

Original Article

Social occupational therapy in public school: an analysis of the bibliographic production of METUIA/UFSCar¹

Terapia ocupacional social na escola pública: uma análise da produção bibliográfica do METUIA/UFSCar

Lívia Celegati Pan^a , Roseli Esquerdo Lopes^a 

^aDepartamento de Terapia Ocupacional, Universidade Federal de São Carlos – UFSCar, São Carlos, SP, Brasil.

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Abstract

Occupational therapy has produced knowledge and practices about/in schools from different perspectives, and one of them focuses on social problems represented in the current scenario in Brazil by METUIA/UFSCar. This research aimed to gather and analyze the bibliographic production of this group in the public school, taking the bibliographical productions raised on the METUIA/UFSCar online page and in the curriculum of its coordinators in the Plataforma Lattes/CNPq as a data source. They reunited and presented 45 productions: three research reports, two doctoral theses, six master's dissertations, nine scientific initiation reports, eight book chapters and 17 papers. The analysis and discussion of the material were made considering three thematic categories: *youth in focus*, evidencing the centrality of the public school to METUIA/UFSCar, given its proposal to work with the youth of popular groups; *public school as social equipment*, unveiling an understanding of public school as an equipment that composes the network of attention and support to children and youth; and *action proposals of social occupational therapy in public schools*, bringing theoretical and methodological approaches for therapeutic-occupational actions with poor young people inside and outside schools. We concluded that this set of productions points out important demands related to social problems to be worked by occupational therapists in their practices, beyond those already traditionally placed in the scope of disabilities cared by Special Education, problematizing its contribution to the Basic Education in Brazil that persists with marked social inequality in the XXI century.

Keywords: Occupational Therapy, Schools, Education, Special Education, Youth.

¹This text takes the doctoral research "Intertwining points - from the outside in, from the inside out: action and formation of social occupational therapy in the public school" as reference, developed in the Postgraduate Program in Occupational Therapy of the Federal University of São Carlos.

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Resumo

A terapia ocupacional tem produzido conhecimento e práticas sobre/nas escolas sob diferentes perspectivas, sendo uma delas voltada para os problemas sociais, representada, no cenário atual, pelo METUIA/UFSCar. A pesquisa que aqui se apresenta objetivou reunir e analisar as produções bibliográficas desse grupo em relação à escola pública, tomando-se como fonte de dados produções bibliográficas levantadas na página *online* do METUIA/UFSCar e no currículo de suas coordenadoras na Plataforma Lattes/CNPq. Foram reunidas e apresentadas 45 produções, sendo três relatórios de pesquisa, duas teses de doutorado, seis dissertações de mestrado, nove relatórios de iniciação científica, oito capítulos de livros e 17 textos em periódicos. A análise e discussão do material foram feitas considerando-se três categorias temáticas: *juventude em foco*, evidenciando a centralidade da escola pública para o METUIA/UFSCar, dada sua proposta de trabalho com a juventude de grupos populares; *escola pública como equipamento social*, desvelando um entendimento de escola pública como um equipamento que compõe a rede de atenção e suporte à infância e juventude; e *propostas de atuação da terapia ocupacional social na escola pública*, trazendo abordagens teórico-metodológicas para ações terapêutico-ocupacionais com jovens pobres, dentro e fora das escolas. Conclui-se que esse conjunto de produções aponta demandas importantes relacionadas a problemáticas sociais a serem lidadas por terapeutas ocupacionais em suas práticas, além daquelas já tradicionalmente colocadas no âmbito das deficiências tratadas pela Educação Especial, problematizando sua contribuição em torno da Educação Básica no Brasil e da marca da desigualdade social que esta carrega e que perdura ainda no Século XXI.

Palavras-chave: Terapia Ocupacional, Escola, Educação, Educação Especial, Juventude.

1 Introduction

Educational inequality in Brazil is still one of the major problems in the country. According to data released by IBGE collected in the latest National Household Sample Survey (PNAD), 51% of the population over 25 completed only elementary school in 2016, and there are still 11.8 million illiterates (Instituto Brasileiro de Geografia e Estatística, 2016).

Despite the relatively high enrollment in preschool and elementary school, 99.2% of children and adolescents between six and 14 years old - this ratio decreases in high school - 87.9% of adolescents and young people between 15 and 17 years old are enrolled at this level (Instituto Brasileiro de Geografia e Estatística, 2016). The data also reveal a high rate of age/grade distortion, as 32.8% of 18-24 years old students were enrolled in basic education by the time they should have completed it. On the other hand, public schools are important: 73.5% of enrollments were in this type of institution (Instituto Brasileiro de Geografia e Estatística, 2016).

These data show a very serious picture about the Basic Education, summarized by Demerval Saviani when stating that, in Brazil, we entered the 21st century without having accomplished the task that we should have accomplished even in the 19th

century, in contrast to many other countries also from Latin America, to eradicate illiteracy and universalize the education (Saviani, 2004). Although the educational policies of the last decades have focused on the access to schools, it has been little to transform this picture, remaining two other major problems: the permanence and the effective learning (Ferreira Junior & Bittar, 2006).

