Digital Education as a Tool for Strengthening the VIVER Program within the Brazilian Military School System (SCMB)

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Abstract: The present study aims to assess the importance of implementing the VIVER Program within the scope of the Brazilian Military School System (SCMB) and, thereby, contribute to the development of socio-emotional attitudes, values, and competencies of the students. The theme was chosen due to the relevance given to the comprehensive education of the students in Military Schools, especially in cognitive, psychomotor, and affective aspects, even more so after the COVID-19 pandemic, which brought significant setbacks to the teaching-learning process.

As a Portuguese acronym of the verbs Valorizar (to Value), Informar (to Inform), Vigiar (to Monitor), Estimular (to Stimulate), and Respeitar (to Respect) - its 5 (five) projects that constitute the program's analytical structure - "VIVER" has positively contributed to changing the behavior of students in the system, making them more autonomous, critical, and reflective.

Furthermore, the program supports the SCMB Pedagogical Project 2021-2025 in the improvement of Competency-Based Education, implemented in Brazilian Army Military Schools in 2018, also collaborating with the Directorate of Preparatory and Assistance Education in the development and evaluation of attitudinal contents of Military Schools students. In this context, Digital Education is an important tool for strengthening this program within the scope of SCMB. Thus, taking advantage of the author's experience as a Psychopedagogue and Director of one of the 15 (fifteen) Military Schools where the VIVER Program was first implemented, it aims to highlight the emphasis placed on socio-emotional learning at SCMB, consolidating principles and values cherished by the Institution, such as respect, camaraderie, loyalty, patriotism, and civic-mindedness.

Keywords: Teaching, Learning, Attitudes, Values and Competencies.

1 Introduction

The Brazilian Military School System (SCMB) is made up of 15 (fifteen) Military Schools, present in all regions of the country, which are subordinate to the Preparatory and Assistance Education Directorate. Military Schools are Military Organizations that function as Basic Education Institutions: schools strongly anchored in the ethical and moral values, customs and traditions cultivated by the Brazilian Army. It is from this sum that the identity of the system emerges, generating bonds, attachment and a sense of belonging, which makes it completely different from other public or private institutions.

In order to ensure active and more meaningful learning, Competency-Based Learning was implemented in Army Educational Establishments, including Military Schools, in 2018. This learning model goes beyond the disciplinary approach, as it now has an integrative focus, seeking interdisciplinarity and contextualization. These two characteristics, combined with multiliteracy and the development of autonomous being and critical-reflective thinking, are its true foundation.

When developing critical thinking, students must receive arguments from others, interpret them and establish their own solid arguments on the subject, analyzing the consequences of their decisions. With the student as the center of the teaching-learning process, Competency-Based Learning prioritizes "learning to learn". In this context, the individual learns, among other aspects, when they develop cognitive, attitudinal and evaluative aspects on a psychological level.

The SCMB Pedagogical Project 2021-2025 is based on the constant search for quality in teaching, and is supported by the basic pillars of the Brazilian Army: hierarchy and discipline. Furthermore, this system has as its main characteristics meritocracy and the value of family, following principles and values, such as respect, camaraderie, loyalty, patriotism and civic spirit. One of the educational objectives proposed for Military Schools is to allow students to develop attitudes and incorporate values that ensure a future as patriotic citizens, aware of their duties, rights and responsibilities.

In order to collaborate with the development of this content, the VIVER Program was implemented within the scope of the Military Schools. An acronym for the verbs in Portuguese **V**alorizar (to Value), **I**nformar (to Inform), **V**igiar (to Monitor), **E**stimular (to Stimulate) and **R**espeitar (to Respect), "VIVER" became the pilot program of the Preparatory and Assistance Education Directorate in 2023, filling an important gap for the SCMB, with a view to assisting in the comprehensive education of the system's students, in addition to developing the socio-emotional skills of students, even more so after the difficulties brought to the entire school

environment by the COVID-19 pandemic. Likewise, the difficulty faced by the National Education System has been exposed through the wave of violent acts that have occurred in schools in various regions of Brazil.

