

Curriculum Differentiation in the Education of Youth and Adults in Portugal and Brazil

Portekiz ve Brezilya’da Genç ve Yetişkin Eğitiminde Eğitim Programı Farklılaşması

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Abstract

This paper aims to analyze conceptions of curriculum differentiation in programs of Professional Education for Youth and Adults in Portugal and Brazil. The starting point was the reference for the analysis of curriculum policy, identified by Pacheco (2003) as "equality/inequality" and "homogenizing/diversity", and of the proposed conceptual of the "Triangle of difference", proposed by Wieviorka (2000), and its three poles interlinked: the collective identity, the modern individual, the subject. Followed by a qualitative approach, we performed transverse content analysis (Bardin, 1979) of normative and institutional documents. The empirical results show that the curriculum differentiation has a long way to be followed, especially, the basic questions related to teachers; the "collective identity" is a starting point to discuss the differentiation; differences related to the "modern individual" and "subject", which are not considered by curriculum practices. We conclude that the programs are still configured as part of curriculum policies homogeneous and unequal.

Key words: Curriculum differentiation, curriculum development, diversity, difference.

Öz

Bu çalışmanın amacı, Portekiz ve Brezilya’da genç ve yetişkinlerin mesleki eğitim programı kapsamında program farklılaşması kavramlarını incelemektir. Konu, kollektif kimlik, modern birey Wieviorka (2002) tarafından önerilen “farklar üçgeni” anlayışı ve Pacheco (2003) tarafından belirlenen eşitlik/eşitsizlik, homojenlik/farklılık eğitim programlarının politik analizinin başlangıç noktasını işaret etmektedir. Çalışmada, nitel araştırma yöntemini takiben kurumsal ve norma dayalı doküman çözümlemesini tercih ettik. Bu çalışmada, öğrencileri tanımlayan farklılıklar, yani, genç ve yetişkinlerden oluşan gruplar, onların “kollektif kimliklerinden” başlayarak öğrencilerin program geliştirme çalışmalarına katıldıkları sonuç olarak belirlenmiştir. Ancak, “konu” ve “modern birey” ile ilgili farklılıklar eğitim programı uygulayıcılarınca dikkate alınmamıştır. Sonuç olarak programlar, eğitim programları politikaları halen homojen ve eşitsiz olarak şekillenmektedir.

Anahtar sözcükler: Program farklılaşması, program geliştirme, çeşitlilik, farklılık

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Introduction

We consider in this article the curriculum as a field of social production, symbolic creation and of cultural policy materialization, in which the contents serve as raw material of creation, recreation, and mainly the contestation and transgression. The curriculum may be conducted by curriculum policy for the transmission of an official culture, but the result will never be the intended, because such transmission occurs in a context of cultural significations of active contents (Moreira, 1994).

In this view, curriculum policy does not reduce to a simple text and the State is just one of the political authors of the curriculum. The curriculum texts elaborated by Central Administration symbolize the official State discourse, which aggregates diverse interests and alliances developed at different levels of action. The curriculum authors, mainly those situated in the context of school, are producers of political discourse that legitimize and give significance to curriculum development inside the school quotidian. In that sense teachers act as deciders' curriculum policy (Pacheco, 2003).

With this understanding, we emphasize the meanings of the contents in the dynamics and strategies of interaction of teachers as curriculum authors, or agents of the social construction of knowledge. This conception is present in the socio realistic curriculum approach (Young, 2008), which recognizes the social character of knowledge as something that is intrinsic to its epistemological status, and that is related to the dialogue established with other subjects, developed in ambit of particular codes and values.

Young (*Ibid.*) explains that the "curriculum of the past" considered that knowledge was transmitted and acquired through forms isolated and specialized of disciplines, despised the possible impact of political and economic changes and the inequalities of access that differentiated the students. This perspective leads to reflections about the processes of curriculum diversification and curriculum differentiation.

We understand by curriculum diversification the reorganization of learning situations in face of skills, interests and motivations of students, maintaining a basic structure of objectives and content that all students should have access. Thus, the concept of curriculum diversification will be used in this study to denote organizational forms of educational offerings, as different types of courses, of teaching, and forms of training, in which students are confronted with different school tracks, in the perspective of alternative curricula. However, that curriculum differentiation is a concept that represents, in addition to changes in content, changes in methodology and assessment, presupposing that students have the same track in their options, but some need to follow different paths so that they can all reach educational success (Pacheco, 2008).

The two concepts, for more different theoretical perspectives that are based, are linked to identity and difference (Fleuri, 2006, Moreira, 2002, Silva, 2002,).

The state education initially was institutionalized through a system of distinct schools for different mentalities and curricula. Later, when the common schooling was developed, the standard of mentalities and of distinct curricula continued to be a mechanism of differentiation internal to a seemingly unified and common system. It is like the division of work between mental and technical, as Goodson (1997) writes.

Face to this problem, Roldão (2000) argues that the theoretical analysis of sociological basis have multiplied along the last decades of the XX century, giving rise to several lines of analysis that can be grouped around two central matrices: the theory of social reproduction and the theory of social and cultural handicap or cultural deprivation. It is included in this last line that the positions that are located in the school and its institutional deficiency, the main root of the misfit and inefficiency in the face of its current diverse publics.

Another theoretical strand that has influenced the educational policies comes from studies of multiculturalism based on field of anthropology and sociology have developed proposals for interventions in school, from the concept of diversity that encompasses issues of ethnic, cultural and linguistic discrimination that have brought an assimilable enrichment for the theorization of difference in educational terms.