Bittar & Bittar (2012) point out that Brazilian democracy will remain lacking in social content until we realize the challenge of a quality public basic education that offers everyone the same opportunities since that learning and critical education are fundamental for the participation in national life.

Special Education more recently guided by the perspective of Inclusive Education has also been added to this debate, however, it has historically been discussed separately from regular Basic Education (Mendes, 2010).

The education of people with any disability, conventionally called as Special Education, was marked by the tendency to occur together with the regular education system. Over the time, this process has been directly linked to both changes in the understanding of the disabilities and the broadening educational opportunities for the general population, from segregation in institutions not always specialized to the pursuit of integration into common schools, in special rooms in the beginning and, in this century, by influences from international documents and movements, the debate about inclusion, in common rooms in the regular education system (Mendes, 2010).

Although the school census data in 2017 indicated a substantial increase in enrollment of students with disabilities, global developmental disabilities, or high skills in basic education, there is a reasonable amount of enrollment in special classrooms, particularly in early childhood education. Also, the same research (Brasil, 2018) showed that most of the public and private schools do not have an adequate physical environment to receive this student.

Thus, statistical data indicated that the struggle for access, permanence, quality in the teaching and learning process and democratization in/of the school involves both students who are and are not the target audience of Special Education, and Mendes (2010) adds that the challenge is to build a quality school for all and, at the same time, to ensure that the reception of specificities is guaranteed.

The National Education Plan (PNE)² of 2014 prepared proposals presenting planning and objectives to be achieved within the scope of all Brazilian education by 2024. Some of the main goals were those aimed at the universalization and guarantee of the right of quality Basic Education, the reduction of inequalities and appreciation of diversity within schools and also the appreciation of education professionals (Brasil, 2014).

Traditionally, in the occupational therapy and these historical processes, the relationship of the profession with the field of education has mainly accompanied the debates around Special Education and Inclusive Education, but other demands have also been guided in the area of basic education.

²The PNE was foreseen by the current Law of Guidelines and Bases of the National Education, with ten-year periodicity (Brasil, 1996). In 2009, with the Constitutional Amendment 59, the PNE became a constitutional requirement, being a reference for multiannual plans of states and municipalities and an articulator of the National Education System (Brasil, 2014).

Initially, with an activity strongly focused on rehabilitation, occupational therapists inserted have professionally in institutions specializing in Special Education, configured as important workspaces (Bartalotti & De Carlo, 2001). However, with the development of the area, other perspectives and spaces were expanding for the performance such as the proposed changes for the education of people with disabilities, for example, calling the professionals to propose actions towards an Inclusive Education (Rocha, 2007) and the perception of social problems that demanded specific intervention models.

Currently, the therapeutic-occupational care parameters of 2012 defined by the Federal Council of Physical Therapy and Occupational Therapy (COFFITO), among the various modalities, establish professional performance in both education and social contexts in the fields of regular education, of the Special Education and the formal and non-formal educational services, programs and projects, encompassing actions aimed at reducing educational inequalities, including people with disabilities in the regular education system, specialized care in Special Education, environmental and material adaptations, and favoring teaching-learning processes, job training and promotion of citizenship and social participation (Conselho Federal de Fisioterapia e Terapia Ocupacional, 2012).

In a research about the scientific production of occupational therapy in the area of education, Calheiros et al. (2016) carried out the survey and analysis of 34 articles published between 2003 and 2013 in national journals of occupational therapy, concluding that the production of occupational therapy knowledge around education has been based on two main perspectives: one anchored in Inclusive Education and another focused on social problems arising from social vulnerability situations (Castel, 1999).

Within this second perspective, a proposal of work directed to the Basic Education and the public schools highlighted, in the regular education system, with emphasis on the High School and the Cycle II of the Elementary School, in which the concern is with the guarantee the right to education, with access, permanence and quality, and with the exercise of citizenship of poor³ and/or popular adolescents and young people. This work has been mainly produced by the Metuia Project UFSCar Nucleus⁴, based on the theoretical foundations of social occupational therapy.

Also in research on the interface of occupational therapy with education, Pereira (2018) sought to understand, through a survey, the systematization and the analysis of national and foreign articles, the propositions of occupational therapy in/for school, identifying in the productions Brazilian, four axes: a) social inclusion, school inclusion, the child with disabilities and the dialogue with occupational therapy;

³According to Sposito & Corrochano (2005, p. 146), "[...] the designation used - poor young people - is intentional, since it is not intended to accept some adjectives that are being adopted, such as 'excluded, vulnerable, at risk or miserable'".