In today's world, when digital technology permeates every aspect of daily life, it is imperative that educational institutions keep up with this advancement to provide comprehensive education that is aligned with current demands. In this contemporary educational scenario, technology plays a transformative role, shaping the way people learn, teach and engage with knowledge.

SCMB stands out by recognizing Digital Education as a fundamental mechanism for improving the teaching-learning process and for consolidating values among students. To this end, this type of education has a broad methodology, based on the conscious use of social media, the dissemination of artificial intelligence, and ethics and information security.

The study has a bibliographical approach, based on the guidelines, manuals and regulatory instructions that guide the SCMB. The analysis made it possible to expand new knowledge with the VIVER Program, which is a fundamental element for gathering data and information that will serve as a basis for the construction of the study, following a qualitative character, which according to Neves (1996, p. 01) "[…] comprises a set of different interpretative techniques that aim to describe and decode the components of a complex system of meanings".

In this context, this study assumes the bias of applied research, aiming at the applicability of the VIVER Program, which for Gil (2010), encompasses studies developed with the purpose of solving problems, identified in the society, in which researchers live.

"VIVER" is, therefore, a program that works to change the perceptions and behavior of SCMB students, that is, through action and prevention, given that it influences the predominant ways in which students act, as well as the beliefs they value that generally underpin their actions. Digital Education is an important tool for strengthening this program within the scope of SCMB.

2 VIVER Program

According to Antunes (2013), competence is the ability to mobilize our mental "equipment" to find answers, operating knowledge. It is the way we articulate our thoughts to achieve a goal, overcome a challenge, overcome an obstacle. This definition is in line with what is established by the Regulatory Instructions for Competency-Based Teaching (IREC):

> Art. 3 The development of skills is related to the systematic solution of problem situations that offer the student a repertoire of mental schemes that provide the foundation so that, when faced with a real situation, the skills necessary for an adequate solution are mobilized (BRASIL, 2022, p. 05).

In order to meet the development of socio-emotional skills necessary for the education of SCMB students, the teaching-learning process must include didactic strategies that require interaction between teachers and students. Also according to IREC, attitudes and values are developed:

> I.   by observing models: wanting to be like someone who serves as an example;
> II. by experiencing situations in which attitudes and values are present: living in accordance with the norms of a social group; and
> III. by reflecting and positioning oneself in conflict situations, acting in accordance with the norm, developing moral autonomy (BRASIL, 2022, p. 11).

The educational environment of each Military School is fully susceptible to Competency-Based Learning, due to the structural and human capacity of these Educational Institutions, aligned with the effectiveness of their educational projects. This is an approach whose core lies in the adoption of active learning methodologies. In this conception, the teaching-learning process needs to be mediated in such a way that students are more encouraged to read, write, debate, reflect and produce, always guided by teachers and other teaching agents.

To this end, students must develop skills under interdisciplinary and contextualized parameters, based on curricula that reflect what students experience in the school environment. Regarding the issue of curriculum, IREC defines:

> Art. 6 The competency-based curriculum goes beyond the disciplinary approach, represented by a set of isolated and logically organized disciplines, and takes on an integrative focus, seeking interdisciplinarity (BRASIL, 2022, p. 06).

At SCMB, these resumes are the Teaching Sequence Plans (PSD), whose philosophical basis is directly linked to the Brazilian Army, the institution that maintains the Military Schools, and to its values and traditions. After all, belonging to one of these schools means, indirectly, integrating and belonging to the Army itself, where meritocracy, civic spirit, patriotism, camaraderie, the principle of authority, study and learning will permeate, at all times, teaching practices in the classrooms.

For Antunes (2013), it is essential that teachers learn clearly and autonomously the best way to work on skills and, more importantly, how to explore students' potential in this direction. Teachers in high-quality schools, whether public or private, must work intensively on 3 (three) aspects in the classroom: teaching, helping students with multiple exercises in different skills and completing their teaching activities by developing experiences to explore their skills.