We agree with Sousa (2010) that the discussion about the concept of diversity, more restricted than the concept of difference, is of fundamental importance for understanding of traditional forms of distinguishing students, and of how these forms of distinction tend to give visibility to some differences and to hide others. The concept of diversity relates to differences categorized, that is, differences that can be classified into categories or taxonomies. The categorization system of differences conceals not only the processes of constructing identities and differences, but also aspects less ostensive of this same reality. These systems capture the most visible aspects of difference, in detriment of differences starting less visible that are often neglected at official level, but can be very significant from the standpoint of the curricular experience.

Many discourses about difference are centered on visible dimensions of diversity such as race, ethnicity and gender that emphasize the defense of minorities, but end up privileging the majority within the minority. With this concern, this study consider that a curriculum sensitive to difference is essentially inclusive and is concerned in finding ways to make all students acquire significant learning and new learning potentialities, especially in regards to territorial dimensions of inclusive learning, considered essential to the exercise of citizenship.

In the field of curriculum, it is considered that the concept of curriculum differentiation starts from a conception of curriculum as social construction (Goodson, 1997). Thus, the curriculum can be defined as a project, whose process of construction and development is interactive, which implies unity, continuity and interdependence between what is decided at the level of normative plane, or official, and the level of the real plan, or of curriculum development that involves the process of teaching and learning (Pacheco, 2001).

Nowadays, the realities of Portugal and Brazil, the concept of curriculum differentiation makes up most of the issues discussed in the field of curriculum with regard to curriculum development inside the school quotidian. Many of the educational issues are focused, directly or indirectly, in the diversity of students, considered as a problem due to process of mass schooling and, consequently, the curriculum differentiation arises from necessity and difficulty of adapting in a satisfactory manner, namely when is analyzed the pedagogical work (Roldão, 2003).

According with Roldão (2000), in western societies, issues of curriculum differentiation emerge in the second half of the twentieth century as a result of an extension process of schooling and its gradual generalization to all the school-age population, bringing a set of changes to educational systems and difficulties for the school's dealing with a diverse public. Tensions arose as a result of massified access to education, with high indices of failure and dropout, in front of a school that failed to change structurally, which continued to be organized the same way, develop the same curriculum, use the same methodological strategies and the same language of pedagogical action, which was developed as an institution destined to a class of public which is homogeneous and socially pre-selected.

We alert about other tensions characterizing today's society, related with the growing dominance of the information society or knowledge, that revolutionize totally the traditional relationship with the modes of access, construction and circulation of knowledge. Pinar (2004) argues about the "complex conversation" to illustrate a curriculum at that the academic knowledge, subjectivity and society, are inextricably united, requiring creativity, intellectuality, interdisciplinarity, erudition and self-reflection.

Faced with this context, the issues related to curriculum differentiation led to the political debate over the necessity of evolving the school and teachers and developing curriculum practices that combine a form of consistently significant contextualization of learning for each student, with the guarantee of achieving higher levels of learning and competencies for all.

We identify some lines of evolution in education policy at international level that are incorporated in the different education systems (Roldão, 2000: 127-128): a) the recognition of the inadequacy of standardized curricula, centralized and organized in rigid education systems; b) the necessity to strengthen the school's decider role, in the curriculum organizational context; c) the necessity of curriculum differentiation both in the field of organizing learning contents, in the processes' plan and teaching methods.

In this context, the curriculum of professional education of youth and adults in Portugal and Brazil can be analyzed from the perspective of diversity and difference, in two senses: i) starting from the concept of difference in curriculum policies of the late twentieth century oriented towards "educating the difference", "educating at difference", "educating to the difference", slogans presented in the educational plans of governmental agencies and educational projects of schools (Gallo, 2009), offering different school tracks, in the perspective of alternative curricula through curriculum diversification (Pacheco, 2008); ii) in another perspective, adapting the curriculum to the characteristics of each student, in order to strengthen their opportunities for school success through curriculum differentiation (Sousa, 2010).

This process of diversification and curriculum differentiation is expressed in education policies related to social inclusion of young people and adults, such as in Brazil by offering courses and programs PROEJA, EJA, PROJÓVEM¹, CERTIFIC Network² and Program Professionalized Brazil³ among others, and in Portugal with the offering of courses EFA and CEF, the New Opportunities Initiative and the RVCC processes⁴.

Faced with these education policies, this Paper aims to analyze conceptions of curriculum differentiation in programs of Professional Education for Youth and Adults in Portugal and Brazil. More specifically, it intends to make a comparative study between the Courses of Education and Training of Adults (Courses EFA), developed in Portugal, and the National Program of Integration of the Professional Education with Basic Education in the Mode of Education Youth and Adults (PROEJA), developed in Brazil.

In Portugal, the Courses EFA conciliate a basic education (school) with a technological component (professional), that integrate the stage to confer the dual certification (Portugal, 2008). In some situations the trajectory frequented can lead to a certification of school or professional. These courses are suitable

¹ Educational policies implemented in Brazil since 2004: National Program of Integration of the Professional Education with Basic Education in the Mode of Education Youth and Adults (PROEJA); Education Modality of Adult (EJA), the National Program Youth Inclusion (PROJÓVEM) and the Program School of Factory. This training program latter is targeted to low-income youth aged 16 to 24 years (<http://portal.mec.gov.br>. Accessed: Sep 23, 2009)

² The CERTIFIC Network is a certification program of knowledge acquired throughout life. It constitutes as a Public Policy of Vocational and Technological Education oriented for attendance of workers, youth and adults who seek recognition and certification of knowledge acquired in formal and non-formal processes of teaching-learning and initial and continuing training. (<http://portal.mec.gov.br>. Accessed: Oct. 16, 2009)