⁴The Project Metuia refers to the group of teaching, research and extension in social occupational therapy formed by different universities and created in 1998 by professors of UFSCar, University of São Paulo (USP) and Pontifical Catholic University of Campinas (PUC- Campinas). Currently, the nuclei of UFSCar, USP-São Paulo, the Federal University of São Paulo (UNIFESP), the Federal University of Espírito Santo (UFES), the University of Brasília (UnB) and the Federal University are active. da Paraíba (UFPB) and the State University of Health Sciences of Alagoas (UNCISAL). The term METUIA/UFSCar refers to both the core of the UFSCar Metuia Project and its METUIA Extension Program - Social Occupational Therapy and the METUIA Laboratory of the Occupational Therapy Department and the UFSCar Postgraduate Program in Occupational Therapy.

b) resources and devices for the practice of occupational therapy at the school; c) Early Childhood Education and its interface with occupational therapy; and d) childhood, adolescence and youth in socially vulnerable situations, public school, and occupational therapy.

In general, the author highlights proposals in the first three axes aimed at the school inclusion of children with disabilities and actions with children and young people inserted in socially vulnerable zones in the last axes, regarding the processes of integration in capitalist society (Castel, 1999), taking the public school as a strategic social equipment for interventions with this people. As indicated by Calheiros et al. (2016), in the study by Pereira (2018), we highlight the productions of METUIA/UFSCar in this last axis.

The Metuia Project was created in 1998 by professors in the occupational therapy area of three Brazilian universities: the Federal University of São Carlos, University of São Paulo and Catholic Pontifical of Campinas. It is characterized as an inter-institutional group of studies, training and actions for the citizenship of groups in processes of rupture of social support networks (Barros et al., 2002), aimed at the development of projects in the scope of teaching, research and university extension in social occupational therapy and its interconnection with different sectors (Lopes & Malfitano, 2016).

Lopes (2016) argued that acting in the social field should be guided by the struggle and the guarantee of two key concepts: the citizenship and social rights, understanding full citizenship, based on the formulations of Marshall (1967), as the guarantee of exercise of its three components: civil rights, political rights, and social rights. Taking the social issue that configures a capitalist society, the author points out that the struggle for the expansion of “work” access to the public fund, through social public policies that enable the achievement of social rights is fundamental because they are not, a priori, secured in this society.

Since its creation, one of the focus of METUIA/UFSCar's work is the social policies aimed at adolescence and youth, addressing issues of adolescence and youth coming from urban popular groups, producing reflections, research and training actions through therapeutic-occupational interventions by the university extension. In these works, educational policies and the public school are highlighted due to their centrality for these people (Lopes, 2013).

In this sense and as pointed out by Calheiros et al. (2016), such proposals start from a different assumption from the others, considering that the demands emerged from the socioeconomic conditions of this population and not from their special educational needs.

Doctoral research has been undertaken to better understand what has been produced by METUIA/UFSCar for the public school which aims to answer this question. In the clipping presented here, the objective was to gather and analyze the bibliographic productions of this group for the public school, taking them as a source of documentary data.

2 Procedures

This text comes from documentary research (Cellard, 2008) whose source was the bibliographic material produced by METUIA/UFSCar in the public school, between 2006 and 2016.

These sources were searched on the METUIA/UFSCar online homepage (Universidade Federal de São Carlos, 2017) and in the curriculum vitae of its coordinators at the Lattes/CNPq Platform. In the first exploratory stage by reading the titles, we raised the productions that could fit the objectives of the research, and if there is any doubt in this stage, the production was included in the next stage. We asked coordinators via e-mail to send us documents that were not in the public domain, such as research reports and scientific initiation, to be submitted, together with those available online, for pre-analysis.

Based on the reading of the keywords and abstracts, we included the works with school and related terms in the title, in the keywords or with an explicit articulation with the school in their abstracts, and also papers produced by occupational therapists and/or occupational therapy. We opted for a broader and diversified composition of the types of bibliographic production in a strategy that sought to add more elements to the scope of research interests.

We gathered forty-five productions: three research reports, two doctoral theses, six master's dissertations, nine scientific initiation reports, eight book chapters, and 17 articles⁵, as shown in Table 1 below:

Table 1. METUIA/UFSCar bibliographic productions about the public school between 2006 and 2016.

Title	Author/Authors	Nature/Academic Level	Year
Problemas e perspectivas escolares no cotidiano dos meninos e meninas trabalhadores da UFSCar.	Diana Basei Garcia. Orientadora: Roseli Esquerdo Lopes	Scientific Initiation Report	2006
Terapia Ocupacional Social e a Infância e a Juventude Pobres: Experiências do Núcleo UFSCar do Projeto METUIA.	Roseli Esquerdo Lopes; Ana Paula Serrata Malfitano; Carla Regina Silva; Patrícia Leme de Oliveira Borba; Beatriz Akemi Takeiti; Diana Basei Garcia; Paula Giovana Furlan	Experience Report	2006
Políticas Públicas, Educação, Juventude e Violência da Escola: quais as dinâmicas entre os atores envolvidos?	Carla Regina Silva. Orientadora: Roseli Esquerdo Lopes	Master's dissertation	2007
Adolescentes e Jovens em Escolas Públicas de Ensino Médio na Cidade de São Carlos: perfil sócio-econômico	Beatriz Rocha Moura. Orientadora: Roseli Esquerdo Lopes	Scientific Initiation Report	2007

⁵Although texts in journals and book chapters represent a significant number in this set of productions, they were not together through a literature review and here they are constituted as documentary sources.

