

Project Cells: A Pedagogical Approach For Students From A Municipal Public School In Fortaleza (Ce) From An Interdisciplinary Perspective

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Abstract:

Background: This article presents a case study of a project carried out in a school in the municipality of Eusébio in the year 2022. The aim is to contribute to the construction of affective bonds and social interaction development among students and teachers.

Materials and Methods: The methodology used in this study is characterized by a qualitative approach associated with the research procedure known as bibliographic research, using articles, books, websites, journals, and other sources addressing the same thematic area as research sources. The general objective of this study is to demonstrate the educational scope of the pedagogical approach developed during the Cells Project. The specific objectives are to analyze the importance of Projects in the development of education in the State of Ceará; to verify and compare the Basic Education Development Index of Brazil and Ceará; to discuss the impacts and post-pandemic issues that have affected and still affect those within the school community.

Results: At the conclusion of the article, the development of socioemotional skills that positively contribute to students' well-being is advocated, enabling differentiated moments outside the classroom and providing opportunities for speaking, listening, self-awareness, meditation, and valuing students' critical consciousness. The research highlighted that the redefinition of teaching work and the teaching and learning process through projects can strengthen relationships between students and their families, as well as guide students in their personal life projects.

Conclusion: In conclusion, the study emphasizes the importance of projects in educational development, particularly in fostering socioemotional skills among students. It underscores the potential for such projects to reshape teaching practices, enhance student-family relationships, and empower students in their personal endeavors. This research underscores the significance of incorporating pedagogical approaches that prioritize holistic student development beyond traditional classroom settings. **Keywords:** Project; Students; Pedagogical approach; Socioemotional skills.

Date of Submission: 29-01-2024

Date of Acceptance: 09-02-2024

I. Introduction

Amidst the numerous challenges brought about by social isolation due to the COVID-19 pandemic, many issues have arisen, including learning difficulties and anxiety, among others. This study presents an approach implemented in a school located in the municipality of Eusébio, where students can express their concerns, engage in meditation, and experience different moments. This initiative comes as a response to the exhaustive nature of the morning and afternoon classes in the full-time school, as reported by the students themselves.

The Cells project, a pilot initiative, aims to be refined in subsequent years, having been implemented as a pilot project in 2022. According to Bacich and Holanda. (2018), the rise of new digital technologies and access to information has underscored the need for a more contextual education, wherein students develop socioemotional skills such as critical thinking, collaboration, and communication. Projects, in this case, can precisely foster these skills¹.

The study is structured into a Theoretical Framework section, which highlights education in the state of Ceará, including notable achievements such as the Basic Education Development Index (IDEB) scores and implemented projects like PAIC and No Student Left Behind, which have shaped education in recent decades in Ceará. This is followed by the methodology section and concluding remarks. It is noteworthy that Brazil (2018) interrelates Competency 8: "Knowing oneself, appreciating oneself, and taking care of one's physical and emotional health, understanding oneself in human diversity, and recognizing one's own emotions and those of others, with self-criticism and the ability to deal with them³."

The article aims to address the motivating question: What is the importance of the Cells Project in the lives or life projects of the students at "Escola Municipal de Tempo Integral Manuel Ferreira da Silva" school?

II. Material And Methods

The methodology employed in this study is characterized by a qualitative approach associated with the research procedure known as bibliographic research, drawing upon articles, books, websites, journals, and other sources addressing the same thematic area. In Santos (2006), the scholar not only constructs mere juxtapositions of authors' excerpts but also articulates their ideas, identifying both their similar and divergent positions²². Furthermore, as stated in Célia (2009, p. 14),

Scientific knowledge is a product resulting from scientific investigation. It emerges not only from the need to find solutions to practical problems of daily life, characteristic of common sense knowledge, but also from the desire and necessity to provide systematic explanations that can be tested and criticized through empirical evidence. It is a product of the need to attain "secure" knowledge⁷.

According to Marconi and Lakatos (2017, p. 25),

A bibliographic review involves the survey of all previously published literature, including books, journals, individual publications, and written press. Its purpose is to facilitate the researcher's direct engagement with all written material on a specific subject, aiding the scientist in the analysis of their research or the manipulation of their information. It can be considered as the initial step in any scientific research¹⁶.

