The planning process in the history of Brazil and its effects on the development of education

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It starts from the principle that education is the set of intentional and unintentional processes that form the social individual (SAVIANI, 2008). The Brazilian training reflects processes that have shaped the spatial formation of the territory and thus the problems associated with regional inequalities in Brazil, still persist and reflect an Iberian heritage of slavery root in their social, cultural and economic. The development of education was guided by social and spatial inequalities and involve as barriers to educational solutions proposed. Therefore, it is believed that part of the educational problems of today can be understood through its colonial heritage and slavery, through the evolution of social and economic configuration of Brazil.

In the educational understanding of the perspective with the historical relationship in national training, believed to be important to release this past to overcome the traits that mark the Brazilian formation, with proposed solutions for education with a view to planning and management the territory. Reflection on the ownership and organization of the Brazilian space thus reflects the problems faced by education in terms of socio-spatial inequalities and disparities in education. In this context, in recent decades, international and economic organs bother to determine the rules, for example, for education. Great example is the OECD (Organization for Economic Cooperation and Development) and the consolidated research internationally perform evaluating student performance in core disciplines of knowledge (PISA - Programme for International Student Assessment). According to Theodore & Peck (2011), the OECD since 1980, acts as a transnational way of neoliberal urbanism and indirectly influencing the curriculum and in school practices.

This qualitative research had the main objective to bring the classic debates of the Brazilian social thought, that matches the theme of education through survey and literature review of the works of authors of the historical background, social and economic Brazil. The aim was to understand the educational training in Brazil under the historical point of view of education, from the colonial period to the current nuances. Also, it sought to reflect the character of the Brazilian educational reality through the analysis of structural changes and determinants of formation of Brazilian society. The junctures of the presented analysis was focused on the location of colonial legacies that resulted consequences and / or were the main causes of contemporary problems of education.

It was found that the formation of the city in Brazil took into account economic, social and spatial conditions, which these days, reflect the regional disparities in the country, especially in matches to teaching. According to North et al. (2009) and Elias (1994), education, to be located within the Government responsibilities to make up the core of current social welfare systems need to discussions of issues involving access to education and improving the quality of education levels. As for Prado Jr. (2011), starting from the beginning of the business cycle and its exhaustion, had a strong influence on population dynamics, social life and in the territories. In this perspective, there is no thinking isolated educational context itself (macro) socio-political and economic space during the formation of Brazil. This question proposes to discuss the extent to which education was / is affected by this context, within the political and social transformations and oscillations. From the point of view of the economic structures of Brazil and the inner joints of the country, Furtado (1991) presents questions of how the demands of the weak domestic market and the measures adopted by the State could change the economic structures of society and have created tensions and blockages the endogenous development.

To Faoro (2000), the modern sociability is guided in the reproduction of the elite logic of domination and reflected in a government with particular wills. Thus, the institutional and social matrix of the country will influence the Brazilian development. As for Fernandes (1975), the changes in society could occur through a competitive social order, with access to quality education for all.

The technicalities teaching and reproductivist as opposed to critical education, decentralization or centralization of education, always been in dispute arena of social actors, to the democratization of education and the right to school. However, for Chartier (2005), the imposition of values ​​and social practices by a social group takes playing a dominant culture of dominated cultures. The influence of market society in education also brought the issue of knowledge as exchange value, determining the social position of individuals in capitalist society.

The context of school development institution in Brazil was also linked to urban transformations, primarily in cities. Thus, the strengthening of the schools changed the socialization patterns, reflecting on the relationship between the city and the school (DO SON (2005); ZOTTI, (2004)).

The development of modern society only disguises the problems continued real and effective nowadays. There are many relations of interest and ways to ensure privileges within the social structure, assisting in the segregation of society. The current role of the school has no neutral actions and not disinterested, but that reproduce forms of cultural, social and economic domain. In the neo-liberal and globalized world, the notion of the formation of individuals through a critical and emancipatory education becomes the great challenge. Not least, education suffers the consequences of the effects of a policy and an economy guided by the interests of a minority. The greater the social heterogeneity, the greater the need for a national development policy that prioritizes growth and social well-being of the entire population (FURTADO, 1991).

The question the state's role in the historical formation of the partner country reflects one of the major problems encountered in education, with the creation of social and economic blockade to prevent the dispute with governance.

The educational theme is influenced in relation to their management and planning within a given territory, as the interests behind their guidelines can incorporate the objectives incorporated into globalization (Ball, 2001). Some considerations about the impacts of globalization and neoliberalism on education and the challenges that are posed for educational policy include: the underlying business rationale to educational policies; the vision of education a commodity and source of profit and restricted to a segment of society; improving income distribution, equity both in rights and duties and opportunities; re-evaluate the role of schools in the production, appropriation and socialization of knowledge; adopt regional strategies in order to bring solutions to problems and common educational goals; improving education focused scientific training, technological, environmental and citizen, among others.

Up shares of the ideas brought by Bresser Pereira & Theuer (2012), when analyzing the Brazilian reality from the standpoint of the new developmentalism. Unlike the neo-liberal state and of the development, this has the basic notion of social inclusion. In this new moment of Brazilian governance, development is understood as welfare and not as economic growth (VEIGA, 2006).

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