Title	Author/Authors	Nature/Academic Level	Year
e estudo exploratório de sua avaliação acerca da violência na escola.			
Adolescentes em Programas de Medidas Sócio-Educativas em Meio Aberto e a Escola na Cidade de São Carlos.	Sara Caram Sfair. Orientadora: Roseli Esquerdo Lopes	Scientific Initiation Report	2007
Adolescentes e Jovens – A Vida numa Sociedade de Risco.	Roseli Esquerdo Lopes	Research Report	2007
O campo da educação e demandas para a terapia ocupacional no Brasil.	Roseli Esquerdo Lopes; Carla Regina Silva	Assay	2007
Juventude pobre, violência e cidadania.	Roseli Esquerdo Lopes; Rubens de Camargo Ferreira Adorno; Ana Paula Serrata Malfitano; Beatriz Akemi Takeiti; Carla Regina Silva; Patrícia Leme de Oliveira Borba	Article	2008
Sala de leitura e escrita com jovens e adultos em uma escola pública de periferia urbana na cidade de São Carlos (SP).	Débora Monteiro do Amaral; Carla Regina Silva; Roseli Esquerdo Lopes	Book Chapter/Experience Report – In: Araújo Filho, Targino; Thiollent, Michel Jean-Marie. (Org.). <i>Methodology for Extension Projects: Presentation and Discussion.</i>	2008
Fomento de Metodologias Participativas com a Juventude: apontamentos sobre experiências de intervenção na busca da articulação entre extensão, ensino e pesquisa.	Roseli Esquerdo Lopes; Ana Paula Serrata Malfitano; Carla Regina Silva; Patrícia Leme de Oliveira Borba; Beatriz Akemi Takeiti	Book Chapter/Experience Report	2008
(Re)Pensando o cotidiano na Escola de Tempo Integral - a experiência de uma Escola Estadual na periferia da cidade de São Carlos (SP).	Brena Talita Cuel. Orientadora: Roseli Esquerdo Lopes	Scientific Initiation Reports	2008 and 2009
Violência, Escola e Jovens de Grupos Populares Urbanos: o caso de estudantes de Ensino Médio de São Carlos/SP.	Roseli Esquerdo Lopes; Carla Regina Silva; Beatriz Rocha Moura; Jorge Oishi	Article	2009
Expressão livre dos jovens por meio do fanzine: recurso para a terapia ocupacional social.	Gustavo Artur Monzeli. Orientadora: Roseli Esquerdo Lopes	Scientific Initiation Report	2010
Oficinas de Atividades como Processos Educativos e Instrumento para o Fortalecimento de Jovens em	Natalia Keller de Almeida Trajber. Orientadora: Roseli Esquerdo Lopes	Master's Dissertation	2010

Title	Author/Authors	Nature/Academic Level	Year
Vulnerabilidade Social. Escola, adolescência e juventude em grupos populares: cidadania, direitos e políticas públicas	Roseli Esquerdo Lopes et al.	Research Report	2010
Problemas e Perspectivas Escolares e de Trabalho no Cotidiano dos Meninos e Meninas Trabalhadores da UFSCar.	Roseli Esquerdo Lopes; Diana Basei Garcia	Article	2010
Educação profissional, pesquisa e aprendizagem no território: notas sobre a experiência de formação de terapeutas ocupacionais.	Roseli Esquerdo Lopes; Ana Paula Serrata Malfitano; Carla Regina Silva; Patrícia Leme de Oliveira Borba; Michelle Selma Hahn	Experience report	2010
Reconstruindo Trajetórias de Jovens no Jardim Gonzaga: da prática do ato infracional às relações dentro da instituição escolar.	Beatriz Prado Pereira. Orientadora: Roseli Esquerdo Lopes	Scientific Initiation Report	2011
Percursos juvenis e trajetórias escolares: vidas que se tecem nas periferias das cidades.	Carla Regina Silva. Orientadora: Roseli Esquerdo Lopes	Ph.D. Thesis	2011
Oficinas de Atividades com Jovens da Escola Pública: Tecnologias Sociais entre Educação e Terapia Ocupacional.	Roseli Esquerdo Lopes; Patrícia Leme de Oliveira Borba; Natalia Keller de Almeida Trajber; Carla Regina Silva; Brena Talita Cuel	Experience report	2011
Acompanhamento Individual e Articulação de Recursos em Terapia Ocupacional Social: Compartilhando uma Experiência.	Roseli Esquerdo Lopes; Patrícia Leme de Oliveira Borba; Mayra Cappelaro	Experience report	2011
Escola Pública em Foco: Incidência, Discursos e Dilemas na Relação com o Adolescente em Conflito com a Lei.	Franciele Dariolli. Orientadora: Roseli Esquerdo Lopes	Scientific Initiation Report	2012
Educação Sexual para Adolescentes e Jovens: o que preveem os documentos públicos nos níveis federal e estadual em São Paulo.	Sara Caram Sfair. Orientadora: Marisa Bittar, Coorientadora: Roseli Esquerdo Lopes	Master's dissertation	2012
Juventude marcada: relações entre ato infracional e a escola pública em São Carlos – SP.	Patrícia Leme de Oliveira Borba. Orientadora: Roseli Esquerdo Lopes	Ph.D. Thesis	2012

