

PRODUCTION OF KNOWLEDGE IN PROEJA, BRAZIL (2006-2013): A STATE OF THE ART

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ABSTRACT

This article aims to conduct an initial survey and map the academic production on the theme: National program of professional and basic education integration in the young and adult education mode (Programa Nacional de Integração da Educação Profissional com a Educação Básica na Modalidade de Educação de Jovens e Adultos - PROEJA) from dissertations, theses and articles published from 2006 to 2013. In order to undertake this research, we observed some theoretical and methodological procedures, literature review and documents which delimit this conceptual and historic field with the studies of Moura (2007), Moll (2010) Di Pierro (2010), Romanowski and Ens (2006), and Ferreira (2002). It is a bibliographical study which describes the state of the art about PROEJA in the country, having the word "PROEJA" as the research descriptor and the following analysis

indicators: year of publication, the place where the research was performed (with empirical research), institution, type of production, categories of knowledge and keywords. The following sources were chosen as databases: Platform *Scielo* Brazil, the Public Domain Portal of Theses and Dissertations and the Brazilian Digital Library of Theses and Dissertations (BDTD) of the Brazilian Institute of Information Science and Technology (IBCT). It can be concluded that scientific production in the mentioned area is still shy considering the theoretical and methodological challenges posed by the implementation of PROEJA, and there is still remarkably little research related to aspects such as didactic teaching materials, funding and the relationship with rural education.

KEYWORDS: State of the art, PROEJA, Professional Education.

A PRODUÇÃO DE CONHECIMENTO EM PROEJA NO BRASIL: (2006-2013): UM ESTADO DA ARTE

RESUMO

O presente artigo objetiva realizar um levantamento inicial e o mapeamento da produção acadêmica relativa à temática: Programa Nacional de Integração da Educação Profissional com a Educação Básica na Modalidade de Educação de Jovens e Adultos (PROEJA) a partir de dissertações, teses e artigos científicos publicados no período de 2006 a 2013. Para a realização dos estudos, observamos alguns procedimentos teórico-metodológicos, quais sejam a revisão bibliográfica e documental para a delimitação do campo conceitual e histórico, com os estudos de Moura (2007), Moll (2010), Di Pierro (2010), Romanowski e Ens (2006) e Ferreira (2002). Trata-se, assim, de um estudo bibliográfico de caráter inventariante e descritivo do estado da arte acerca do PROEJA no país, tendo como descritor da

pesquisa a palavra "PROEJA" e os seguintes indicadores de análise: ano da publicação, local onde a pesquisa foi realizada (pesquisa com empiria), instituição, tipo de produção, categorias do conhecimento e palavras-chave. Foram escolhidas como bases de dados a Plataforma *Scielo* Brasil, o Portal Domínio Público de Teses e Dissertações e a Biblioteca Digital Brasileira de Teses e Dissertações (BDTD) do Instituto Brasileiro de Informação em Ciência e Tecnologia (IBCT). Conclui-se que a produção científica na área citada ainda é tímida diante dos desafios teórico-metodológicos levantados pela implantação do PROEJA, assim como, ainda são bastante escassas as pesquisas relacionadas a aspectos como materiais didático-pedagógicos, financiamento e a relação com a educação do campo.

PALAVRAS-CHAVE: Estado da arte, PROEJA, Educação Profissional.

1 PRESENTATION

The aim of this article¹ concerns an initial survey and mapping of the academic production on the National program of professional and basic education integration in the young and adult education mode (Programa Nacional de Integração da Educação Profissional com a Educação Básica na Modalidade de Educação de Jovens e Adultos - PROEJA) in the period from 2006 to 2013.

It is necessary to recognize that the emergence of a relatively new epistemological field provided by the integration of professional education, basic education and young and adult education, has generated for the graduate programs in Brazil a theoretical fertile field for academic production, especially faced to the challenges of this integration. Taking into consideration that, even though the PROEJA a relatively new program, from the historical point of view, there is already significant production of knowledge being realized². Hence the need for systematization of produced knowledge about PROEJA. To present a review of scientific literature on the proposed subject, we understand as necessary to situate it historically and spatially, in front of political situation. In this regard, we made use of a bibliographic and documentary research about PROEJA, as well as a bibliographical research of inventory and descriptive character about the State of the art program. Thereby, platform *Scielo* Brazil, the Public Domain Portal of Theses and Dissertations and the Brazilian Digital Library of Theses and Dissertations (BDTD) of the Brazilian Institute of Information Science and Technology (IBCT) were taken as database.