In addition to the aforementioned research, the study includes a case study of the intervention of a pilot project called "Cells." According to Prodanov (2013), a case study involves a deep and exhaustive analysis of one or a few objects, allowing for a broad and detailed understanding of them²¹. As per Pádua (2004), the case study is a type of qualitative analysis that can complement data collection in academic works or constitute a monographic study in itself. Therefore, the article also incorporates qualitative research¹⁸.

Based on the case study, interventions and improvements will be made with reports from students to enhance and expand the project in subsequent years. Reports of grades, testimonials, and individualized conversations will be conducted for the proper enhancement in the year 2023.

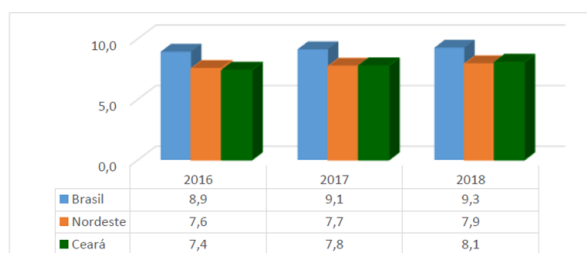
III. Theoretical Framework

Education in the State of Ceará: Highlights and Distinctions

Education entails the permanent transformation of individuals with the aim of fostering comprehensive societal development. Undoubtedly, numerous challenges abound, including the lack of student awareness, insufficient classroom infrastructure, and limited dialogue between students and families, constituting only a few of the myriad issues within the educational sphere of our nation.

However, Ceará, a state in the Northeast region, has garnered attention for its positive outcomes over recent years. Graph 1 illustrates comparisons from 2016 to 2018.

Graph 1: Average number of years of schooling among individuals aged 25 years and older – Brazil, Northeast, and Ceará – 2016 to 2018.



Source: Ceará (2020)⁶

It can be observed that Ceará has a lower average than Brazil and, in some years, higher than that of the Northeast. Despite significant growth, dropout rates, school abandonment, illiteracy, and a significant difference in the average education rate of the adult population throughout the state were serious problems in Ceará.

Main educational projects in Ceará

An important project deserving attention in the State is the "Programa Alfabetização na Idade Certa (Paic)," created in 2007 by the government of Ceará with the aim of promoting literacy among students in public schools. The project originated in the municipality of Sobral, which in 2000, undertook actions to ensure literacy and universalization.

The educational policy of the State began to prioritize, in cooperation with municipalities, literacy at the right age. Since its inception, Paic has been constantly reformulated and, in 2011, expanded its coverage to the 5th year of elementary school, henceforth referred to as Paic+5. New learning actions were developed for Mathematics, also involving the discipline of Sciences⁸.

Corroborating studies by Kasmirski et al. (2017), Paic increases the probabilistic chances of a child reaching the appropriate level of proficiency in LP (Portuguese Language). The program expands from its target audience and reaches 9th-grade students in Elementary School without age-grade distortion and with mastery of reading, writing, calculation, and age-appropriate science skills and education level^{4, 13}.

Another project developed in Ceará with significant results was carried out through the policy of integral education in the vocational modality, which began in 2008 when the state government decided to adapt 25 regular schools in 20 municipalities, with the intention of accommodating 4,000 students who desired technical training in high school⁵. Initially, the courses offered by the State Department of Education (SEDUC) were: (Nursing, Finance, Occupational Safety, and Tourism Guide), and currently, there are more than 54 courses in various fields.

SEDUC-CE organized all fifty-four courses into twelve categories. The offering of these courses is done according to the specific needs or potentialities of certain regions of the state. They can be included again if the community shows interest in them and the state public administration obtains the necessary resources for their implementation⁵.

In order to strengthen the development of this education, the "project director of class" was created in the EEEPs.

The project was presented in 2007, using the implementation of this project in some schools in Portugal as an example. Since 2011, the Secretary of Education of the State of Ceará has expanded the scope of the project to all state schools through schools' adherence to this proposal. Therefore, given the richness of inquiries, it became necessary to develop research aimed at analyzing this results-driven management model found in State Vocational Education Schools²³.