Title	Author/Authors	Nature/Academic Level	Year
Adolescentes em medidas socioeducativas em meio aberto e a escola.	Roseli Esquerdo Lopes; Sara Caram Sfair; Marisa Bittar	Article	2012
Adolescentes e Jovens em Escolas Públicas de Ensino Médio em São Carlos/SP: Perfil Socioeconômico e a Questão da Violência.	Roseli Esquerdo Lopes; Carla Regina Silva; Beatriz Rocha Moura; Jorge Oishi	Book chapter	2012
Trajetórias Juvenis: do cumprimento da medida socioeducativa em meio aberto às relações com a instituição escolar.	Renata Cacioli Jaime Rodrigues. Orientadora: Roseli Esquerdo Lopes	Scientific Initiation Report	2013
Em casa, na pista ou na escola é tanto babado: espaços de sociabilidade de jovens travestis.	Gustavo Artur Monzeli. Orientadora: Roseli Esquerdo Lopes	Master's dissertation	2013
Expressão livre de jovens por meio do Fanzine: recurso para a terapia ocupacional social.	Roseli Esquerdo Lopes; Patrícia Leme de Oliveira Borba; Gustavo Arthur Monzeli	Article	2013
Conflito, Diálogo e Permanência: o Professor Mediador, o Adolescente que Cometeu Ato Infracional e a Escola.	Maria Fernanda Jorge Rocha. Orientadora: Marisa Bittar, Coorientadora: Roseli Esquerdo Lopes	Master's dissertation	2014
Por que ir à escola? O que dizem os jovens do Ensino Médio.	Beatriz Prado Pereira. Orientadora: Roseli Esquerdo Lopes	Master's dissertation	2014
Social occupational therapy: conversations about a Brazilian experience.	Ana Paula Serrata Malfitano; Roseli Esquerdo Lopes; Lilian Magalhães; Elizabeth Townsend	Article	2014
Recursos e tecnologias em terapia ocupacional social: ações com jovens pobres na cidade.	Roseli Esquerdo Lopes; Ana Paula Serrata Malfitano; Carla Regina Silva; Patrícia Leme de Oliveira Borba	Experience report	2014
Escola, Juventude e Cidadania: Relação entre a Escola e o Ato Infracional em São Carlos (SP)	Roseli Esquerdo Lopes et al.	Research Report	2015
Trajetórias escolares de adolescentes em conflito com a lei: subsídios para repensar políticas educacionais.	Patrícia Leme de Oliveira Borba; Roseli Esquerdo Lopes; Ana Paula Serrata Malfitano	Article	2015
Historia, conceptos y propuestas en la terapia ocupacional social de Brasil.	Roseli Esquerdo Lopes; Ana Paula Serrata Malfitano; Carla Regina Silva; Patrícia Leme de Oliveira Borba	Article	2015
Educação sexual para adolescentes e jovens:	Sara Caram Sfair, Marisa Bittar, Roseli Esquerdo Lopes	Article	2015

Title	Author/Authors	Nature/Academic Level	Year
mapeando proposições oficiais.			
METUIA/UFSCar na escola: 10 anos de atividades	Karen Garcia de Godoy. Orientadora: Roseli Esquerdo Lopes	Scientific Initiation Report	2016
Por que ir à Escola? Os sentidos atribuídos pelos jovens do ensino médio.	Beatriz Prado Pereira; Roseli Esquerdo Lopes	Article	2016
O Professor Mediador Escolar e Comunitário: uma prática em construção.	Maria Fernanda Jorge Rocha, Marisa Bittar, Roseli Esquerdo Lopes	Article	2016
A escola pública como temática para a terapia ocupacional social	Lívia Celegati Pan; Marina Jorge da Silva	Book Chapter/Experience Report	2016
Juventude e educação: a trajetória constituída pelo não lugar	Carla Regina Silva	Book Chapter/Experience Report	2016
Em “Caravana” rumo à promoção de direitos: divulgando e dialogando sobre o Estatuto da Criança e Adolescente (ECA) nas escolas	Letícia Brandão de Souza; Aline Cristina de Moraes	Book Chapter/Experience Report	2016
Traçados de vida e as marcas do sistema socioeducativo	Patrícia Leme de Oliveira Borba, Beatriz Prado Pereira	Book Chapter/Experience Report	2016
Jóvenes pobres em la ciudad: contribuciones de la terapia ocupacional social	Roseli Esquerdo Lopes; Ana Paula Serrata Malfitano; Carla Regina Silva; Patrícia Leme de Oliveira Borba	Book Chapter/Experience Report	2016