The text is divided into three parts in which, we initially tried to situate the PROEJA historically, as well as its characteristics, then we have outlined theoretical and methodologically this research while State of the art and, finally, we bring, systematically, the information concerning the research conducted in the databases available on the World Wide Web.

We emphasize that the performed work is of significant importance for the understanding and recognition of the intersection between the young and adult education, the professional education and the basic education, as a specific field of knowledge. We still highlight their importance to the academic and technological area, bearing in mind the lack of similar research, becoming a novelty topic in the field of PROEJA.

Thus, we believe that this state of the art can add more meaningful information about the proposed theme, as well as the possibility of new research, still little explored in PROEJA.

2 HISTORICALLY LOCATING THE PROEJA

Firstly, it is necessary to recognize that the young and adult education (EJA) historically has not assumed a privileged place in the educational policies in the country. As pointed out by Di Pierro (2010, p. 940),

[...] we are led to believe in the existence of a broad consensus around the human right to education, at any age, and the need for continuing education throughout life. Nevertheless, when we examine the implemented educational policies, we

¹ This article is part of the dissertation, still under construction, to be presented in the course of Master in Professional Education, graduate program in Professional Education (PPGEP) of IFRN.

² See database from the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES).

verify the secondary importance of EJA in front of other educational modalities and age groups.

However, in the last two decades (1990-2010), much has been done in an attempt to insert the EJA in public agendas³(Arroyo, 2007, p. 20). But, notwithstanding, it is noted that most of the actions is driven to combat illiteracy or poor and initial insertion in the elementary school, and more recent in high school.

Only very recently, from changes in the productive sectors and business relations, the educational policies have assumed different role than historically assumed. This is due to several factors, including some of the most important, which are the globalization phenomenon, the various changes in the production mode in the country and in the world, and the situations and scenarios historically formed, therefore, it is possible to understand that the historical subjects produce its existence through the work, and this transforms the world and the man and woman itself.

The emergence of the National program of professional and basic education integration in the young and adult education mode (PROEJA), in 2006, became a milestone in the history of EJA in the country, not only for considering large portions of the population who had not completed high school or had no access to it, but also the huge contingent of young and adult little schooled that did not have access to training, or any other professional qualification.

Whereas the first politic assumption of EJA is the right to education, it must be offered under diverse conditions of entry and stay in the educational environment. Also considering the new social needs and the changes occurring in the world of work, became imperative in this scenario the association between the young and adult education and their professional qualification, as provided by the law of directives and bases for national education (Law No. 9,394/96) in its art. 37, § 3, "the education of young and adults should articulate preferably with professional qualification, in the form of regulation "(p. 12).

The Federal network of professional and technological education (PTE) since 1959 have undergone changes that would be as grounds for the attendance to the EJA.

From the coming into force of the law nº 3,552/1959, the institutions that originated the current CEFETs began to offer courses in the last stage of basic education – current high school – and technical courses of middle level. In some historical moments, this offer occurred in an integrated manner, even though this integration never happened in the fullness of its meaning. At other times, it took place separately, in other words, high school on one hand and technical courses of middle level on the other. Anyway, in the last four or five decades, these educational offerings were present within the Federal network of PTE. This experience associated with the renowned quality of courses offered throughout the country qualifies it as important locus in the initial implementation phase of the PROEJA. (MOURA; HENRIQUE, 2007, p. 23)

³ It has to be said that practically all actions aimed at the establishment of EJA as educational public policy, arise from pressure from social movements, NGOs, associations, grassroots movements (especially from the field), universities and EJA forums around the country.

The need for integration between the young and adult education and professional education, according to the base document of the PROEJA high school occurs,

[...] by the objective conditions of millions of young and adults that seek and need it, as well as the economic needs and the by changing the form of organization of the production process. It is necessary to ensure access to literacy, the elementary school and professional education to 62 million young and adults (IBGE, PNAD 2003) who did not have conditions to complete the basic education in childhood and adolescence that should precede, in the logic of modern culture, the work. (BRASIL, 2007, p. 33).

