotti's (1993) understanding of the need to create situations that facilitate true learning, awareness and value building. From this time, still according to the author, citizenship education cannot be limited to an hourly grid, it should be put into practice in the school environment.

¹ First column: Category – Citizen education; Second column: Subcategory – Critical thinking development; Third column: Thematic core identified in student's speech – Social problems discussions.

It is interesting to note that regarding citizen education, related to citizen participation in public management, only one student commented on this:

[...] On the issue of political education the campus does not help so much, some teachers, in particular, sometimes stopped the class and explained how it worked not only the political issue of the campus, but also in general, for example: this is how the Senate works, this is how the deputies, the president ... This is something I missed, because in particular I do not like politics, it is an area that every Brazilian has to actively participate, but I do not like, I know only what I need to know, the basics, but what I know was from individual research. I believe that the campus and all education networks should have political education, because it would help both in the internal elections of the campus itself and in the external elections, because often the staff simply votes for personal interests (STUDENT A).

In this student's speech, it is perceived that the lack of interest of young people in participating of public management often results from the lack of political training. In view of this, the need for an education that prepares the individual to effectively exercise their political rights, which are beyond voting and being voted on. In this sense, what Ciavatta (2005, p. 85, our translation) presents: "what is sought is to guarantee the adolescent, the young and the adult worker the right to a complete training for the reading of the world and for acting as a citizen belonging to a country, integrated worthily into their political society." | 11

Also, in the context of citizen education, students were asked about their participation in the decisions made by the managers of the institution surveyed, as well as about the greatest difficulties faced by young people to play a leading role in society. Based on the answers obtained, the following thematic nuclei were identified:

Table 2 - Perceptions about youth protagonism²

Categoria	Subcategoria	Núcleos Temáticos Identificados nas Falas dos Estudantes
Protagonismo	Participação dos estudantes nas decisões do <i>campus</i>	- Ausência de espaço formal de escuta; - Sugestões de melhoria; - Grêmios estudantis.
Juvenil	Dificuldades enfrentadas pelos jovens para serem escutados	- Comportamento inadequado de alguns alunos; - Preconceitos; - Falta de oportunidade.

Source: Own elaboration

² First column: Category – Youth protagonism; Second column: Subcategory – Students’ participation in campus’ decisions / Difficulties faced by youth to be listened; Third column: Thematic core identified in student’s speech – Lack of a formal space of discussion / Suggestions for improvements / Student Union / Improper behavior of some students / Prejudices / Lack of opportunity.

First, it was generally found that the students miss, in the institution surveyed, a formal space to present their opinions.

[...] On campus there is listening to students, really when we want to talk, they give opportunity, but if really every time we talk, they listen is another five hundred. [...] In our role, we have some moments of speech, unfortunately not everyone is in meetings, there is, for example, a moment where they say: - let's go together everyone and let's talk about what you want improvement? So much so that the only moment I participated was during the arrival of the Rector on campus, I remember that I commented to her about the problems of the laboratories [...]. The conversations I had with servers about the improvements to the campus were only informally. We never made the demands for improvement in writing, only in informal conversations. [...] I want the students to have the opportunity to speak, so that the dialogue takes place. An opportunity to speak formally (STUDENT A).

They should make room for students to listen. When we're talking about the IF, we're talking about an agency that serves us students, and being to the community off campus. So, I think there should be a policy, an assembly, even some means of digital communication, that nowadays has so many, like a form on Google, that was always open to suggestion, for criticism, for new ideas. We have high technology that should be used, since the IF is an Institute of Education and Technology, so we have the means for this and are not used (STUDENT B).

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The statements of these students reinforce the understanding of Carrano and Martins (2011) when they report the need of the school institution and its teachers to open listening spaces to understand the identity and behaviors of youth. In this perspective, Carrano (2012) reports that public policies aimed at young people in the last decade were very important to offer what was meant to be the needs of young people, let alone to engage in instilling or provoking processes that open spaces and times of dialogue for young people themselves to present their longings.

Moreover, the speech of Student B, especially when commenting on the use of technology to facilitate listening to the students, corroborates the comprehension of Gadotti (2014) that it is necessary to explore, especially among young people, the great potential for participation made possible by technology, such as free tools that allow to hold virtual meetings, discussion forums, consult and polls.

In continuity, the students, when asked about the practical effects of participation, reported that students have many suggestions for improvement, as follows:

[...] There are many students within the Institute who have wonderful ideas, I had the opportunity to talk to some colleagues and ask: - If you had the opportunity to improve something on campus what would you improve? - Most always said the same thing, the first thing I would like to do was a place

of leisure for the students, which really is something we don't have. The only place we have to sit, rest, get out of the sun, is the library, but the library is a place full of rules, cannot talk, play. [...] (STUDENT A).

