

PHYSICAL EDUCATION AND THE PROEJA BASE DOCUMENT: INTEGRATION STRATEGY IN THE VOCATIONAL TRAINING OF YOUNG PEOPLE AND ADULTS

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ABSTRACT

One of the challenges of Professional Education for Youth and Adults is the construction of its own identity aimed at new educational spaces, including the construction of a school for young people and adults. To guide schools in the elaboration of their pedagogical project, based on the defined course, the Ministry of Education (MEC) in Brazil, constituted a working group responsible for the elaboration of a document entitled PROEJA Base Document (National Program for Professional Integration with Basic Education in the modality of Youth and Adults). The document states that the expansion of PROEJA is a strategy for integrating the training process, which would also result in a dialogue between educational contents, methodologies and practices. Therefore, this qualitative research of bibliographic nature aims to show the existence of the guiding institutional document for the PROEJA modality, and to indicate the need for adherence between the pedagogical practices of Physical Education of PROEJA, and the institutional proposals. We conclude that the contribution of the Physical Education curricular component to the educational project, far from prescriptive intentions, lies in thinking about the possible pedagogical interventions in the field of knowledge of this in the school in line with the current institutional project. In this sense, it is necessary that it be constituted as a school discipline, articulating its pedagogical practice with the other disciplines in the educational project of the school, and not as an isolated activity.

Keywords: Physical Education. PROEJA. Base Document.

1 INTRODUCTION

National Program for the Integration of Professional Education with Basic Education in the Youth and Adult Modality (PROEJA), formalized by Decree No. 5,478/2005 and later amended by No. 5,840/2006, is a program that aims at a great democratic sense, providing equal inclusion and educational, formative and social citizenship for young people and adults.

In the development of these measures, on December 20, 1996, Law No. 9,394, Law of Guidelines and Bases of National Education (LDBEN), was sanctioned. The formulation of such legislation gave rise to specific teaching guidelines for the different modalities. In the case of Youth and Adult Education, the objectives were centered on inclusion and technical training of the public to insert them in the labor market.

From 2001 onwards, several Federal Institutes of Education began to offer high school in the Youth and Adult Education modality, as a preparatory stage for professionalization in technical courses. In this way, the former Federal Center for Technological Education (CEFET), now the Federal Institute of Education, started to hold the High School for Young and Adult Workers (EMJAT) course. The program was aimed at people over 18 years old, and offered high school in the first two years. Upon completion, students could enroll in technical vocational courses, and continue their studies.

According to Ferreira (2010), despite the initiative, it was evident that most students had difficulty completing the first stage of the course, and few students successfully completed the professionalization process. Based on this scenario, in 2005 the National Program for the Integration of Professional Education with Basic Education in the Youth and Adult Modality (PROEJA) was created, formalized by Decree No. 5,478/2005 and later amended by No. 5,840/2006. The offer of PROEJA became mandatory for the Federal Institutions of Education, as well as the monitoring of the program by the Secretariat of Professional and Technological Education of the Ministry of Education - SETEC/MEC. In this sense, the former EMJAT can be considered a transitional model. The offer of PROEJA expanded the possibilities of Youth and Adult Education and, in this context, Physical Education, as a curricular component, began to be offered in some Federal Institutes of Education.

One of the challenges of Professional Education for Youth and Adults is the construction of its own identity aimed at new educational spaces, including the construction of a school for young people and adults. To guide schools in the elaboration of their pedagogical project, based on the defined course, the Ministry of Education (MEC) in Brazil, constituted a working group responsible for the elaboration of a document entitled PROEJA Base Document (National Program for Professional Integration with Basic Education in the Youth and Adult modality). The document states that the expansion of PROEJA is a strategy for integrating the training process, which would result in a

interlocution also of the contents, methodologies and educational practices between all the curricular components offered in the course. Therefore, this qualitative research of bibliographic nature has the following objectives: 1) to indicate that in PROEJA there is a document that guides the practices, and, 2) the need for adherence between the pedagogical practices of Physical Education of PROEJA, and the institutional proposals

2 METHOD

Qualitative research of a bibliographic nature, which according to Lakatos and Marconi (2003), seeks the survey and critical analysis of the documents published on the subject to be researched in order to update, develop knowledge and contribute to the realization of the research.