In the year of 1997, in a contrary way, it was created by then-President, Fernando Henrique Cardoso, the Decree No. 2,208/1997, which separated the professional education from the high school, with a view that the basic education should not articulate with the world of work. This educational model should provide access to higher levels of education. In its Article 1, which deals with the goals of professional education, the item I says that professional education must "promote the transition between school and work, enabling young and adults with general and specific knowledge and skills for productive activities," as well as in article 5 of the same law, "*professional education* of technical level will have specific curriculum organization and independent from the high school and may be offered concomitant or sequential to this." (BRASIL, 1997, p. 01).

However, with the change of Government in 2003⁴, also changed the perspectives of assistance and integration of the EJA to professional education. The Brazilian Government creates then the Decree No. 5,154/2004, which integrates the professional education to the EJA, enabling that,

[...] The courses (...) shall be joint, preferably, with courses of young and adult education, aiming to qualifying for the work and raising the education level of the worker, which, upon successfully completion of such courses, will live up to initial or continuing training certificates for work. (BRASIL, 2004, p. 01).

Aiming at the integration between three areas of historical distance, the EJA, high school and professional education, regulated by Ordinance No. 2,080⁵, the Brazilian Government launches the Decree No. 5,478/2005 on June 24, 2005, which establishes the program of professional and basic education integration in the young and adult education mode (PROTECT) within Federal institutions of professional education.

The Decree 5,478/2005 was soon replaced by Decree 5,840/2006, bringing new title, which now becomes the Program of professional and basic education integration in the young and adult education mode (PROTECT), thus generating higher amplitude front offering the program. This was extended to all public systems of education, because the previous Decree was restricted only to the professional and technical education institutions.

⁴Year in which the President Luiz Inácio Lula da Silva takes office the Brazilian Government, succeeding 8-year term of former President Fernando Henrique Cardoso. The President Luiz Inácio had created, as campaign commitments, several agreements of attendances to historically marginalized social segments.

⁵The referred Ordinance stated that the Federal centers of technological education (CEFET's), the Federal technical schools (ETF's), the Federal agro-technical school (EAF) and the technical schools linked to Federal universities (ETV), implement this program.

[...] went on to cover also initial and continuing training courses, expanding basic education EJA and enabling the participation of the State, district and municipal systems of education, as well as national parastatal entities [the system "S"⁶] that works with learning. Another change is the possibility to operate with the concomitant form, besides the integrated, as guidelines established in Decree No. 5,154, of 23 July 2004. (BRASIL, Proposta de documento para análise e considerações dos coordenadores do pólo da Especialização PROEJA. Circulação Interna, s/d, p. 03).

It is worth highlighting that shortly before the release of Decree 5,840/2006, the Federal Government has established a working group (WG), formed by experts in EJA of some Brazilian universities, representatives of Secretariat of professional and technological education (SETEC) and the Secretariat of continuing education, literacy and diversity (SECAD), EJA forums, Cefet's, EAF's and Technical schools linked to Federal universities to produce a base document to PROEJA that guide its implementation and theoretical, political, philosophical and epistemological foundation. The document was released in 2007. Its main objective was the strengthening of "an educational policy that provide access for EJA audience to high school integrated to technical professional education of middle level." (BRASIL, 2007, p. 33).

A project like this, required for national development, needs, at a strategic and tactical level, a public policy of professional and technical education articulated with another policies. Professional and technological education committed to the formation of a subject with intellectual autonomy, ethics, politics and human demands to face up to a policy of professional qualification and education not oriented for adapting and preparing the employee passively and subordinated to the accumulation process of the capitalist economy, but facing the perspective of experiencing a critical process, emancipator and fertilizer of another possible world. (BRASIL, 2007, p. 32).