We have several opinions on how to improve the campus, we need to be heard (STUDENT C).

Yes, participation generates positive effects, because I think that if the school gave more opportunity to young people give their opinion about the things that happen within the IF, I think it would be several great ideas, because young people have a very open mind for these things, but not everyone has the opportunity to talk (STUDENT D).

[...] Yes, the participation of the student would be very much help, because, whether or not, who uses most of the time the campus spaces are us, student, the principal is there in his room and each in his room and the people who stay there, who knows what needs to improve (STUDENT E).

From this perspective, the students' statements show the need to look at the potential of young people, because, according to Carrano and Martins (2011), when we think of the young as the possibility and a better future, we forget the opportunities for youth to be recognized as a potential to change in the present time.

Moreover, when some students reported only the student guild of Unity, it was noticed that this student movement does not correspond to the expected expectations, especially regarding representation, with the following possible verifying in the following cases: **13**

There is not necessarily participation. But it's the first time I've seen study and politics walking together in the same place, in a private school there is no policy. Even having a group of students that represents the voice of the student, which is the student guild, I still feel the need to have a greater interaction, because nowadays what I see on campus is the Direction totally away from the student, in practice we have access to get there, but they do not have access to get to us. The only means is for the student guild that is not so effective, there is a lack of policies for this guild to become effective and therefore leaves much to be desired (STUDENT B).

This year changed the guild, but as soon as I went on campus had another guild that did not communicate anything, went to the meeting and did not pass anything on to us, did not seek to know the opinion of us, whether we agreed or not, did it on their own. We can't evaluate the new guild, because of what's going on, but I think they would pass on, because a good part of what they're doing, they inform, they look to us to know if they're having any difficulty to pass on to management. I think the biggest difficulty is the lack of communication of the guild with management (STUDENT E).

From the speech of these students, it is worth highlighting the importance of strengthening the role of the student guild, because, according to Martins and Dayrell (2013), the guild presents itself as an educational space, in addition to the classroom, with a formative

potential directly linked to the practice. In addition, the authors report that "The performance in the guild is linked to the exercise of the power to represent. Together with this action, the consequences of this participatory exercise come from" (MARTINS; DAYRELL, 2013, p. 1274, our translation).

Finally, regarding youth protagonism, the students presented what they considered as the greatest difficulties encountered by young people to be heard, according to the following comments:

Often the students themselves take away our credibility, sometimes we do not have so much moral to speak for because of other students who, unfortunately, go to play, and vandalize public property. [...] Then the students who make the library a leisure space, breaking the rules, dirty the names of those who are trying to seek something positive. I've been told this: 'you want a place of leisure, but you're not going to take care of it, because I take it through the library, a bunch of broken chairs, messy tables, dirt.' Unfortunately, as the saying goes: because of a all pay (STUDENT A).

Social class prejudices, because a person who has a higher income, often is more heard than a person who has a lower income. Color bias: a white will certainly be heard more than a black or brown person. There is also the issue of education, people who are not literate and have difficulty speaking. When it comes to institute it is a formal space that requires technical words and that requires knowledge and this many students do not have (STUDENT B).

We have several opinions on how to improve the campus, but in this situation, we are not listened to, never asked about it (STUDENT C).

Lack of opportunity (STUDENT D).

Among the students' statements, the report of Student B drew our attention, since it brought the reality of poor and black youth. This reality makes us reflect the challenges that these young people face and the importance of education in all these situations as a way of overcoming and transforming their realities, since education provides and enhances the guarantee of all rights.

Also, in the context of youth protagonism, students were asked about the theme of social control. Based on the answers obtained, the following thematic nuclei were identified:

Table 3 - Perceptions about social control³

Categoria	Subcategoria	Núcleos Temáticos Identificados nas Falas dos Estudantes
Controle Social	Dificuldades enfrentadas para exercer o controle social	- Falta de oportunidade; - Falta de conhecimento; - Falta de interesse; - Dificuldade de compreensão das informações; - Falta de comunicação.

Source: Own elaboration

With regard to the difficulties faced by young people in carrying out social control over the decisions and actions made by public managers, the following responses were answered:

In addition **to the lack** of opportunity, **the lack of** knowledge (STUDENT A, our griffins).