3 FINDINGS

3.1 PROEJA BASE DOCUMENT

This section seeks to deal with the main ideas of the National Base Document (Brasil, 2007) that aims to guide the pedagogical projects of PROEJA.

To guide schools in the elaboration of their pedagogical project, based on the defined course, the Ministry of Education (MEC) set up a working group responsible for the preparation of a document entitled 'PROEJA Base Document', which had the participation, among others, of representatives of the Federal Centers for Professional and Technological Education, the National Forum for Youth and Adult Education and Brazilian universities. PROEJA was announced in the Base Document as a new public policy that would unite schooling and professionalization.

The Base Document appeared in 2005 and was revised after Decree No. 5,840, of July 13, 2006. The new decree expanded the scope of Youth and Adult Education, generating the need to create and review reference documents for Youth and Adult Education programs. The documentary changes included in the program Basic Education in the Youth and Adult Education Modality, which was previously limited to high school courses integrated with technical professional education. The document states that the expansion of PROEJA is a strategy for integrating the training process, which would also result in an integration of educational contents, methodologies and practices.

The document emphasizes that, although each school has the autonomy to define the courses offered, its curricular proposal must contemplate the integration between technical education (knowledge of professional training) and secondary education (knowledge of general training), observed in the National Curriculum Guidelines (DCN's) for professional education (Brasil, 1998) and for secondary education, in the modality of Youth and Adult Education (Brasil, 2000). If, on the one hand, the PROEJA Base Document associates the curricular proposal with the DCN's, on the other hand, it presents as a guiding conception, the respect for the

specificities of Youth and Adult Education. It also points out a concern to emphasize the identity of Youth and Adult Education, to be taken into account by schools when preparing their pedagogical projects and curricular proposals

The Base Document presents a diagnosis of age-grade distortions in basic education in the country, seeking to highlight the demand for PROEJA: in 2000, the first segment of education elementary school had a distortion rate of 38.8%, 53% in the second segment and, in high school, it reaches 60.1%. In 2003, it can be seen that there is a significant improvement in this flow, reflected in the distortion rates of 29.3% in the first segment of elementary education, 45.8% for the second and 54.5% for secondary education, as a result of investments and efforts in Youth and Adult Education. Despite the positive impact, the document highlights that, in the context of Youth and Adult Education, "behind the numbers, there are millions of people who live daily with precarious conditions of supply and permanence; with poor quality of teaching and with an educational modality that is socially devalued" (Brasil, 2007, p. 20). This statement highlighted the importance of continuous work with this public. In addition, it also points out that the country's social debt with young people and adults would be dealt with more effectively, "with the horizon of the universalization of basic education, combined with training for the world of work" (Brasil, 2007, p. 12).

In the document, it is established that Youth and Adult Education is understood as a teaching modality, a strategy for continuing education and also qualification, through Opinion CNE/CEB No. 11/2000, which determines that it is the duty of the State to guarantee education and reduce inequalities between schooled and non-schooled. The qualification translates the true meaning of Youth and Adult Education as training for the full exercise of citizenship, through the development of critical and autonomous thinking of participatory citizens, aware of their social rights and their insertion in the world of work.

One of the challenges of Youth and Adult Education is the construction of its own identity aimed at new educational spaces, including the construction of a school for young people and adults. It is necessary to overcome the rigidity of the traditional school in relation to time and physical space, as Youth and Adult Education students have different routines and specificities. They can be young people, adults, the elderly, workers, rural population, women, blacks, people with special educational needs, which often means a work or care routine that is not covered by the limits of the school. The specificities relating to the different generations must also be considered. For this, it is essential to know the public of the project, listen to their stories and be aware of their conditions of existence. In general, Youth and Adult Education must be sensitive to the reality of its students. In this way, the integrated curriculum attempts a pedagogical innovation of high school, taking into account the world of work and the pre-existing knowledge of the students, rejecting the total primacy of professional training and integrating teaching and the

development of critical sense, taking into account that it is a heterogeneous public, with a discontinuous school career and with work experience. Most of these individuals belong to populations at social risk and/or are family supporters, having little time to dedicate to studying outside the classroom.