The EEEPs were based on the Program for the Development of Experimental Teaching Centers - PROCENTRO, in Pernambuco, which established the principles of Youth Protagonism, Continuing Education, Business Technology, and Levels of Results.

It is important to highlight that the implementation of programs cannot be done haphazardly, and undoubtedly, studies and research are conducted daily aiming for the necessary and constant improvement of the programs.

Finally, it is deemed necessary to highlight the project for the implementation of full-time high school in Ceará through Law 16,287, which was promulgated in 2016. This law instituted full-time education in the state. Currently, the State has two hundred and one Full-Time High Schools (EEMTI), with 13,741 third-year students. In the city of Fortaleza, there are 55 EEMTI, with 4,330 enrolled students in 2021²⁴. The following presents a comparative data overview of Brazil and the state of Ceará.

Comparison of Education in Ceará with Brazil

One of the ways to monitor the quality of education by the population is the Basic Education Development Index, created in 2007 by the National Institute for Educational Studies and Research Anísio Teixeira (INEP).

As diagnostic evaluation methods, there are two nationally standardized tests: Prova Brasil and the National System of Basic Education Evaluation (SAEB), developed by (INEP/MEC). Both aim to assess the quality of education. Lima (2017) asserts that with the information from the results of SAEB and Prova Brasil, state secretariats can enhance the quality of education in the country, aiming at reducing inequality¹⁵. Table 1 presents important IDEB data from 2005 to 2019 in the comparison between Ceará and Brazil.

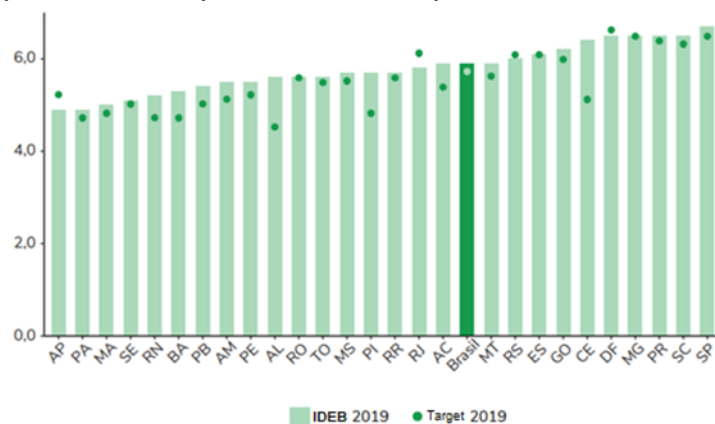
Table 1: IDEB - Final years of elementary education - public school

Federation Unit	IDEB 2005	IDEB 2007	IDEB 2009	IDEB 2011	IDEB 2013	IDEB 2015	IDEB 2017	Achievement Indicator (P) 2019	Standardized Mean Score (N) 2019	IDEB 2019	Target IDEB 2019
Brasil	3,2	3,5	3,7	3,9	4	4,2	4,4	0,89	5,21	4,6	5
Ceará	2,8	3,3	3,6	3,9	4,1	4,5	4,9	0,94	5,48	5,2	4,6

Source: INEP (2021)¹²

It can be observed that starting from 2013, the IDEB score of Ceará has been higher than that of Brazil, and in the year 2019, the difference between the two was 0.6. According to Inep 2021, "The states of Ceará, Alagoas, and Piauí showed the highest growth rates¹²." In addition to Table 1, the following Graph 2 depicts the targets by states for the year 2019.

Graph 2: Initial years of elementary education – IDEB by federation unit – total – Brazil, 2005-2019.



Source: INEP (2021)¹²

It is concluded that Ceará has one of the highest IDEB scores in 2019 and a significant amplitude of its target with the actual 2019 IDEB. Specific studies are suggested in the final considerations. It is important to highlight that Ceará's educational difference extends beyond projects and IDEB highlights. In line with Vieira et al. (2013), the "spontaneous" collaboration of common daily problems induced by the state government under the Paic regime helped solve and find common strategies among several schools. According to the authors, another important action was the strengthening of regional education bodies, which facilitated the cooperation of information and became important in achieving advancements in terms of expanding access and improving quality²⁷.