Finally, all papers were read in full and analyzed according to references from socio-historical foundations of education, in general, and in Brazil, youth sociology and social occupational therapy, applied to the themes addressed, to the understanding of public school and the possibilities of the intervention of social occupational therapy in this area. This process resulted in the grouping of these data into three thematic sets, presented and discussed below: *youth in focus*, *the public school as social equipment* and *action proposals of social occupational therapy in public schools*.

3 Youth in Focus

METUIA/UFSCar's work around the public school aimed at the proposal to deal with the production of knowledge that contributes to problems experienced by an important layer of the Brazilian population: poor adolescents and young people (Lopes, 2013).

This beginning is marked by the development of a first larger research project by the METUIA Laboratory team of UFSCar: “School, adolescence, and youth in popular groups: citizenship, rights and public policies”, initially presented to the Graduate Program in Education from UFSCar, between 2004 and 2010, which

involved the works of Garcia (2006), Silva (2007), Moura (2007), Sfair (2007) and Cuel (2009).

These works deal with the theme of violence and problematize the idea rooted in the Brazilian society of the poor youth as the one who commits violence, discussing the violence and violations of rights suffered by these young people since childhood, besides other implications, favor school dropout.

Together and in conjunction with these research projects, university extension projects were carried out⁶, promoting interventions in social occupational therapy with young people from urban popular groups inside and outside the public school, which enabled both the research under construction and the professional training of undergraduate students in this subarea in the city of São Carlos - SP.

In this process of building extension proposals, especially those supported by the University Extension Support Program (PROEXT) of the Ministry of Education's Secretariat of Higher Education, the conditions for carrying out these activities are favored, including the possibility of hiring professionals and payment of scholarships for undergraduate students, which, combined with research actions, led to the consolidation of knowledge production and vocational training in social occupational therapy, focusing on poor youth (Lopes, 2013).

Although the METUIA Project has existed since 1998, the occupational-therapeutic interventions of the UFSCar Nucleus took place in São Paulo-SP and Campinas-SP until 2005, when they were also performed in the city of São Carlos-SP. putting the relationship between youth, school and social occupational therapy at the center of METUIA/UFSCar's interests, since it did not stand as an intervention locus, even though the school permeated the discussions of previous productions, especially when it came to childhood and youth (Lopes et al., 2001, 2002; Malfitano & Lopes, 2004).

Between 2010 and 2015, another thematic research project was developed: "School, youth and citizenship: the relationship between the public school and the offense in São Carlos (SP)", with some subprojects of research by Pereira (2011), Borba (2012), Dariolli (2012), Rodrigues (2013) and Rocha (2014).

Such works are also related to the issue of violence, but specifically addressed the relationship of young people and adolescents who committed an infraction, both seeking to learn their relationships with the school and the strategies that school subjects use to deal with this people, understanding that their stay in school is not a priori guaranteed.

Other topics approached, but not so much in other researches, in which the potential use of resources and specific methodologies in actions with young people (Monzeli, 2010; Trajber, 2010), the impacts of educational policies on the individual trajectories of some young people (Silva, 2011), policies focused on youth sex education (Sfair, 2012), the relationship of transvestite youth with school (Monzeli, 2013) and the motivations that young people in high school build to stay in school (Pereira, 2014).

⁶In 2001, the Extension Program "METUIA - Social Occupational Therapy" was created at UFSCar, under the coordination of Professor Roseli Esquerdo Lopes. Between 2005 and 2017, 20 extension projects were carried out in the city of São Carlos (SP) with actions aimed at adolescents and young people from urban popular groups, of which 11 were directly linked to the public school.

Part of the results of these research papers was published in articles in journals from different areas, revealing a dialogue with both occupational therapy (Lopes & Garcia, 2010; Lopes et al., 2012; Malfitano et al., 2014) as with others, as public health (Lopes et al., 2008, 2013; Sfair et al., 2015) and with education (Lopes et al., 2009; Borba et al., 2015; Pereira & Lopes, 2016; Rocha et al., 2016).

In the outlining of this construction, the figure of Professor Roseli Esquerdo Lopes stands out, especially for her connection with the UFSCar Graduate Program in Education, which allowed the masters and doctorate training of occupational therapists (Silva, 2007, 2011; Borba, 2012), with studies that discussed issues related to public school and youth, permeated by occupational therapy, at a time that until then, there was no specific postgraduate course in the area of occupational therapy.