The active participation of these students in the educational process is fundamental, which means daily stimulation, with a view to constant improvement through the development of awareness of the value of schooling and professional qualification. Thus, it is necessary to create a pedagogical political project based on principles, foundations, parameters and criteria that respect the diversity of individuals. In the context of secondary education, it is necessary to end with the exclusively preliminary view associated with this phase, which is only used to prepare for the national exams. This conception ends up affecting the high school model, which ends up centered on specific content, disciplines and performance in entrance exams. In Youth and Adult Education, high school should also be a stage that allows the global development of the individual, knowledge of the world and the sharing of experiences.

According to the proposal, the pedagogical political foundations that serve as the basis for the curricular organization of Youth and Adult Education are: (a) Curricular integration created through a democratic and participatory process of collective discussion, aiming at social and professional qualification; (b) Training school associated with a collective project of human emancipation; (c) Valorization of the knowledge acquired in the educational process; (d) Understanding of the times and spaces of training to which learners are subjected; (e) A relationship of autonomy and collaboration between students, teachers and the institution; (g) Work as an educational principle.

The understanding of the points highlighted as a basis for the educational process is fundamental for the effectiveness of the curricular organization, because it is a continuous and collaborative process, including for the students themselves. In this sense, Youth and Adult Education is a teaching modality that enables the experimentation of methodologies and dynamics to overcome rigid traditional curricular models.

The curriculum, which is a process of selecting and creating cultures, that is, knowledge, worldviews, skills, values, symbols, and meanings, must include:

- a) The definition of the human being as a historical-social being who aims to satisfy his needs through the actions he has with nature. From these actions, knowledge is produced, such as the synthesis of the transformation of nature and of oneself;
- b) An integrated or total perspective to overcome the separation and disarticulation of themes;
- c) The integration of social knowledge and extra-school educational phenomena: "the knowledge and skills acquired by the student through informal means will be measured and recognized through examinations" (Brasil, 1996, §2, Art. 38, LDB).

- d) The experience of the learner in the construction of knowledge, through his participation and engagement with the themes.
- e) The rescue of training, participation, autonomy, creativity and pedagogical practices from teachers;
- f) The interference of individuals;
- g) Interdisciplinarity, transdisciplinarity and interculturality;
- h) Dynamic construction, including participation;
- i) Constant investigations and reflections.

In addition to a specific curriculum, it is also necessary to consider the evaluation methods used in PROEJA, because learning is not limited to the mere apprehension of technical knowledge, but is procedurally constituted through the observation, elaboration and systematization of the contents in a dialogical way, including the experiences of each student and the culture in which they are inserted. In this sense, the evaluation has the role of monitoring this complex process, through the analysis of the development of the pedagogical proposal, being beyond the classification of students between "approved" and "failed". The forms of evaluation can be: (a) diagnostic, used to identify and structure teaching considering the difficulties commonly presented by students; (b) procedural, to recognize the different learning times, considering the pace and the particular needs of each individual; (c) formative, in which the student reflects on an activity developed to observe the mistakes made to identify what he needs to acquire to complete the task more efficiently; (d) summative, consisting of an analysis of the individual's performance in a given period, which can be carried out by mentions, reports or notes. Evaluation is understood as a certificate of the particular learning process, identifying possible obstacles that the student may have.

In view of the specificities of Youth and Adult Education, it is necessary to assume Youth and Adult Education as a specific field of knowledge, which implies investigating, among other aspects, the real learning needs of students; how they produce/produced the knowledge they carry, their logics and strategies to solve problems and face challenges (Brasil, 2007). In addition, the base document highlights "that a basic guiding aspect is the rupture with the structural duality of general culture versus technical culture" (Brasil, 2007, p. 35). In other words, it seeks a comprehensive education of the student and not only the preparation for the job market. In this sense, the document emphasizes that the curricular proposal must be guided by specific, clear and well-defined principles that take into account the profile and real needs of all those involved, offering answers consistent with the nature of the education they seek. Thus, in addition to professionalization, such principles must value training for life,

considering generational, gender and ethnic-racial relations as foundations of the human formation and the ways in which social identities are produced. Students are multifaceted and should not be reduced to their role in the labour market alone.

From the reading and analysis of the document, it was possible to understand that no "formulas" were presented for the elaboration of the curricular proposal. We realized that each school had to/should take on the challenge of thinking about a pedagogical proposal for a heterogeneous and diverse public, whose specificities would require an attentive and constant look. This non-prescriptive character of the document can be observed when we analyze what the text points out about the curriculum. It is emphasized that the curricular organization is not pre-established, being a continuous, procedural and collective construction. In addition, the document defends the overcoming of traditional, disciplinary and rigid curricular models, justifying that Youth and Adult Education requires it.