From several limitations to the implementation of the program in some institutions of vocational education, the Secretariat of professional and technological education (SETEC) in 2007, invites in Brasilia, the Council of Secretaries of education (CONSED), Councils of Education, trade unions, social movements, universities, representatives of States and municipalities, EJA Forums and the Federal network of professional and technological education for the creation of a strategic planning for PROEJA as a way to strengthen the deployment/implementation of PROEJA in all its fields. At that time, it was created a kind of "step by step" with program guidelines, entitled Report of the strategic planning of PROEJA 2007: 1. Public policy program. Such document was organized

[...] with a view to think, collectively, the conceptions, strategies and actions of the Secretariat, in order to proceed to the deployment/implementation of PROEJA across the comprehensiveness predicted by the Decree No. 5,840/2006. (BRASIL/MEC/SETEC, 2007, p. 02).

From the strategic report 2007, and the tessitura of several guidelines about the program deployment/implementation, some advances were achieved in the institutions, however, a field

⁶The "S" system is formed by organizations created by the productive sectors (commerce, industry, agriculture, cooperatives and transport). These are the following: SENAI; SESI; SENAC; SESC; SENAR; SENAT; SEST; SEBRAE; and SESCOOP.

of tension and compliance was still real in the Federal network of professional and technical education, especially considering what points out Moll (2010) by saying that closing the professional education, basic education and EJA, is "to produce a new epistemological, pedagogical and curricular field". (p. 134).

3 THEORETICAL-METHODOLOGICAL DESIGN

The researches said as State of the art have been increasingly recurrent in the country, perhaps because of the need for better and larger panoramic view on the production of knowledge in certain areas. We decided, in this article, for the State of the Art that points Ens and Romanowski (2006) about the subject,

[...] the term State of the art is the result of a literal translation from the English, and according to the author has for *objective to conduct surveys of what is known about a given subject from research conducted in a determined area*. (p. 40, emphasis added)

As well as the notes of Ferreira (2002) on State-of-the-art defined as bibliographical character

[...] seem to bring in common the challenge of mapping and discussing a certain academic production in different fields of knowledge, trying to answer what aspects and dimensions are being prominent and privileged in different times and places [...]. (p. 258)

In this way, without intending to conduct a full mapping regarding all production realized on the subject PROEJA, we perform, in this article, a bibliographic research of descriptive and inventory character, based on three sources, namely, the Platform *Scielo* Brazil, the public domain portal of theses and dissertations and the Brazilian digital library of theses and dissertations (BDTD) of the Brazilian institute of information science and technology (IBCT). The search descriptor of the research was the word "PROEJA" and the following indicators analysis: year of publication, local where the survey was conducted (empirical research), institution in which the research was conducted, production type, knowledge categories and keywords.

We consider the realization of this study of great importance since

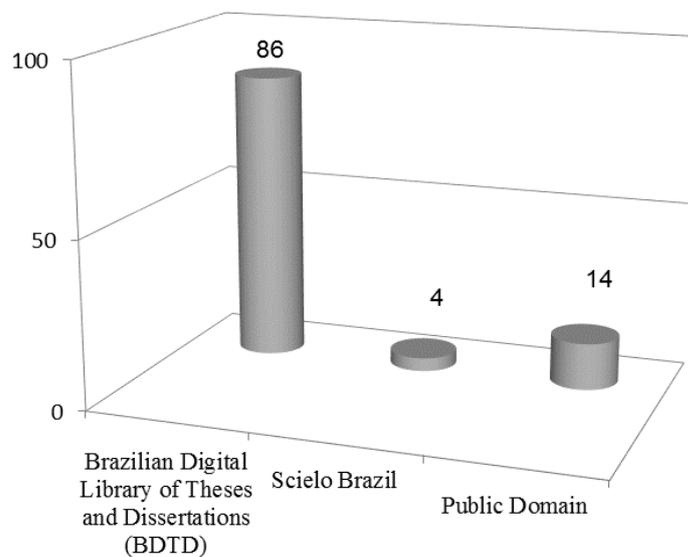
a) such assessments help to detect stages of theories and methods; b) put in relief aspects of the study object outlining the possibility of new research; c) reveal the extent to which the recent research is related to the previous; d) allow advance or improvement of real increase from the already known, or even by overcoming previous conceptions and approach of the problem gaps. (ENSSLIN, GIFFHORN e VIANNA, 2011, p. 329).

Thus, for the survey and mapping of the production of articles, dissertations and theses, the following procedures were performed: a) survey on the *internet*, in the pages of databases, already referred, about the publications on PROEJA, having as descriptor the same word; b) survey and mapping of all productions, within the chronological period from 2006 to 2013, sorting them from the analysis indicators; c) construction of charts and graphs from the collected data.