In addition to the aforementioned facts, specific programs and public policies were created to address a serious problem in our country, that of school dropout rates. In 2018, the Department of Education (SEDUC) created the "Not One Student Out of School" program, in which actions agreed upon in the 184 municipalities increased access to school for youths aged 4 to 17. The expansion of Full-Time High Schools helps reduce dropout rates for hundreds of youths who see education as an opportunity for life change. In Pereira et al. (2022, p. 25), it is noted that:

Collective actions of the school council and the guardianship council, continued active search for all students, faster data updates in addressing the educational crisis, creation of specific bodies to address abandonment and dropout during the pandemic, delivery of printed material as an option for difficulties in accessing remote systems, and continuity of social programs such as Bolsa Família/Auxílio Brasil can help reduce dropout rates¹⁹.

It is important to highlight that collective actions are of paramount importance in trying to address serious problems such as dropout and school abandonment. Holanda Filho et al. (2020, p. 15) especially draw attention to the situation generated by the COVID-19 pandemic:

In the absence of an intentional and effective education response, it is likely that the COVID-19 pandemic may generate greater disruption in educational opportunities worldwide in this generation. It is imperative, for this reason, that educational leaders seek to act immediately to develop and implement strategies to mitigate the impact of the pandemic¹¹.

The combination of assertive actions and public policies has been decisive for educational development in the state of Ceará. Below is a project that has been highlighted in a full-time school.

The Importance of Projects in the Teaching and Learning Process

To achieve technical and scientific knowledge, a broad understanding of social and scientific aspects is required, which holds great relevance for scientific education and citizenship¹⁴. Teaching and learning through project-based action enable students to engage in decision-making processes and to be protagonists in the constant pursuit of knowledge.

Souza et al. (2020) emphasize that teachers who implement pedagogical practices involving project development facilitate the construction of subjectivity, and subjects can be interconnected with related content²⁵.

In summary, according to Hernández (1988), projects should not be configured as a systematized pedagogy; instead, they should consider the importance of decentralizing the teacher, exercising active listening where everyone can speak and listen, and valuing problems present outside of school. Thus, teaching and learning strategies focused on projects can be highly successful if well planned and executed with attention by teachers and students¹⁰.

Pinheiro et al. (2008) describe a project from the second year of high school in the chemistry discipline with environmental education and health promotion. It involved interaction between students and their families, as well as fostering reflective capacity among students and increasing their critical thinking. In this regard, student participation in knowledge construction is more significant when it is not solely centered on the teacher²⁰. Barbosa and Matos (2022) emphasize that when the teacher reflects on their practice, conducts research, and plans their actions well, they involve students at the center of learning and break traditional teaching barriers².

In this way, project-based practices can help break barriers in teaching and open new paths for learning. Moran (2015, p. 05) elucidates this fact:

Schools that show us new paths are changing the disciplinary model to models more centered on actively learning with problems, relevant challenges, games, activities, and readings, combining individual and collective times; personal projects and group projects. This requires a change in curriculum configuration, teacher participation, organization of didactic activities, and organization of spaces and times¹⁷.

Thus, new paths can be traced in schools with activities involving reading, reasoning, real-life problems of students combined with personal or collective projects, which can aid in the teaching and learning process.

IV. Analytical Pedagogical Account of The Cells Project

The school where the Cells project was implemented in 2022 is located in the municipality of Eusébio, Ceará. From this point, an analytical pedagogical account of the activities carried out in the daily life of the aforementioned school through the project at hand is provided. The project took place in the 2nd semester of 2022, from August to December. The project aligns with a different post-pandemic moment where it is possible to observe the various problems caused by the necessary social isolation during the COVID-19 pandemic. The following are descriptions of the actions on the respective days of the week:

Monday and Wednesday: Rest Cell. Time: 12:00 PM - 12:50 PM: Students would take the mats provided by the school and go to a classroom to rest or sleep. The room would be darkened, and silence maintained for better relaxation. An average of 20 students per day participated.

Tuesday: "You are not alone" Cell. Time: 12:00 PM - 12:50 PM: Time focused on emotional support, personal venting, where participants felt comfortable discussing personal problems, daily difficulties, societal issues, and receiving advice, support, and exchanging ideas. Everything was based on respect and acceptance, without judgment. An average of 10 students per day participated.