³ The Brazil Professionalized Program aims to strengthen the states networks of professional and technological education. The initiative passes on government federal funding for that states to invest in their technical schools. The objective is to integrate the knowledge of high school to the practice (<http://portal.mec.gov.br>. Accessed: Oct. 16, 2009)

⁴ Courses of Education and Training of Adults (EFA), Courses of Education and Training (CEF), targeted to youth, the New Opportunities Initiative, which aims to qualify youth and adults people that for various reasons could not complete basic education and are taught in centers of learning and the processes of RVCC – Recognition, Validation, Certification of Competencies (Portugal, Ministries, Ordinance No. 230/2008 of May 7, 2008).

for those who need to complete the 9th or 12th of schooling and / or do not have a professional qualification adequate for entering or progressing in the labor market. They may also be indicated for those who intends to a professional reconversion.

In Brazil, the PROEJA includes the following courses and professional education programs: I - initial and continuous training of workers; II - professional technical education at secondary level. The courses and programs PROEJA should consider the characteristics of young people and adults attending, with ages starting from 18 year-olds, and may be articulated: I - with elementary school or with secondary school, aiming at elevation of schooling level of workers, in the case of initial and continuous training of workers; II - with secondary school, at integrated or concomitant way (Brazil, 2006).

Method

The starting point was the referential for analysis of curriculum policy, identified by Pacheco (2003: 118-119) as "equality / inequality" and "homogenizing / diversity" in its four possibilities: a) A curriculum policy equal and homogeneous; b) A curriculum policy equal and diversified; c) A curriculum policy diversified and unequal; d) A curriculum policy homogeneous and unequal.

With respect to the analysis of conceptions of curriculum differentiation, we considered the conceptual proposal of the "Triangle of difference" proposed by Wieviorka (2000), in its three interlinked components that delimit the theoretical space of difference: the collective identity, the modern individual, the subject.

Wieviorka (Ibid.) defines the conditions under which the affirmation of a difference is acceptable and legitimate, proposes an optimal configuration of the triangle of difference, since it equates to reconcile the requirements of singular individuals, as individuals and as subjects, with the requirements of cultural particularism and the requirements of the entire society. Thus, the analysis of empirical data will be sustained in the possibility of approximation of the practices of curriculum differentiation with the optimal configuration of the triangle of difference.

As a field of research, we chose by the programs Courses EFA in Portugal and PROEJA in Brazil. As for research instruments to collect empirical data and following a qualitative approach, we chose the analysis of normative and institutional documents. The selection criterion of the normative documents was that they instituted the programs listed below:

- Documents of Courses EFA in Portugal: 1) Ordinance No. 230/2008 of March 7. Ministry of Labor and Social Solidarity and Ministry of Education (Portugal, 2008); 2) Copenhagen Declaration. November 30 (Copenhagen Declaration, 2002); 3) Key competencies referential for the education and training of adults - Secondary level. Directorate-General for Vocational Training (Directorate-General for Vocational Training [DGFV], 2006).

- Documents of PROEJA in Brazil: 1) Decree No. 5478 of June 24, 2005. It is instituted, within the federal institutions of technological education, the Program of Integration of Professional Education with High School in the Mode of Education Youth and Adults – PROEJA (Brazil, 2005); 2) Decree No. 5840 of July 13, 2006. It is instituted, within the federal, the National Program of Integration of Professional Education with Basic Education in the Mode of Education Youth and Adults – PROEJA (Brazil, 2006); 3) Program of Integration of Professional Education with High School in the Mode of Education Youth and Adults – PROEJA, Base Document. MEC/SETEC. Brasília, February 2006 (Ministry of the Education, Secretariat of Professional and Technological Education [MEC/SETEC], 2006).

For a discussion about developing the curriculum inside the school quotidian, the PROEJA was chosen, because it is an integrated program within the basic education. We analyzed some institutional documents of the Federal Institute of Education, Science and Technology of Pernambuco (IFPE), because the IFPE is the oldest institution of professional education: 1) Pedagogical Proposal for the Implementation of Technical Courses at Secondary Level Integrated in the Mode of PROEJA, April 2006

(Instituto Federal de Pernambuco [IFPE], 2006a); 2) Plan of Technical Course in Electrotechnical Integrated PROEJA (Instituto Federal de Pernambuco [IFPE], 2006b).

In data processing, we adopted a transverse content analysis (Bardin, 1979). In this technique, the texts and interviews are explored around the themes-object and excerpts of speech transcribed, for composing an analytical framework.

Results

The Courses of Education and Training of Adults (Courses EFA) that fall within in the contexts of the current needs of society, is in the order of productivity, public policies and social and educational needs, or in the order of curriculum theorizing about diversity and difference and of curriculum differentiation. In this axis, the direction of theoretical and methodological thread running through the curriculum has focus on learning and competencies development. The results of the analysis of documents are grouped in four thematic categories: 1. Complexity, flexibility and diversity of solutions; 2. Different contexts and levels of student learning; 3. Adaptation of the curriculum to the characteristics of each student; 4. Flexibility of the pedagogical time.