Finally, the PROEJA Base Document also addresses the issue of continuing education of teachers. By highlighting Youth and Adult Education as a specific field of knowledge, the document points out that in order to act in this sphere, it is necessary to have a corresponding training of teachers. To do so, teachers need to immerse themselves in the universe of issues that make up the reality of this public, "investigating their ways of learning in general, so that they can understand and favor these learning logics in the school environment" (Brasil, 2007, p. 36)

From the context explained, we understand that the Base Document emphasizes that the school can contribute to the integral formation of working students, seeking to ensure their permanence for effective, critical, reflective learning and focused on human formation. It also explains the importance of integrative pedagogical practices, at the conclusion of the professional stages, for a more effective participation of these students in the labor market and in the development of greater autonomy in the face of daily life in society.

Throughout the proposal, it is described in detail, suggestions, so that the Institution and the teacher are able to reflect on the points to be improved or reviewed in the learning of the class as a whole, or of specific students and pedagogical practice, not bringing specific points for each curricular component. However, it is important to note that this document, as a guideline, presents itself as a possibility, but not a guarantee of effective implementation in the praxis of teachers working in the modality. "The change in pedagogical practice in Physical Education depends to a large extent on the processes of initial and continuing education, with emphasis on the latter." (Bracht, 2019, p.181)

4 DISCUSSION

4.1 PHYSICAL EDUCATION AND PEDAGOGICAL PRACTICE IN

According to Saviani (2003), after the post-dictatorship political opening in Brazil, reflections on Brazilian education were intense. In the field of physical education, we are experiencing the same period of ebullition and desire to transform what was established, that is, the authoritarian culture disseminated by the state of exception. In fact, from the 80s onwards, the social function that the educational system had been performing began to be questioned and criticized by progressive sectors of society. This criticism denounced the reproducivist role of education, since it contributed to the reproduction of the current social models and the *status quo*.

In the scenario of national Physical Education, important debates, debates and movements are organized that, among other characteristics, had the merit of tensioning the current relations in the area, with an intense movement of questioning and contestation of the practices and public policies of the time. Based mainly on the biologization of human movement, they were materialized through sportsmanlike practices, basically aiming at the training of athletes and the development of physical fitness, developed through a technicist pedagogy. (Caparroz, 2007, p. 9).

At the end of the 20th century, then, new and unprecedented conceptions about Physical Education were elaborated, in an attempt to break with the previous methodology. This was due to productions critical of the instrumental and biological character of the discipline, centered on the docile, strong, healthy and alienated body, aimed at the domination of the upper classes over the working classes. According to Bracht (2002), this movement influenced the development of progressive and/or critical pedagogical proposals. Such proposals aimed at the construction of alternatives for the pedagogical practice of Physical Education, aiming not only at the construction of alternatives to answer the question about how the educational process should be conducted, but also at effective changes regarding philosophical and didactic-methodological issues that could concretely influence and give sustainability to the pedagogical practices of the discipline.

Although much progress has been made in the theoretical field and in academic works, the pedagogical practices of physical education within the school have changed little. It is true that theoretical reflections, debates and theoretical and ideological clashes within the field of Physical Education can contribute to change (Bracht, 2002), however, the task of transforming a reality presents many obstacles. On the one hand, there is a macro-structural problem, in which economic, political and cultural determinants act. On the other hand, there are obstacles at the level of micro-structures, that is, those linked to the plan of the agents that make up the school. With regard to practical changes, intervention in microstructures seems to us to be more viable. Otherwise, the advancement of pedagogical practices would be impeded, waiting for a transformation of social macro-structures.

It is noticeable, however, that the adhesion to these proposals is broad in the academic environment, but still very small among those who are in activities in school institutions". In fact, the accumulation

of proposals is not accompanied by effective changes in the school routine. (Lovisolo, 1995, p. 41).

Pedagogical practices in Physical Education also carry the instrumental character of traditional activities. However, according to Caparroz (2007), these practices are not compatible with the objectives of current emancipatory education: they do not allow Physical Education to be seen as a school subject with the purpose of forming individuals endowed with critical capacity, political and autonomous subjects. This curricular component is going through a process of necessary redefinition, since its old legitimizing practices have lost meaning and space.