The task of teaching itself has become even more difficult for teachers after the COVID-19 pandemic, given the cognitive and emotional damage still felt by SCMB students: at that time, students had to deal with a different daily routine, unusual learning and feelings, and, in the midst of all this, the lack of personal interactions and the absence of healthy school life. There is no doubt that in-person teaching is essential, since social interaction is linked to emotional development, especially when it comes to Basic Education, the main mission of the Preparatory and Assistance Education Directorate.

In the school environment, community life allows students to develop their social and cognitive skills through interaction with teachers, peers, monitors and other teaching staff. Another important factor in school life is the opportunity for interpersonal relationships that strengthen the relationship between family, school and student, a fundamental tripod for success within the scope of SCMB.

In order to strengthen teaching activities, the VIVER Program was implemented at the Porto Alegre Military School (CMPA) on July 1, 2022, with the objective of collaborating with comprehensive education and complementary teaching actions, essential aspects related to the Competency-Based Teaching approach.

In this regard, in addition to the class time used by teachers, the planning and effective use of time allocated to Civic-Military Instruction, as provided for in the SCMB Pedagogical Project 2021-2025, is becoming increasingly important:

> Civic-Military Instruction is an exclusive discipline of the SCMB and differentiates Preparatory and Assistance Military Education from other education systems. Taught, monitored and evaluated by the Student Body and Student Companies, it provides, in a systematic and gradual manner, the insertion of the student into the military universe and culture, addressing fundamental aspects of life in the barracks - discipline, hierarchy, personal presentation, fulfillment of duty, respect for rules, recognition of the principle of authority, esprit de corps, among others - which will contribute to the integral formation of the student as a citizen, whether he or she pursues a military career or not. In addition, it promotes the student's contact with the various possibilities of a military career, preparing him or her for this possibility of professional choice (BRASIL, 2022, p. 39).

In addition to the aforementioned activities, several other subjects should make up the analytical structure of the VIVER Program, contributing to the development of attitudes, values and socio-emotional skills, especially since these are already present in the 2017 National Common Curricular Base (BNCC).

According to Casel (2021), the main socio-emotional skills that can be learned and taught are:
- Self-knowledge: knowing yourself, how you act in certain situations, knowing your own emotions;
- Self-regulation: is the ability to manage your own emotions, thoughts and behaviors in the most diverse contexts;
- Interpersonal Relationships: is the ability to build and maintain healthy relationships with diverse individuals and groups;
- Social Awareness: encompasses empathy or the ability to perceive the emotions of others and act accordingly; and
- Responsible Decision-Making: is the ability to make decisions that favor ethics and social norms (CASEL, 2021, p. 03-05).

The Standards of School Psychopedagogy for Basic Education in the Brazilian Military School System (EB60-N-08.003) also address the issue of the development of these skills by students at each of the Military Schools, through a matrix of socio-emotional skills, as follows:

Table 1: Matrix of socio-emotional skills

SCIENTIFIC, CRITICAL AND CREATIVE THINKING Exercise intellectual curiosity and use the approach specific to science, including research, reflection, critical analysis, imagination and creativity, to investigate causes, develop and test hypotheses, formulate and solve problems and create solutions (including technological ones) based on knowledge from different areas.
COMUNICACION Use different languages – verbal (oral or visual-motor, such as libras, and written), corporal, visual, auditory and digital –, as well as knowledge of artistic, mathematical and scientific languages, to express oneself and share information, experiences, ideas and feelings in different contexts, in addition to producing meanings that lead to mutual understanding.
SELF-KNOWLEDGE AND SELF-CARE Knowing yourself, appreciating yourself and taking care of your physical and emotional health, understanding yourself in human diversity and recognizing your emotions and those of others, with self-criticism and the ability to deal with them.
EMPATHY AND COOPERATION Exercise empathy, dialogue, conflict resolution and cooperation, making yourself respected and promoting respect for others and human rights, welcoming and valuing the diversity of individuals and social groups, their knowledge, identities, cultures and potential, without prejudice of any kind.
RESPONSIBILITY AND CITIZENSHIP Act personally and collectively with autonomy, responsibility, flexibility, resilience and determination, making decisions based on ethical, democratic, inclusive, sustainable and supportive principles.