In the PROEJA, in Brazil, we identify that within the same technical course, there is the diversification of the curriculum through offering the course in three ways, but that have equivalent numbers of objectives, content and certified competencies, namely: Integrated Regular, aimed for teens who have completed elementary school; Integrated PROEJA, aimed for young people and adults who have not completed high school, and Subsequent, for students who have completed high school. The criteria for assessment of learning defined in the course plans that integrated PROEJA are guided by the predominance of qualitative aspects over the quantitative presence in the cognitive domain, well as the development of habits, attitudes and values present in active pedagogies that consider the pedagogical work with the difference of the subjects in their subjectivities. The results of the analysis of documents are grouped in four thematic categories: 1. strengthening of socio-economic development strategies; 2. Consideration of the characteristics of young people and adults attending; 3. Integral education of the citizen; 4. Continuous construction, procedural and collective.

Discussion and Conclusions

The Courses of Education and Training of Adults (Courses EFA)

The Courses EFA⁵, as well as employability, fall within the framework of economic and social policies issued by the Council of the European Union since 2000, needed to achieve the "strategic objective of making Europe the economy based in the knowledge most dynamic of World by 2010" (Council of the European Union, note No. 9600, May 10, 2004). In this perspective, the Copenhagen Declaration defines the strategies of lifelong learning and the mobility as fundamental to promoting employability, active citizenship, social inclusion and personal development. In addition to guiding the reform of higher education polytechnic and describing the guidelines for education and training throughout life as a public policy for the Member States of the European Union and other acceding States (Copenhagen Declaration, 2002).

About the reality of Portugal, Pacheco (2009: 105) warns that in this context, "the processes and practices of Portuguese education and training are more integrated in agendas globally structured, whose axis of influence lies in the common framework of policies of the European Union and other bodies, notably the OECD"⁶. In this sense, both the young and adult learner, despite the existence of formal

⁵ The Courses of Education and Training of Adults aimed to the citizens aged equal or over 18 years, not qualified or without proper qualification to insertion in the labor market and who have not completed basic schooling for four, six or nine years (Portugal, Joint Dispatch No. 1083/2000).

⁶ Organization for Economic Co-operation and Development (OECD).

trajectories that distinguish them in the field of education and training, are part of an ongoing learning process, with common trajectories and for which education systems give different answers. So, "the education perspective of young people and adults by the concept of lifelong learning, consisting in valorization of the acquisition and mastery of competencies in contexts of formal, non-formal and informal" (Pacheco, 2011: 1). In the theoretical framework, the lifelong learning is viewed as a social construction - across all its complexity and dynamic - and as a process "seamless continuum that considers the temporal dimension of learning, the same way that considers the multiplicity of spaces and contexts of learning" (Directorate-General for Vocational Training [DGFV], 2006: 15).

1. Complexity, flexibility and diversity of solutions

The process of learning, therefore, integrates active citizenship, individual development and social inclusion by focusing beyond the employment dimension and labor, the social, historical, cultural, political and emotional learning. Individuals are understood as major actors in this process and their lives as the relationships of sustainability for the emergence of learning. At this dimension, complexity, flexibility and diversity of solutions are addressed considering the multiple dimensions of social individual, history, culture, politics and emotions. It is felt that this dimension in the curriculum proposed for the Courses EFA include the curriculum differentiation in the direction of changes in content, but also with changes in methodology and assessment of learning, which are directed to consider the differences that characterize adults, for which are defined these training trajectories, as well as the different contexts are considered.

2. Different contexts and levels of student learning

The teaching based the development of competencies and the assessment based and operated through processes of recognition and validation of experiments indicate, therefore, factors of curriculum differentiation that consider the different contexts and levels of student learning. In scope of the form or organization of curriculum, diversification and curriculum differentiation are contemplated in the Courses EFA, since that the Ministries of Education and Labor, and the Directorate-General for Vocational Training (DGFV) are defining the different offers and tracks or trajectories. In this context, the Courses EFA, even though part of curriculum diversification in the context of adult education and vocational training in the perspective of alternative curricula, present a diversity of offerings as strategy for curriculum differentiation, as shown in Table 1 and 2 which follow.

Table 1.

Types of Courses: Courses EFA of basic level education and level 2 of vocational training

Types of Courses (Development Level)	Credit Hours of the Course			Total Duration (Hours)
	Learn with Autonomy	Base Training	Technological Training	
Basic 1	40	100-400	100-360	240-800
Basic 2	40	100-450	100-360	240-850
Basic 1+2	40	100-850	100-360	240-1250
Basic 3/level 2 of vocational training	40	100-900	100-1200	240-2140
Basic 2+3/level 2 of vocational training	40	100-1350	100-1200	240-2590

Font: Key competencies referential for the education and training of adults - Secondary level (Portugal, DGFV, 2006).

Table 2 .

Types of Courses: Courses EFA of secondary level of education and level 3 of vocational training

Types of Courses	Credit Hours Formative Course (Hours)					Total Duration (Hours)
	Area PRA (Reflexive Portfolio of Learning)	Base Training			Technological Training	
		CP*	STC*	CLS*		
EFA level 3 + level secondary education	100-200	100-1100			100-1910	300-3210

Font: Key competencies referential for the education and training of adults - Secondary level (Portugal, DGFV, 2006).
 Legend: CP = Citizenship and Professionalism STC = Society, Technology and Science CLC = Culture, Language and Communication.

According to Aguiar e Silva (2010), the Courses EFA presupposes a curriculum based on independent modules, but articulated, and whose modules that are organized into units, allow for its evaluation and accreditation. The base training has three levels of development (B1, B2 and B3), in each area of key competencies. The technological training, in turn, organized into modules, which corresponds to the nuclear competencies recognized for the purposes of professional insertion, evidenced through technical activities and the mobilization of technical and practical knowledge.