For the formation of the working class, what stands out from the perspective of bourgeois education are those disciplines that will be able to develop, in a more immediate way, the skills necessary for a pragmatic entry into the precarious labor market. Competencies that currently, physical education under the prism through which it was historically developed, no longer serves. Physical education, among other disciplines that are relegated to the background, can contribute mediately to human formation under the logic of capital, but no longer immediately as in the past (Maciel, 2013, p.13)

For Gonzáles and Fersteinseifer (2010), Physical Education is in a historical moment, in which the discourse that legitimized traditional educational practice is in a situation of abandonment. On the other hand, a new way of legitimizing practices finds serious difficulties in constituting itself in the school space.

Medeiros (2020), in his study on the adaptive processes of Physical Education to the curriculum of Vocational Schools of the Federal Network of Education, Science and Technology, points out that even removing the condition of exemption of working students from the night course for the PROEJA public, the law added to the sportive pedagogical proposal of Physical Education, results in the emptying, or even in the cancellation of physical education classes for students. For the author, this whole context signals, once again, the need for deeper changes in the practices of the discipline in these spaces.

It is necessary to understand the school as a space-time permeated by clashes about the legitimacy of the different contents of the curriculum. Being a curricular discipline, the school must propose a contextualized practice so that physical education is characterized as a pedagogical social intervention, a way of generating, building knowledge through the body.

The link between Physical Education and the pedagogical proposal of the school, if, on the one hand, it suffers from the same limitations that accompany formal education, on the other hand, it can represent debates and permanent contributions in the school context, from which the component is generally absent. Professionals in the area are invited to reflect and build knowledge for a justified practice. More than that, "to think of a knowledge that develops, throughout the school years, in complexity and creativity" (Gonzáles and Fersteinseifer, 2010, p. 13). Thinking of physical education as a contribution

important for the formation of students, recognizing their field of knowledge, having a commitment to the knowledge produced and the articulation of their pedagogical practice with the other disciplines

The authors Carvalho (2017), Medeiros (2020), Silva (2014), Maciel (2013) agree that it is necessary to deepen the debate on the object of knowledge of school physical education far beyond sportsmanship. It is necessary to have a critical and counter-hegemonic dialogue about the function of sport in school Physical Education and about the body culture of movement, a product of the very culture in which the subjects are inserted. Physical education, being a space/time of social intervention of a pedagogical nature, must stop using movement in a mechanical and systematic way, worrying only with biological aspects and sports competitions, and must adopt a transformative view of individuals, so that they can act in life in an emancipated and autonomous way. Finally, for Gonzáles and Fersteinseifer (2010), thinking of Physical Education as an important contribution to the formation of students, recognizing its field of knowledge with the body culture of movement, means understanding the discipline as a mediation between the students' culture and the school culture, dealing with a dimension of culture, articulating its pedagogical practice with the other disciplines of the curriculum.

5 CONCLUSION

The Ministry of Education prepared the aforementioned Proposal, with methodological teaching options aimed at guiding the pedagogical practice of the teacher working in Youth and Adult Education. Historically, Physical Education has been in the background, given the presence of prerogatives, which made it difficult to materialize. However, the difficulties previously imposed have been gradually reduced through curricular proposals that are being produced (at the national, state and municipal levels), taking into account the specificities of this curricular component in Youth and Adult Education, enabling reflections, orientations and possibilities of new theoretical-methodological organizations.

Therefore, we understand that school disciplines are not blindly submitted to official guidelines, but that curricular formation is a malleable and active process, which allows a fluid relationship between disciplines and academic theorizing, enabling changes. Only in this way is it possible to solve the impasses and specific problems of curriculum formulation, guiding decisions in the specific contexts of each community and evaluating the dynamic school context so that we can indicate reflections and the improvement of curricula and pedagogical practices. In this sense, in line with the Base Document presented here, we call attention to the importance of new methodological practices, in which the teacher has a mediating role and considers the needs and educational realities of the students, the characteristics of the teaching modality and the



current institutional pedagogical political project. Thus, the reflections on the contribution of Physical Education to the educational project, far from prescriptive intentions, lies in thinking about the possible pedagogical interventions in the field of knowledge of Physical Education in school. In this sense, it is necessary to

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