With the creation of the UFSCar Postgraduate Program in Occupational Therapy (PPGTO/UFSCar), most postgraduate work is now linked to this program, presenting a greater correlation exercise with occupational therapy. Until then, the main articulations for the occupational therapy were regarding the use of social occupational therapy work methodologies for data collection and/or construction and increment of research processes. With the PPGTO/UFSCar, it was possible to focus more heavily on the issues of poor youth, including their relations with the public school, within the area of occupational therapy.

4 Public School as Social Equipment

In the theoretical understandings, all these works are based on a socio-historical perspective, taking certain concepts around the state, capitalist society and the role of public policies, particularly the social ones. In this sense, we discuss the rights to be guaranteed by such policies for full citizenship, focusing on childhood and youth (Lopes, 2016).

Robert Castel is a prominent reference used in all works to understand the processes of (non) social insertion, which generate situations of vulnerability, supporting the proposition of actions in social occupational therapy aimed at strengthening social support networks, as in several experience reports (Lopes et al., 2006, 2008, 2010, 2011a, 2011b, 2014).

Following this theoretical reasoning, the works revealed an understanding of the public school as social equipment that makes up a network of care services for children and youth. As such, the school should work together with the other services for its target population. Therefore, the idea of a school that would not only have the role of “guaranteeing the learning of curricular contents but also of care, guaranteeing the social rights of its students” is under debate. This leads to a large discussion of the field of education, for which there is no consensus, about what is the social function of the public school (Bueno, 2001).

While on the one hand, the educational indices indicated that we have not been able to achieve minimum standards of quality in terms of learning, on the other hand, the process of historical construction of the school in Brazil designed a public school model aimed at the popular classes (Buffa, 2012), which, in general, live precarious conditions of access to social goods, hindering the care processes, whether educational or social assistance.

Obviously, it is not about charging one more role of a school that is already so charged by society but to reflect and debate what kind of support the school can offer for children and young people, together with the other services and equipment that make up this network.

Given the complexity of the demands around poor childhood and youth and the levels of vulnerability and violations to which they are subjected, it is necessary to think of a care network, which involves the public school, but not only that articulates it to guarantee, in fact, the rights of these individuals (Malfitano, 2009).

According to Marshall (1967), citizenship is only full when all its components are guaranteed: civil citizenship, political citizenship, and social citizenship. Social citizenship means the rights and duties related to it, depending on the efforts of the society in general to compose a public fund (duties) for social policies to make it effective for all (rights) (Lopes, 2016). In Brazil, we consider health, education and social assistance as basic social rights, and their articulation and/or integration policies are provided in these sectors so that they complement each other in the achievement of educational and social-care “right/care” of the citizen. Therefore, we need professionals who assimilate the dimension and importance of a work that turns to the articulation of services and actions of different sectors.

Although the productions analyzed here do not make a direct reference to Inclusive Education, the proposed actions are in line with this perspective as they defend a single school that embraces all diversity, as advocated by World Declaration on Education for All (1990) and the Salamanca Declaration (1994).

However, despite this correlation, such proposals, as presented in Lopes et al. (2006, 2008, 2010, 2011a, 2011b, 2014), go beyond the scope of Inclusive Education because they understand that access and permanence in school is “only” one of the demands of this population and one of the elements for the exercise of their citizenship and social participation. These are the objectives of occupational therapy, so it is necessary to propose an intervention that also turns out of school.

In the midst of this discussion, we should emphasize that many international documents that point to or even induce the adoption of inclusive measures, as Mendes (2010) indicates, were formulated by countries that already have a system of Basic Education, public and effective and with quality, unlike countries like Brazil.

5 Action Proposals of Social Occupational Therapy in Public Schools

The set of this production explains the processes of exclusion experienced by young people in public schools and reveals demands that need to be addressed, proposing ways to deal with such issues based on social occupational therapy. These proposals are brought in the publications of experience reports: Lopes et al. (2006, 2008, 2010, 2011a, 2011b, 2014, 2016), Amaral et al. (2008), Pan & Silva (2016), Silva (2016), Souza & Morais (2016) and Borba & Pereira (2016), highlighting the possibilities of contribution of social occupational therapy with/in the public school, as well as allow reflection and theorizing about what is done.

In this sense, we highlight the works of Lopes et al. (2011b, 2014, 2015, 2016), who theoretically elaborate some intervention methodologies of social occupational therapy: Individual/Singular Territorial Monitoring, Workshops of Activities,

Dynamics and Projects, Articulation of the Attention Network and Dynamization of Resources, proposing that they constitute as replicable social technologies.

Based on an understanding of public school as social equipment and the use of these methodologies, there are interventions carried out both inside and outside the school. Although there is no research that focuses on its results, the productions allow us some inferences.