3. Adaptation of the curriculum to the characteristics of each student

The document Key Competencies Referential, which regulates the Courses of Education and Training of Adults (EFA), articulates the school culture with the experiences and competencies acquired throughout life, from the definition of four areas of key competencies: Language and Communication, Technologies of Information and Communication, Mathematics for Life, and Citizenship and Employability, allowing three qualification levels, which together make up the base training: Basic 1 (B1), basic 2 (B2), Basic 3 (B3). The areas of competencies include basic competencies of Literacy and Information. Within the area Citizenship and Employability, taken as a cross-sectional area, seeks to examine the development of competencies necessary for life in society as citizen, as well as the productive life, from the perspective of employability.

The courses of secondary level of education and level 3 of training include three areas of key competencies: Citizenship and Professionalism (CP), Society, Technology and Science (STC) and the area Culture, Language and Communication (CLC). In the area Citizenship and Professionalism, it seeks on the development and certification of key competencies related to democratic citizenship as a result of reflective learning and/or (re) assignment of meaning to experience and prior knowledge.

The area of Society, Technology and Science (STC) and the area of Culture, Language and Communication (CLC), include, respectively, dimensions of competence in science, technology and society, understood as modes of action, as well as competencies in the dimensions cultural, linguistic and communicative. The area of the Reflective Portfolio of Learning (PRA) pervades other areas of key competencies, since each student will systematize their own Portfolio from activities in the thematic projects.

The building of a Reflective Portfolio of Learning is a strategy of curriculum differentiation that addresses the concern to meet the diversity in its different dimensions, in relation to pace student learning, whether at the level of learning and social experiences and professionalism, that is, this conception of curriculum differentiation considers the adaptation of the curriculum to the characteristics of each student in order to maximize their opportunities for school success.

4. Flexibility of the pedagogical time

The flexibility of the pedagogical time can also be referenced as a strategy of curriculum differentiation within the courses, although it is considered a limited factor by aspect of relative autonomy of institutions of education and training, of teachers and students who can mobilize their time

pedagogy, their learning and pedagogical mediation within a limited time in the curriculum set by the central administration.

The document Key Competencies Referential defines that in Courses EFA of dual certification gives a certificate of 3rd cycle of basic education and level 2 of vocational training, or a certificate of secondary education and level 3 of vocational training. In the case of Courses EFA of qualification school, are awarded certificates of the 1st, 2nd or 3rd cycles of basic education, and its completion gives also a diploma of basic education for the courses of level B3 and secondary education diploma when it comes to Courses EFA at secondary level. The frequency of these courses assures equally under the recognition and validation of competencies, the assignment of a certificate of qualification for cases that do not permit obtaining certificates or diplomas.

For Pacheco (2011, p.18), the analysis of the particular situation of the Portuguese education and vocational training fits into the context of globalized politics, to the extent that the standardization of European policies on education and training coexists with processes and practices very different, where each project is as much a trajectory of a subject in construction as a space of questioning quotidian. In addition to diversity, it notes that "the notion of lifelong learning contributes to a substantive way to that the curriculum that is considered by the dynamics of the subject".

The National Program of Integration of Professional Education with Basic Education in the Mode of Education Youth and Adults (PROEJA)

In the Program PROEJA, the Decree No. 5.478/2005 considered as the official text that started the Program of Integration of Professional Education with High School in the Mode of Education Youth and Adults – PROEJA, determining the Federal Technological Education Institutions offering courses and programs of "initial and continuous training of workers" and "professional technical education at secondary level" with an initial minimum of 10% of the total vacancies of entry, it has with reference the amount of vacancies in the previous year (Brazil, 2005).

For courses of initial and continuous training of workers within the PROEJA, the Article 3 of Decree No. 5.478/2005 sets that will have maximum workload of 1600 hours, ensuring cumulatively: I - the destination of a minimum of 1200 hours for general training, and II - the destination of a minimum 200 hours for vocational training.

The Article 4 of Decree No. 5.478/2005 defines that the courses of professional technical education at secondary level within the PROEJA should have maximum workload of 2400 hours, ensuring cumulatively: I - the destination of a minimum 1200 hours for general training; II - the minimum workload established for their professional technical license, and III - the observance of the national curriculum guidelines and other normative acts issued by the National Council of Education.

1. Strengthening of socio-economic development strategies

It is the responsibility of the institutions that offer the PROEJA the structuring of the courses offered. The Unique Paragraph of Article 5 of Decree No. 5.478/2005 establishes that the professional areas chosen for structuring the courses will be preferentially kept more in tune with the demands of local and regional levels, contributing to the strengthening of socio-economic development strategies.

The Article 6 and 7 of Decree No. 5.478/2005 say that the student who successfully complete the course of professional technical education at secondary level within the PROEJA will be entitled to obtain a diploma with national validity, both for the purposes of a license in their area, and for certification of completion of high school, enabling them to pursue studies in higher education. Institutions that offer the courses could measure and recognize, through individual assessment, knowledge and skills obtained in extracurricular training processes.

The Decree No. 5.840/2006 which revoked the Decree No. 5.478/2005, but kept its contents and expanded the offering of PROEJA, in addition to the Federal Institutions of Technological Education, for public institutions of education systems of states and municipalities and national private entities of social

service, learning and vocational training, linked to labor union system (System S), expanding the integration for whole basic education, that previously was only for the high school, adding the objective of elevation of schooling level for the courses and programs of initial and continuous training of workers.