4 STATE OF THE ART IN PROEJA (2006-2013)

From the information gathering about the production of knowledge about PROEJA, in the period between the years of 2006, when the program was created, and 2013, it was possible to map from the three databases the following information.

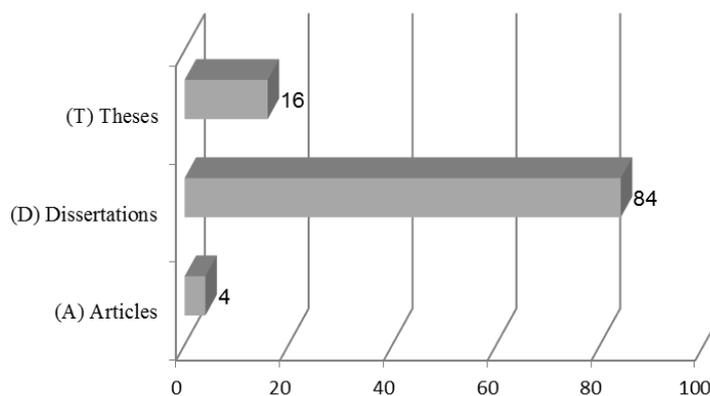
In each database were identified articles, theses and dissertations where, throughout the mapping, there were data overlapping. In other words, the same publication had been published in more than one database. Thus, it was necessary at first to map all publications and then identify duplicate publications or, in some cases, tripled. There were also cases in which, on the database page, a particular publication was available and, when accessing the publication through the available *link*, it was verified that the available publication was not the same registered. In these cases, we have catalogued the available publication, bearing in mind the availability of required data. Thereby, we present below the distribution of publications by the database.



Graph 1: Publication gathering by database.

A total of 104 publications were identified in three databases that met the required profile for the research.

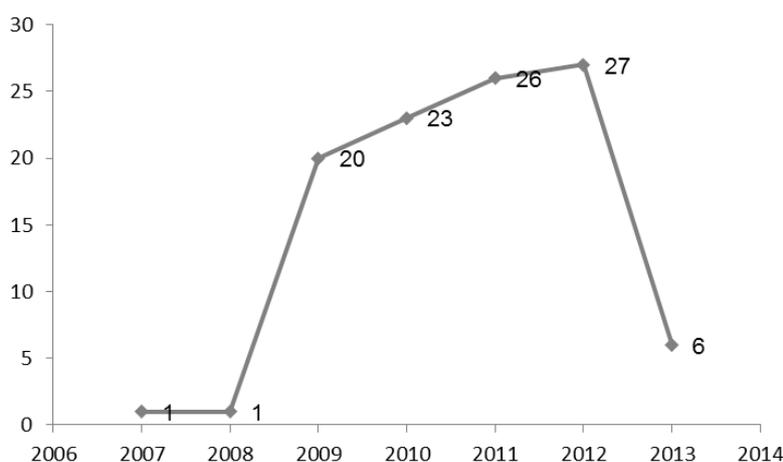
From the Graph 2, it is possible to identify that there was a large number of dissertations published in referred period (2006-2013), to the detriment of articles and theses.



Graph 2: Type of mapped publications.

All the surveys conducted with empirical research (having as *locus* a material/empirical field) were realized in public institutions. Only 04 (four) from 104 (one hundred four) surveys were of documentary and bibliographical character, and in 01 (one) from 100 (one hundred) empirical research, it was not possible to identify the location where it was performed⁷. We also identified that 77 studies had as empirical field institutions of the Federal network of education (Federal Institutes of education, science and technology, Federal Centers of technological education, Federal agro-technical schools and Agricultural Schools linked to Federal universities); there was only 01 Municipal school as empirical research field and 26 State schools, highlighting the State of Paraná.

We verified that in the year 2006, in which the 2nd Decree of PROEJA (Decree No. 5,840/2006) was promulgated, there were no publications and after two years there were only 02 dissertations. The absence of publications in the year 2006 and the little publication in the years 2007 and 2008, possibly is related to time-to-deployment of the PROEJA program both the Federal network of professional education and in the State education Systems/Networks, making this new epistemological field little investigated, as seen in the following Graph 3.