Thursday: Meditation Cell. Time: 12:00 PM - 12:50 PM: Students chose the best position for this moment: sitting, lying down, leaning against the wall, and listened to a thematic mantra (each week had a theme, according to their requests, mostly mantras to reduce anxiety), and were taught to focus on breathing for better relaxation. An average of 10 students per day participated.

Friday: Vocational testing cell 12:00 PM - 12:50 PM: Individualized assistance aimed only at 3rd-year students to follow up and clarify doubts about courses, colleges, government programs, and help with online vocational testing. An average of 25 students sought assistance during the 2-month period.

There are several important studies indicating that learning in basic and higher education needs to occur significantly. That is why it is necessary to establish paths that lead to innovation in teaching, in order to get closer and closer to methodologies that maximize the student's learning potential⁹.

In line with Daros (2018), it is considered that basic education needs to be meaningful. It is necessary to give "voice" to the students and understand their desires, their needs, and try to understand them better. The Cells project (pilot) was developed for improvements and continuation in the coming years. Student reports indicated that they felt better for the next class and more relaxed for the continuation of classes. In addition to listening to them, this project works together with the Class Director with good practices that go beyond the conventional classroom⁹.

In Moran's (2015) research project studies, the Summit School in California stands out, balancing individual and group activity time under the supervision of two teachers from different areas (humanities and exact sciences) who, through project practices, integrate students with "broader perspectives," monitoring each student's progress once a week. Such practice can be done in the current Cell project where students can be protagonists of their life projects, be heard, and have a voice for their problems, whether they are school or family-related¹⁷.

In this way, the school is not only a place of reading and writing, but also a place of security, care, and trust-building, where students, teachers, and management can face complex problems of the 21st century together. Undoubtedly, the results indicate that a redefinition of teaching and didactic work can be strengthened, such as the previously mentioned Cell project, and put into practice, which can greatly enrich the students.

V. Conclusion

The year 2020 marked history as the onset of the COVID-19 pandemic. Social isolation, school closures, and online classes changed the way people learned at that time and profoundly transformed education in Brazil and around the world. This work portrays projects in the state of Ceará that have gained prominence in the national education scene in recent years.

Projects such as PAIC, the Class Director Project, and the "No Student Left Behind" project were initiatives aimed at significant changes in the state of Ceará, aiming to bring teachers and students closer together, such as the class director in state schools, reduce school dropout rates, as in the "No Student Left Behind" project, and decrease learning problems like those addressed by PAIC. It is worth noting that these projects were implemented with research and monitoring in municipalities considered as pilots before being fully implemented statewide, highlighting the Secretary of Education's role, which has brought visibility to the state of Ceará nationally in IDEB scores.

Vasconcellos (2016, p. 15) portrays a problem with a small but influential group of teachers in some schools who always argue that "the whole problem lies in the lack of material conditions for the teacher, the lack of family support, and the salary²⁶." The author reaffirms that studies done in the 1930s when teachers had excellent salaries and prestige showed a failure rate of around 50%. Is the only problem for teachers really low pay, lack of respect, or lack of recognition for their work by both students and official institutions?

Teacher motivation is undoubtedly important for collective actions in the school, and an adequate structure is ideal for pedagogical practice between students and teachers. However, commitment, ethics, family support, school management support, community support, dialogue between students, teachers, and families are actions that can be decisive for improving education. The Cells project seeks to bring students and teachers closer together beyond the conventional classroom by providing students with opportunities to relax, talk, vent, meditate, and engage in other practices that made the next class session lighter. The project underwent necessary adjustments/updates to continue in 2023 with the appropriate improvements and good practices. It is worth noting the great support of school management, which always shows great care and relevance for any projects, and this one was no exception.

It is concluded that mental and emotional health is a unique factor in building relationships among students and citizens, and the school is the place that welcomes diversities, fostering affective relationships through respect. The Cells project contributed and continues to contribute, according to reports gathered from students and teachers, positively to the well-being of students, providing them with a differentiated moment outside the classroom and offering students the opportunity to speak and providing distinct social moments for students. It is in high school that young people expand and/or deepen their social and affective bonds, and thus, projects that aim to listen to and provide different moments for young people in school can be rich moments of self-awareness and rest.

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