2. Consideration of the characteristics of young people and adults attending

We emphasize that the Paragraphs 2 and 4 of Article 1 of Decree No. 5.840/2006 defines that "the courses and programs PROEJA should consider the characteristics of young people and adults attending" and from the previous construction single integrated pedagogical project, including when it involves articulations inter-institutional or intergovernmental. Thus, the courses and programs PROEJA may be articulated: I - with elementary school or with secondary school, aiming at elevation of schooling level of workers, in the case of initial and continuous training of workers; II - with secondary school, at integrated way or concomitant.

In Brazil different courses and programs PROEJA are offered by high school: i) Initial and continuous training integrated or concomitant to the high school in the mode of education youth and adults. ii) Professional technical education at secondary level integrated or concomitant to the high school in the mode of education youth and adults.

We highlight the Unique Paragraph of Article 5 of Decree No. 5.840/2006, which relates the choice of professional areas with the "demands of local and regional level", aiming to contribute with the "strengthening of strategies of socioeconomic and cultural development". Thus, the Decree incorporates theoretical concepts of multiculturalism in the official text, which values diversity categorized by groups composed of young people and adults in the structuring of the courses PROEJA while school tracks, in perspective of alternative curricula, as a curriculum diversification conception.

3. Integral education of the citizen

The text of the Base Document justifies the PROEJA as a program related to the "perspective of development and social justice", incorporating the discourse of "polytechnic" of Gramsci as a "conception of integral education of the citizen", and articulates the "strategic role of professional education" with the social inclusion policies. The defense of "integral education" as a polytechnic conception is related to the "participation political, social, cultural, economic and in world of work" of the student as a citizen worker, but that is not disassociated from the continuity of studies.

We identified in the official text of the Base Document of PROEJA conceptions of curriculum differentiation related to the "integral education", which combines Marxist view of "polytechnic education" with principles of "dialogic education" liberating of pedagogy of Paulo Freire, objective at training the student for "act in an ethical and competent, technique and politically, aiming at the transformation of society as a function of social and collective interests especially of the working class" (Ministry of the Education, Secretariat of Professional and Technological Education [MEC/SETEC], 2006).

Thus, the purpose of integral education is justified as a way of "overcoming the historical duality", which causes split in the relationship between theory and practice and between general culture and technical culture present in the history of Brazilian education, bringing into school the curriculum diversification as alternative curricula that integrates general culture with the technical culture.

We found that the Base Document evidences the direct relationship of the courses and programs PROEJA with the recognition of diversity and difference with the curriculum conceptions of multiculturalism, from the perspective of curriculum diversification.

4. Continuous construction, procedural and collective

Regarding the curriculum organization, the text of the Base Document of PROEJA opens space for the "continuous construction, procedural and collective that involve all subjects", that is, the active and effective participation of the entire school community, enabling an approach of contents and practices

inter and transdisciplinary and contextualized, aimed at the integration of the school knowledge with quotidian knowledge. We emphasize the valuation of knowledge acquired in spaces of non-formal education, for that is stimulated to respect diversity and the use of "dynamic methodologies," characteristics of the pedagogical models of competence which are based on the acquisition of knowledge through quotidian experience.

It presented a conception of formative assessment, developed through an iterative process that considers creativity, autonomy, participation and attitude reflective and transformative reality by the student, principles that are found in pedagogical models of competence and that defines a work with the difference centered on learning.

In summary we understand that conceptions of curriculum differentiation in official documents that instituted the PROEJA are associated with the fight against inequalities and social exclusions, indicating that the differences are considered from the collective identities, that is, from the forms of knowledge distinctive to the social group composed of young people and adults (Wieviorka, 2000).

The curriculum development of PROEJA inside school quotidian

About developing the curriculum of PROEJA inside the school quotidian, the institutional text of the document "Pedagogical Proposal for the Implementation of Technical Courses at Secondary Level Integrated in the Mode of PROEJA" (Pedagogical Proposal PROEJA - IFPE) has for objective the implantation of the Program of Integration of Professional Education with High School in the Mode of Education Youth and Adults – PROEJA instituted by Decree No. 5.478/2005, which aims to offer young people and adults who have not completed high school, technical courses integrated in: Electrotechnical, Refrigeration and Air Conditioning, and Industrial Mechanics.

We identified in the document Pedagogical Proposal PROEJA - IFPE the presence of conceptions of the pedagogy of Paulo Freire, which are guidelines of the education of youth and adults in Brazil, present in the expressions are: respect the different, affectivity dialogical, solidarity, recognize ourselves in the other. The concept of integral education is associated with the "integration of the adult citizen in the world of work, in societal life, as a thinking being, active and participatory", a vision of sustainable human development. However, we observe that the institutional text takes no defense of integral education in a polytechnic education conception based on the propositions of Gramsci about the "work as educational principle", in accordance with guidelines in the Base Document PROEJA.

The justification of the Pedagogical Proposal PROEJA - IFPE affirms that "the Brazilian education throughout its history has been registering great social debt in relation to schooling of young people and adults who have not completed their schooling process in the regular old". It is expressed that the proposal of PROEJA constitutes power relations between social groups and forms of consciousness, "as alternative recovery of schooling and consequently of citizenship, contributing greatly to the employability and/or generation of work and income to population outside these conditions".

Thus, the courses and programs PROEJA are associated with curriculum diversification conception, by offering different school trajectories, from the perspective of alternative curricula that promote student insertion while citizens workers in the labor market as a form of social inclusion this group of young people and adults in their cultural diversity. From the consideration of the heterogeneity of the PROEJA students, their interests, collective identities and personal needs constitutes the pedagogical work with the difference that relates the strategies of curriculum differentiation to a pedagogy "centered on student activity in their learning to make with art - to do well - which implies the development of creativity, initiative, and freedom of expression".