The propositions, as far as the objectives are concerned, turn to two areas: one for the school as an institution and another for the students. This exemplifies the speeches, especially in the texts of Lopes et al. (2008, 2011a, 2014), Pan & Silva (2016) and Borba & Pereira (2016) for the pursuit of strengthening the school institution, resignification of the schooling process and expansion of the ways of conceiving the educational action.

However, the reports showed actions with young people in the school, usually in classrooms, at break time, addressing issues concerning the youth universe, such as civil, political and social rights, sexuality, violence, legal drugs and some partnerships and work with teachers and school management such as Sociology, for example, and Collective Pedagogical Working Time (CPWT) interventions, as well as the continuity and extension of these interventions with young people out of school through individual and territorial monitoring. Thus, the set of these productions reveals that although there are proposals for the school as an institution, what is generally achieved is its students as they are impeded to perform actions with teachers and managers, as mentioned by Sfair (2007), Cuel (2009), Borba & Pereira (2016), Silva (2016) and Souza & Morais (2016). Although the proposed interventions are group and collective, the most tangible results are perceived in those young people who approach and bond with the team professionals, bringing reports about their participation in the activities, as shown in Garcia (2006), Sfair (2007), Amaral et al. (2008), Cuel (2009), or demands that unfold in individual monitoring, as in Lopes et al. (2011b).

These data provide indicators about the limits and strengths of university extension projects for professional intervention. On the one hand, to achieve more effective proposals within the school institution a broader and more integrated joint work with the whole school team is necessary, not only with young people but at the same time, policies and/or educational programs favoring the democratic management of the public school and collective work, including with families and the community (Dourado, 2007). On the other hand, the non-institutionality of the professional bond allowed by extension gives greater flexibility in the work proposal, which enhances individual monitoring, as it requires the availability of the coach to be together in different contexts of young people's lives, as indicated by Lopes et al. (2011b, 2013).

Such practical propositions can be considered as examples of how occupational therapy can contribute to the achievement of some of the goals of the National Education Plan (Brasil, 2014), especially those aimed at reducing inequalities and valuing diversity in school.

All this leads to a discussion about what are the defenses around the occupational therapist performance in Basic Education and public school and what are the proposals for occupational therapy professional insertion in this sector. Although the profession is also defined as "education" and there are parameters for acting in this

sector (Conselho Federal de Fisioterapia e Terapia Ocupacional, 2012), occupational therapists are not yet recognized by the education sector, in the sense that there are no regulations that provide for their hiring. However, those who follow the debates around the occupational therapist's training and professional definition know that most professionals identify only with the health sector, even those who work in education, for example (Pan & Lopes, 2016).

Other professional categories have sought professional insertion in the sector, such as social work and psychology⁷, defending the obligation of the presence of these professionals in schools. While criticizing the fact that the school does not meet the demands that it deals is a strategy to expand the labor market for some professions, it weakens the understanding of the public school as social equipment, which should work in conjunction with other equipment, as well as undermining the responsibility and capacity of the care network and services aimed at children and youth, which should provide care to this population.

In the context of occupational therapy, there is a need for a joint discussion between researchers and professionals who elaborate, from different perspectives, therapeutic-occupational interventions in Basic Education to build consensus on proposals and parameters for this professional performance.

6 Conclusions

The main point of the work developed by METUIA/UFSCar is the debate for occupational therapy for the emerging demands of the social field, for which the profession has resources to deal with, and the urban popular youth as people that should be considered, in the midst of the social issue. The productions elaborated by the group with this population place the centrality of the public school, considering its importance in our society in what is projected in it as a space of opportunities for emancipation and social participation, but also for its exclusion mechanisms, which leave out significant portions of childhood and youth.

The discussion presented here is obviously not intended to stress the need to prioritize so people but to raise the debate about the need and the challenge of building a quality school for the widest diversity of children and young people in which occupational therapy can and should be placed.

We consider that the productions of METUIA/UFSCar punctuate important demands to be dealt with by occupational therapists in their practices, problematizing their contribution around Basic Education in Brazil and the mark of social inequality that still lasts in the 21st Century.

We highlight the challenge of the area to build common parameters agreed for professional action that turns all the diversity of demands of Basic Education, including those traditionally placed in the field of disabilities, but not only this.

⁷The project 3688/2000 by the then federal deputy José Carlos Elias from PTB/ES was presented to the Chamber of Deputies and provides for the inclusion of social workers in the staff in the schools. Currently, the PL is waiting to be voted in the Plenary (Brasil, 2000). The project 1545/2015 authored by Congressman Carlos Henrique Gaguim from PMDB/TO and Project 1565/2015 authored by federal deputy Caio Narcio from PSDB/MG provide for mandatory psychologists in Basic Education schools. These projects are waiting for a vote in the Finance and Taxation Committee (Brasil, 2005a, 2005b).

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Corresponding author

Lívia Celegati Pan
e-mail: liviapcpan@yahoo.com.br