Graph 3: Panorama of publications per year.

We identified that between 2008 and 2012 there was a significant increase of publications in the studied area, and the decrease in publications in the year 2013 is understood as due to late arrival of publications in PROEJA in the databases.

In the year 2009, 19 dissertations and 1 article have been published; in 2010, 21 dissertations and 2 theses have been published; in 2011, 19 dissertations, 7 theses and 2 articles have been published; in 2012, 19 dissertations, 7 theses and 1 article have been published; and in 2013, 4 dissertations and 2 theses have been published.

Table 1 shows the distribution of publications from graduate programs.

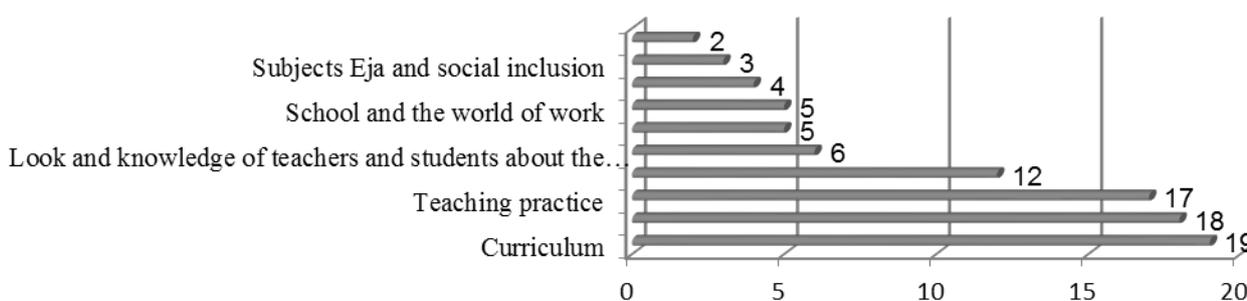
⁷ In this specific research, we read the abstract, the summary and part of the text body, and it has not been possible yet to identify the location where the research was conducted.

Table 1: Distributions of publications by researcher institutions (2006-2013).

Institution	Quant.	Institution	Quant.	Institution	Quant.	Institution	Quant.
UFRGS	16	UNISINOS	4	Cefet MG	2	USP	1
UFC	13	UFES	4	UFMG	2	UFV	1
UFPB	12	UNIOESTE	3	PUC-GO	2	UFSC	1
UNB	7	UFG	3	UFBA	1	PUC-RS	1
UFPEL	4	UEC	3	UFMT	1	UEPG	1
UFRRJ	4	PUC-SP	3	UNIVALI	1	UFMA	1
UFPR	4	UCB	3	UFGO	1	UFU	1

It is necessary to point out that not all publications are from graduate programs in education. There are cases of publication in the graduate program *in the sensu stricto* in social service (PUC-SP), for example.

The categories of knowledge, arranged in Graph 4, are large areas in which we can combine, by similarity and affinity, the content of the publications.



Graph 4: Categories of knowledge.

Each category has a set of content characteristics that defines it. Following in the table below according to its description.

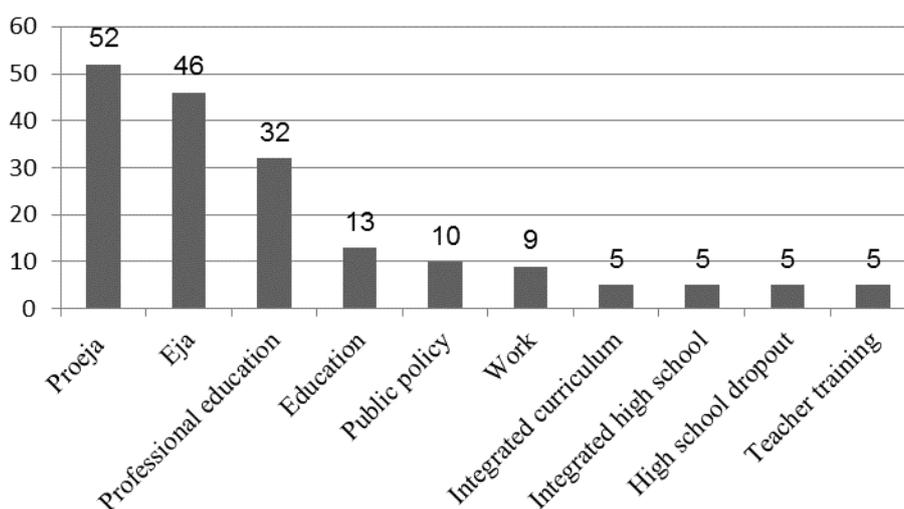
Table 1: Description of categories.