Source: Standards of School Psychopedagogy for Basic Education in the SCMB (2022, p. 16-17).

Socio-emotional learning is therefore becoming increasingly important in SCMB, as it helps children and adolescents improve their behavior in the classroom, helping them build healthy social relationships. This, in turn, also impacts the brain and, as a consequence, their academic development.

Goleman (1995) highlights that emotional competence is an acquired ability, based on Emotional Intelligence resulting from outstanding performance in a given profession. This type of intelligence determines an individual's ability to learn practical skills that are based on self-perception, motivation, self-regulation, empathy and natural aptitude for relationships, which help them to make the most of their potential.

According to Casel (2021), schools must be places that are compatible with promoting the development of socio-emotional skills, and their curriculum must include a specific component for this purpose. Likewise, schools must work to develop Emotional Intelligence linked to a Life Project, with children and adolescents as protagonists, from Kindergarten to High School.

In this context, it is highlighted that socio-emotional competence is completely aligned with the General Competencies of Basic Education provided for in the 2017 BNCC, namely:

Table 2: General competencies of basic education

Knowing yourself, appreciating yourself and taking care of your physical and emotional health, understanding yourself in human diversity and recognizing your emotions and those of others, with self-criticism and the ability to deal with them.
Exercise empathy, dialogue, conflict resolution and cooperation, ensuring respect for others and human rights, welcoming and valuing the diversity of individuals and social groups, their knowledge, identities, cultures and potential, without prejudice of any kind.
Act personally and collectively with autonomy, responsibility, flexibility, resilience and determination, making decisions based on ethical, democratic, inclusive, sustainable and supportive principles.

Source: BNCC (2017, p. 10).

In line with one of the objectives of the SCMB, it is the duty of teachers and other teaching agents to encourage students to engage in all school activities, encouraging them to be aware of their own way of thinking. Therefore, it is necessary that Military Schools have space and incentive to promote and strengthen cognitive capacities associated with critical thinking, so that these elements can be improved to the maximum among teachers and students.

On the other hand, globalized society imposes increasing demands on competent and qualified professionals, with greater potential for updating and adaptability. Such characteristics imply changes in other

organizational factors and require interdependencies between technical skills (operating models) and, mainly, socio-emotional skills (such as leadership styles).

Seeking to develop these skills, attitudes and values, the activities planned by the VIVER Program need to be planned, as a priority, to take place during Civic-Military Instruction times, complementing what is recommended in the SCMB Pedagogical Project 2021-2025, so that the results obtained have a strategic effect on students, both in High School and Elementary School.

Therefore, the general objectives of this program were designed with the purpose of:
- – Systematize the times of Civic-Military Instruction, taking advantage of the initiatives already carried out in the Military Colleges, although not standardized (principle of opportunity), and using existing personnel and facilities; and
- – Act effectively to strengthen the aforementioned issues, especially among SCMB students.

In order to achieve these objectives, VIVER is composed of the following Projects and Strategic Axes:

Table 3: Analytical structure of the VIVER Program

V	"Valorizar" is a project dedicated to establishing strategies that prioritize self-knowledge, self-care and health from a biopsychosocial perspective, highlighting the human person within each SCMB student.
	Strategic axes: Suicide prevention, Personal valorization and Valuing the "SCMB brand"
I	"Informar" is a project focused on the dissemination of knowledge, propagation and multiplication of information that clarifies and broadens the understanding of SCMB members on various topics, especially those of interest to young people.
	Strategic axes: Financial education, Spiritual development, Notions of citizenship and Environmental and domestic education
V	"Vigiar" is a project that deals with observation, protection and prevention against possible threats to the internal public of the Military School, addressing sensitive aspects of current affairs that influence behavior, harm health, interfere in interpersonal relationships and generate legal problems.
	Strategic axes: Prevention and combat of drugs and other addictions
E	"Estimular" is a project focused on personal and professional development, through the presentation of themes that induce and awaken interest in the search for self-improvement, training and growth in all areas of life.
	Strategic axes: Applied leadership, Social responsibility, Preparation for independent living and Vocational guidance
R	"Respect" is a project designed to enable students to understand, observe and comprehend the potential and characteristics that differentiate individuals, as well as to disseminate the principles and values that are dear to society and the SCMB, in addition to instigating the strengthening of socio-emotional skills, with a view to the comprehensiveness of the student's education.
	Strategic axes: Attitudes and values and Socio-emotional learning (highlighting actions that promote awareness of the harm caused by bullying in the school environment)

Source: VIVER Program of the CMPA (2022, p. 2).

The aforementioned objectives become even more challenging due to the information environment we currently live in, which is characterized by connectivity, fluidity and the dissemination of news overlapping one another, with no time for maturation and verification of veracity. This fact has contributed to the occurrence of constant misinformation and the weakening of ethics and moral values within society, which hinders the development of critical thinking in individuals, especially the youngest, such as students at Military Schools.

Digital Education is a theme that is present in all 5 (five) Projects of the VIVER Program, crossing over a large part of its Strategic Axes and, consequently, in most of the subjects to be addressed with SCMB students, not only during Civic-Military Instruction in the classroom, but also through asynchronous interactions, when using the distance learning modality, especially the Virtual Learning Environment platform. By exploring the potential of digital technologies in the educational environment of the Military College, it is possible to significantly enrich the teaching-learning process, creating a more engaging, collaborative and personalized experience.

The conscious use of social media, one of the premises of Digital Education, requires sensitivity and responsibility on the part of students. To this end, each of them must be guided to share educational, respectful and relevant content, and can use platforms to expand learning, communicate school information and promote constructive discussions.

In this context, it is essential that parents are engaged in supporting their students' education, keeping privacy and information security in mind at all times, especially through constant monitoring. Collaboration, transparent communication and clear guidelines within the Military School are important conditions for a productive and healthy virtual environment.

The spread of Artificial Intelligence (AI) is emerging as a transformative force in the contemporary educational scenario. This other premise of Digital Education is capable of revolutionizing the way Military Colleges interact with technology and, consequently, how they learn and teach. It is, in essence, a way to enhance learning, promote pedagogical innovation and prepare students for a more complex future.

AI can collaborate with the teaching-learning process of each of the SCMB Educational Establishments, carrying out, among other aspects, the automation of administrative tasks, access to global educational resources, the identification of specific learning needs and the teaching of new skills.

Ethics and information security are the essential foundation of Digital Education. SCMB is deeply concerned with ensuring that all students at Military Schools are prepared to face challenges and make the most of the opportunities offered in an increasingly connected world, without neglecting the principles of honesty, empathy and respect, which must always be prioritized.

According to the Military Leadership Campaign Manual (C 20-10), ethics are defined as:

> the theory, knowledge or science of moral behavior, which seeks to explain, understand, justify and criticize the morals or morals of a society. Thus, ethics is understood under philosophical and scientific aspects (BRASIL, 2011, p. 4-1).

This digital transformation, however, must be guided by the development of students' critical skills and discernment, enabling them to deal with relevant issues, such as cyberbullying, fake news and the privacy of personal data.

Cyberbullying is harmful and unacceptable behavior, and all SCMB members have a responsibility to treat others with respect and empathy. To that end, students should not engage in negative or defamatory comments and, if they witness such behavior, they should report it to the school administration. Open communication and mutual support are essential to creating a safe virtual environment.