The text of the Pedagogical Proposal PROEJA - IFPE affirms that the Pedagogical Project of the courses PROEJA due to the specificity and personal and social responsibility will require methodologies, forms of assessment, appropriate educational praxis and pedagogically based in Freire's dialogicity. Thus, we understand that conception of curriculum differentiation in Pedagogical Proposal PROEJA - IFPE is associated with student-centered teaching, in which students have significant control over the

selection, sequence and pace, which emphasizes the present time, and that students are seen from their interest in being creative, interactive and autonomous.

As for curriculum integration, the Pedagogical Proposal PROEJA - IFPE brings the following guidance to pedagogical work with difference: "The Technical Course integrated in Mode PROEJA gradually will integrate the curriculum components of the General Education, evolving for Vocational Training not to dichotomize them".

We emphasize that the curricular matrices, present in the document Pedagogical Proposal PROEJA – IFPE, define courses in seven periods (three and a half years), and are concentrated between 3rd and 5th periods the concomitance of the curriculum components of general education and technical training, not setting the existence of an integration of objectives, content and methods, but a juxtaposition of disciplines.

The Pedagogical Proposal PROEJA - IFPE intended to offer courses to students from public schools who completed elementary school and have a minimum age of 21 years (current age 18 years), showing that they prioritize the distinct knowledge forms to a specific social group, composed of a group of young people and adults in their collective identity, who were previously excluded from the public school and the labor market, and now have the opportunity to attenuate this position in the social division of labor, as modern individuals (Wieviorka, 2000).

Planos dos Cursos Técnicos Integrados PROEJA

In the plans of technical courses integrated PROEJA – Electrotechnical, Refrigeration and Air Conditioning, Industrial Mechanics –, the education conception is presented to overcome the obsolescence "of the education of youth and adult compensatory." From this perspective, the course plans aim to offer the technical course, through a curriculum that "gives opportunity of the recognition and validation of skills and competencies for inclusion in the formal education process and in the world of work through the experience of pedagogical practices promoting citizenship for its exercise in all segments of social life."

Considering the specificity, personal and social responsibility of Technical Courses Integrated PROEJA, the Hamburg Declaration on Adult Education, whose approaches are based on patrimony, culture, values and prior experiences of the persons, the text of the Plan of Technical Course in Electrotechnical Integrated PROEJA present practices of curriculum differentiation that prioritize, facilitate and encourage the active participation and expression of the student and which have as its principle the "Freire's dialogicity."

The plans of courses when defining the education conception, curriculum and pedagogical practice show the direct relationship between the recognition of diversity and difference with the theoretical conceptions of multiculturalism, associating the conception of curriculum diversification with different school trajectories, from the perspective of curriculum alternative, propitiated by the curriculum integration of the high school with professional education aimed for social inclusion is expressed in its forms of social justice, solidarity and citizenship.

Final Considerations

In this study we identified that groups of students of Courses EFA and PROEJA are included in the curriculum development starting from the differences that specify them as groups composed of youngsters and adults who had no access to school or who had left during the process of schooling, or yet, who seek to return to training paths, that is, starting from their "collective identity" (Wieviorka, 2000). However, differences related to the "modern individual" and to the "subject" in his or her subjectivity are not considered by curriculum practices, which homogenize the students and promote inequality and school failure, with a new exclusion from school, as implications for policy issues and practice that constitute an exclusive inclusion. We conclude that the curriculum development of Courses EFA and PROEJA are still configured as part of homogeneous and unequal curriculum policies (Pacheco, 2003).

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Geniş Özet

Portekiz ve Brezilya'da Genç ve Yetişkin Eğitiminde Eğitim Programı Farklılaşması