Lack of interest, it is a serious matter, we are talking about public information, in many people around me lack interest and, who has interest, I include myself here, has the question of, for example, you open an ordinance has several things, I'm not understanding and I will not have interest to continue reading, the person goes back. **Language needs to be flexible** for everyone to understand. **If I can't understand, I lose interest**, I lose my taste (STUDENT B, our griffins).

Don't understand, have no interest. If young people had this interest, it would be much better, because they have several different opinions, which can help in the changes (STUDENT C, our griffin).

I think it is the **lack of** knowledge and also the **lack of** interest (STUDENT D, our griffins).

It **is lack of** interest and also many do **not** know, I think we need to debate more with us in the classroom, explain that there is information, that we can control, see how public money is being used, then it is **lack of communication** too (STUDENT E, our griffins).

In analysis the students' statements, it is perceived and that the difficulty of understanding are the information generates the disinterest on the part of young people in exercising social control, as reported by Student B: "If I do not understand it, I lose interest." Thus, it is understood that the lack of interest of young people in participating in public management often results from the lack of this training.

In this context, Student E pointed out the need for knowledge on the subject, stating:

^{3 3} First column: Category – Social control; Second column: Subcategory – Difficulties faced to impose social control; Third column: Thematic core identified in student's speech – Lack of opportunity; Lack of knowledge; Lack of interest, Comprehension difficulties of information, Lack of communication.

"[...] I think we need to discuss with us more in the classroom, explain that there is information, that we can control, see how public money is being used [...]". This student's speech reinforces Moreira Neto's (2004) understanding of the importance of an education focused on the conscience of the republic and the duty that everyone has to ensure the correct allocation of public resources.

Therefore, from the reports of the students who presented beyond their opinions, their experiences and desires, it is perceived, in general, that the young students have the will and potential to participate in public management, but lack sums and knowledge of how to participate.

Moreover, the absence of formal listening space, as identified in the students' answers, showed the need to improve the organization of the pedagogical space so that students can effectively participate in decision-making processes and thus obtain results more consistent with their needs.

Finally, we emphasize the importance of listening to students so that they can, according to Libâneo (1998) practice democracy, initiative and responsibility. Acting according to Pacheco (2011), federal institutes will fulfill their role in the education of citizens as political agents capable of overcoming obstacles, thinking and acting in favor of political, economic and social transformations essential for the construction of another possible world.

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Final considerations

As a result of what has been presented, the importance of Integrated High School to Professional Education is ratified, especially because it prioritizes a broad and comprehensive training that gives freedom of choice to students and prepares them to act as critical citizens, conscious and committed to the transformation of society.

The interviews conducted with the five students contributed significantly to the research, since it was possible to collect relevant information, analyze the perceptions about the themes addressed and confirm the understanding of authors mentioned in the theoretical framework.

The answers showed that young students have the will and potential to participate in public management, but lack stake and knowledge of how to participate. In addition, the finding of the absence of formal listening space evidenced the need to promote pedagogical actions that enable the effective participation of students in decision-making processes, in order to obtain results more consistent with their needs.

Furthermore, there was a need to promote actions in order to overcome the difficulties faced by students to access, understand and use public information, so that they can play a leading role in society. Thus, it is expected that young people are aware of the tools available for participation in public management and, thus, to actually exercise social control, contributing to the correct and efficient use of public resources.

Therefore, it is understood that the preparation for the exercise of citizenship is achieved through a democratic management that guarantees the effective participation of young students in the decision-making process. This issue is based on the understanding that young people will be motivated to collaborate when they feel responsible for the decisions that affect them and when they see in practice the benefits of this action.

Moreover, it is important that pedagogical planning is considered the potential for participation made possible by advances in technology and communication. In this regard, it is observed that young people, although very connected to technology, are not always properly aware of the possibilities that this tool presents. Therefore, it is necessary, from the perspective of citizenship, to encourage young people to use the resources of access to information to act in public management, suggesting improvements and playing an important supervisory role.

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It is also noteworthy that the motivation for young students to exercise the role and social control requires, in addition to the awareness of the importance and its benefits, that the information be understandable to the youth public and that wide dissemination of the instruments of social participation be given. Thus, when we see young people as transforming agents, we recognize that they are able to claim their rights and intervene in reality for the common good.

Therefore, it is known that citizen education offers the means for young people to develop critical thinking and can actively act in society, with the aim of transforming it. It is in this aspect that the objectives of Integrated High School to Professional Education are exposed, since emancipatory education is prioritized, with a view to the integral education of the human being.

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Processing and editing: Editora Ibero-Americana de Educação.
Correction, formatting, normalization and translation.