The spread of fake news is also a growing challenge in the digital world. When reading news online, students should check the source and analyze the evidence for the fact, consulting reliable references. This will promote a culture of fact-checking and healthy questioning, helping to share accurate information: this is a responsibility that everyone in the school environment must assume.

Protecting personal information is essential today, given the need to prevent the leaking of sensitive data that could compromise the security of the Military College's students. Therefore, it is recommended to use strong passwords and keep privacy settings up to date.

In order for Digital Education to be effective, it is necessary to include classroom activities that encourage reflection, debate and critical analysis of news, information and documents available on the internet, appropriate to the topics of the various disciplines. Likewise, it is recommended that students have knowledge of data protection from the perspective of accountability and its legal effects, prevention against cyber scams, various security measures, among other topics. SCMB students therefore need to understand and use digital technologies in a critical, ethical and reflective manner, which consequently has an impact on their social and academic conduct.

Finally, the effectiveness of VIVER can be proven by the exceptional result obtained by Porto Alegre Military School, a pioneering educational establishment in the implementation of the aforementioned program within the scope of the Preparatory and Assistance Education Directorate in 2022, by obtaining 1st place in the Basic Education Development Index (IDEB) among schools in the state of Rio Grande do Sul, obtaining an average of 7.5 at the end of 2023. It is worth noting that the IDEB is carried out every 2 (two) years and brings together, in a single indicator, the results of two concepts that are equally important for the quality of education: school flow and the average performance of students in the national tests of the Basic Education Assessment System (SAEB).

3 Conclusion

SCMB strives, among other aspects, for meritocracy, family values and the cult of traditions, characteristics appropriate for teachers and students, which are part of its Pedagogical Project.

Competency-Based Teaching was implemented in Preparatory and Care Education at EB in the last decade, based on the integrated organization of content, based on personal and professional life contexts, seeking to reproduce real situations in a school environment with the purpose of favoring the development of student learning. Therefore, this teaching approach emphasizes, in addition to contextualization, the globalizing focus and globalized (integrated) methods, which favor interdisciplinarity.

Socio-emotional learning has been gaining prominence today, as it helps students to research, argue, develop their skills in accessing and associating information, and discover their professional vocation. In addition, this educational approach also helps schools become relevant spaces for socialization where students learn to share, make, preserve, and dignify their friendships.

The VIVER Program has been a significant milestone for the SCMB, as it has contributed to the comprehensive education of students at Military Schools, strengthening the human dimension of this system. Comprising the projects **V**alorizar (to Value), **I**nformar (to Inform), **V**igiar (to Monitor), **E**stimular (to Stimulate) and **R**espeitar (to Respect), the actions and activities planned in each of the strategic axes of "VIVER" provide the effective development of attitudes, values and socio-emotional skills on the part of students.

Digital Education is a relevant tool for the consolidation of this program within the scope of the SCMB. Through the adequate integration of digital tools, not only will there be an increase in student engagement and motivation in the teaching-learning process, but also the strengthening of collaboration between the school and families, creating a truly comprehensive educational ecosystem.

The development of critical thinking has become essential for each student, so that they can be prepared for the future of the digital universe, which is based, among other aspects, on the access, production and dissemination of data and information. This digital transformation, however, cannot occur at the expense of information security and ethical behavior, based on principles and values dear to the Brazilian Army.

By once again being ranked among the best schools in the state of Rio Grande do Sul in 2023, the Porto Alegre Military School proves the quality of the VIVER Program as a strategy for improving the teaching-learning process and the comprehensive education of its students. It is worth noting that this program can be implemented in any type of school, whether public or private, undergoing the necessary adaptations depending on the socio-cultural context in which it is inserted.

Thus, it can be inferred that an excellent school is much more than a place where one teaches. SCMB, through its 2021-2025 Pedagogical Project, has been seeking to prioritize active methodologies, providing students with meaningful learning, making the applicability of knowledge clearer. The Military College is, therefore, all of this: a reference as an epistemological center, a social space, a source of knowledge about true work and, above all, an environment that teaches the practice of values.

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