Eğitim programını bir üretim alanı, sembolik yaratım ve kültürel politik materyalleştirme içeriğin, rekreasyonun, boş hammadde olduğu olarak anlamak. Eğitim programı belki resmi kültürün aktarımı için program politikası ile uygulanabilir, fakat sonuç asla istenildiği gibi olmaz, çünkü bu tür aktarımlar aktif içeriklerin kültürel anlamlığı olan bir bağlamında oluşabilir. Bu görüşte, program politikası basit bir metne indirgenmez ve devlet eğitim programının politik yaratıcılarından sadece bir tanesidir. Merkezi yönetimce detaylandırılan eğitim programı metinleri, değişik eylem seviyelerin de gelişen farklı ilgi ve birlikleri bir araya getiren devletin resmi söylemini temsil eder. Daha çok okul ortamındaki program geliştirmeciler, program gelişimine önem veren ve bunu okul rutini içinde meşrulaştıran politik söylemin yaratıcılarıdır. Öğretmenler eğitim programı politikasını sonuca bağlayanlar olarak hareket eder, bu anlamdır. Eğitim programı alanında, eğitim program ayrıştırma kavramı eğitim programının sosyal yapı olarak kavramlaştırılmasından başlar. Böylece, eğitim programı yapılandırması ve ve geliştirmesi sürecinin interaktif olduğu, birliği, devamlılığı ve normatif ya da resmi plan ve gerçek plan seviyesinde karar verilen bir proje ya da öğrenme ve öğretme süreci olarak tanımlanabilir. Bugünlerde okul rutini içindeki program geliştirme göz önünde bulundurulduğunda, program ayrıştırma kavramı program alanında tartışılan pek çok konuyu oluşturur. Birçok eğitim konusu, doğrudan ya da dolaylı, kitle eğitimi sürecine dayalı sorunlardan dolayı öğrenci çeşitliliğinde odaklanır, ve sonuç olarak, program ayrıştırma,, program kurumu, okuldan beklenen sosyal fonksiyonlar, öğretmen yanıtları, profesyonel program farklılığı, pedagojik çalışmalardan ve başarılı tavır uyumun zorluğundan ve ihtiyaçtan doğar. Bu bağlamda, Portekiz ve Brezilya'da genç ve yetişkinlerin profesyonel eğitim programı çeşitlilik ve farklılık perspektiflerinde iki anlamda analiz edilebilir: 1. "farklılığı eğitme" "farklılıkta eğitme" "farklılığa eğitme" doğrultusunda yirminci yüzyıl sonu eğitim programı politikalarındaki farklılık kavramından başlayarak, hükümet organlarının eğitim planlarında ve öğrenciler program çeşitliliği ile değişik okul sınıflamalarıyla karşılaştırıldığında okulların eğitim projelerinde; 2. Diğer bir bakış açısında, program ayrıştırma, programı her öğrencinin karakterine göre, okul başarısı için fırsatları en üst düzeye getirmek amacıyla, adapte etmek olarak anlaşılır. Ancak program ayrıştırmanın, içerikteki değişikliklere ek olarak, yöntembilim ve değerlendirmedeki, kendi seçeneklerinde öğrencilerin aynı sınıfta olduğu varsayılarak, değişiklikleri temsil ettiği anlaşılmıştır, fakat herkes aynı eğitimsel başarıya ulaşsın diye farklı yolları takip etme ihtiyacına duyanlar. Bu çalışma Portekiz ve Brezilya'da Genç ve Yetişkinler için Profesyonel Eğitim programlarındaki eğitim programı ayrımı kavramlarını analiz etme amaçlıdır. Daha belirgin olarak, Portekiz'de geliştirilen Yetişkin Eğitimi Kursları (EFA kursları) ile Brezilya'da geliştirilen Genç ve Yetişkin Tipi Eğitimde Temel Eğitim ile Profesyonel Eğitimin Entegrasyonu Milli Programı (PROEJA) arasında karşılaştırmalı bir çalışma yapmayı hedeflemektedir. Portekiz'de EFA kursları, temel eğitimi çift sertifikasyon verme aşamasını tümleştiren teknolojik (profesyonel) bir unsurla uzlaştırır (Portekiz, 2008). Bazı durumlarda seçilmiş bu yörünge/yol okul ya da profesyonel sertifikasyona götürebilir. Bu dersler 9. ve 12. sınıfları tamamlama ihtiyacı duyanlar ve/ veya işgücü piyasasına giriş ya da ilerlemek için gerekli olan yeterli profesyonel yeterliliğe sahip olmayanlar için uygundur. Bunlar

profesyonel yenilenmeyi amaçlayanlar için de uygundur. Brezilya’da PROEJA şu ders ve eğitim programlarını içerir: I – çalışanların temel ve sürekli eğitimi; II – orta öğretim düzeyinde profesyonel teknik eğitim. PROEJA ders ve programları, yaşları 18’den başlayarak katılan genç insanların ve yetişkinlerin özelliklerini göz önünde bulundurmalı ve: I – çalışanların temel ve sürekli eğitimi durumunda, ilköğretim veya orta öğretimle, çalışanların okullaşma seviyelerini artırma amacını; II – orta öğretim ile tümleştirilmiş yolla ya da beraberinde gelen açıkça belirtilebilir (Brazilya, 2006). Başlangıç noktası, Pacheco (2003) tarafından “eşitlik/eşitsizlik” ve “homojenleştirme/çeşitlilik” olarak şu dört olasılıkta tanımlanan program politikasının analizi için referanstı: a) Eşit ve homojen bir eğitim programı politikası; b) Eşit ve çeşitlendirilmiş bir eğitim programı politikası; c) Eşit olmayan ve çeşitlendirilmiş bir eğitim programı politikası; d) Eşit olmayan ve homojen eğitim programı politikası. Program ayrımı kavramlarının analizini esas alarak, Wieviorka (2002) tarafından öne sürülen “farklılık üçgeni” önerisi kavramını birbirine bağlı üç eleman içinde (bütünsel kimlik, modern birey ve konu) göz önünde bulundurduk. Deneyisel veri toplamak için araştırma araçları olarak, nitel yaklaşımla devam ederek, okul rutinde programı geliştiren/oluşturan kurumsal dokümanlara ek olarak programları kurmada/oluşturmada **normatif/örnek teşkil eden** dokümanların analizini yapmayı seçtik. Analiz için bu referanslar öncesinde “bütünsel kimlik”lerinden başlayarak, EFA dersleri ve PROEJA öğrenci gruplarını onları belirleyen farklılıklardan başlayarak program geliştirmede yer alan, gençler ve yetişkinlerden oluşan, okula ulaşımı olmayan veya okullaşma sürecinde bırakan ya da eğitim seçeneklerine geri dönüş arayışında olan gruplar olarak tanımladık. Ancak kendi öznelliği içinde “modern birey” ve “konu”ya ilişkin farklılıklar, öğrencileri homojene eden ve okuldan yeni bir atılma ile **özel bir dâhil edilmeyi teşkil ederek** eşitsizlik ve okul başarısızlığını arttıran eğitim programı uygulamalarınca dikkate alınmamıştır. EFA dersleri ve PROEJA eğitim programlarının geliştirilmesinin, halen eşit olmayan ve homojen program politikalarının bir parçası olarak yapılandırıldığı sonucunu çıkarıyoruz.