CATEGORIES	DESCRIPTION
PROEJA and information and communication technology	Involves publications that relate PROEJA with the new technologies and their uses
Subjects of EJA and social inclusion	Involves the profile characterization of the subjects of young and adult education, as well as the issues relating to social inclusion/exclusion
Management and organization of the PROEJA	Concerns the publications involving the issues of administrative management and physical spaces, as well as the ways in which the program is organized in institutions
School and world of work	Concerns to publications that relate the PROEJA, the school and the world of work, their dimensions and the employability issue
School evasion	Encompasses the issues related to evasion, its reasons and consequences
Look and knowledge of teachers and students about the PROEJA and work	Involves publications that bring impressions and narratives of teachers and students about the program itself, about the world of work and about themselves
Training and teaching practice	Involves publications that deal with the issues and challenges of teacher training to PROEJA, as well as some of the daily challenges faced by teachers

Pedagogical practice	Involves the productions concerning experiences of and in successful pedagogical practices developed in the classroom in PROEJA
Deployment/evaluation of PROEJA	Concerns to publications that deal with and/or evaluates the PROEJA in its deployment and implementation
Curriculum	Encompasses publications that theorize about the curriculum itself of PROEJA, its proposal for integral formation, as well as its challenges

We realize that the latest 4 categories are those that more promote research. Indicating, at the same time, the need for expansion of research about the previous categories.

The Graph 5 brings the 10 keywords that are more repeated along the 104 publications, and as already expected the most frequent keyword is "PROEJA".



Graph 5: Frequency of the 10 more repeated keywords.

The keywords are index words of academic production. They are used both to synthesize the content of the work as to rank it in determined categories of knowledge production in that area. We observe, quite often, there is a certain lack of understanding by some researchers about the use of keywords, since it was quite common to use inappropriately. As an example are that publications dealing with PROEJA while public policy and the latter does not appear as a keyword, or about the discussions on the PROEJA and the integrated high school, or curriculum, or even the fact of placing keyword as entire sentences. There are cases in which the publications, in this case 5 dissertations, without keywords, but with only the abstract.

Although the Graph 5 brings the frequency of the 10 more repeated keywords over the publications, it is necessary to point out that there was a large amount of keywords that appeared only once, which can point to the scarcity of research on certain topics or to the inadequacy of the conducted research and their keywords as index elements.

5 FINAL CONSIDERATIONS

The experience of the production of a State of the art promotes clarifications about the need of production of this type of academic research. A summary of the knowledge production in

determined area produces understandings about the research methods, their limitations, as well as the limitations and failures of their own databases in which are reviewed the information. The consulted databases offered no failures in available search engines, but provided *links* that sometimes did not access the right publications, or simply led to a page not found on *the internet*. There are publications that, even so, we can find it on the world wide web, but others not, which prejudices the mapping of the academic production.

The gathering and mapping of the academic production in PROEJA indicate us not only the dimensions more exploited in terms of academic research. Indicates also the absence or inexpressive production in other dimensions as in the relation of the PROEJA with rural education, the issues relative to people with disabilities, funding of young and adult education integrated to professional education, issues related to the didactic material used or to be built into the program, the relation of PROEJA with people deprived of freedom, or even the relation of PROEJA with environmental education.

Thus, we understand that there is already a significant production of knowledge related to PROEJA, but that little contribute materially to the overcoming of the theoretical-methodological challenges from the integration between professional education, basic education and young and adults education. This study points us that the perspectives for a State of the art of PROEJA tend to consolidate, both from the theoretical point of view as the methodological, first because glimpses a strengthening of the association between EJA and professional education, second, by the necessity of academic production that gather and spread the produced knowledge in areas that has been excelling as the PROEJA, for example.

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