

PUBLIC CALL FOR THE SEARCH OF THE EJA PUBLIC FOR KNOWLEDGE CERTIFICATION AND INCREASING SCHOOLING: A METHODOLOGICAL PROPOSAL OF IFSC (THE FEDERAL INSTITUTE OF SANTA CATARINA)

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INTRODUCTION

The Educational Project for Youth and Adult Education (EJA) at the Federal Institute of Santa Catarina (IFSC) was developed within the framework of the Permanent Commission for the Integration of Social Programs of the IFSC (CIPS) in the Pro-Rectorate of Education, which has undertaken efforts in the sense of rethinking the education for workers in the institution.

This project, whose main objective is to propose guidelines for a more adequate educational offer to workers with discontinuous school trajectory, is materialized in the Guidance Document of the EJA in IFSC - DOE (IFSC, 2017).

It is worth noting that this document meets the provisions of the Law on Guidelines and Bases of Education - Law 9.394 / 96, which in articles 37 and 38 defines the EJA as a modality of Basic Education and explicitly states the responsibilities of public power to this part of the population.

§ 1o Educational systems shall ensure free educational opportunities for young people and adults who are unable to undertake studies at the appropriate age, taking into account the characteristics of the student, their interests, living and working conditions, through courses and examinations. § 2o The Public Power will enable and stimulate the access and permanence of the worker in the school, through integrated and complementary actions between them (BRASIL, 1996).

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In this search for a more adequate offer for the EJA in the Institution, it was verified that in addition to more appropriate pedagogical projects of the characteristics of young people and adults and more efficient⁶ processes of income to attend this public, it was necessary to carry out the search for candidates for working students who do not access the institution because they do not feel they belong to this educational space.

After all, Youth and Adult Education came to these institutions as a foreign body to them, since, such educational establishments select their students through classificatory exams, which makes the subjects of the EJA rarely be contemplated with these institutions. (RAMOS, 2011, p.73).

Although the reality cited by Ramos (2011) has changed due to an awareness that the most appropriate admission process for the public of the EJA is done by raffle, the problem now is of another nature, which is: what to do so that the EJA claimants reach the institution?

It was in an attempt to solve this question that the IFSC, through the Permanent Commission for the Integration of Social Programs (CIPS), conceived the methodology of public calls, object of this article, for the search of the EJA public.

The launching of calls for proposals, an integrated action between the Pro-Rector of Teaching and Pro-Rector of Extension, was the path chosen by CIPS to contemplate the EJA equalization function foreseen in *Parecer 11/2000*, which regulates the National Curriculum Guidelines for Youth and Adult Education.

Reentry in the educational system of those who have had a forced interruption by failure or school drop out or even by unequal opportunities of permanence or other adverse conditions, though late, should be hailed as a corrective, repair of archaic structures, allowing individuals new insertions in the world of work, in social

⁶ IFSC has the Admissions Department at the Rectory and people responsible for this at the campus admission. However, the processes of access to the institution are usually thought of in a global and uniform way, and, in most cases, do not include the specificities of the public of the EJA. It is necessary to think of more efficient ways of disseminating vacancies, selective processes and enrollments in order to reduce the gap between what is practiced and what is demanded by this part of the population. An alternative is to issue promotion notices that provide specific funds to think about the entire admission process, from the appropriate publicity material / public calls (font size, image, direct phrases, highlighting how to register, among others) to composition of specialized team to attend this public.

life, in spaces of aesthetics and in the opening of channels of participation. To do so, more vacancies are needed for the “new” students, who are demanding a new opportunity for equalization. [...] those who are disadvantaged in access and stay in school should receive proportionately greater opportunities than others. By this function, the individual who has had his education interrupted, for any reason, seeks to reestablish his school career in order to regain the opportunity of an egalitarian point in the conflictive game of society. (BRASIL, 2000, pp. 8-9).

The active search calls issued by IFSC have as goals, among others: to identify the demand for schooling increase and recognition of professional knowledge of workers; to recruit groups of workers for the educational offer of EJA-EPT (Proeja and Certific); compose a database with potential public to offer EJA-EFA; integrate extension and teaching activities; the educational offer for the public of the EJA.

It should be emphasized that the active search is inserted in the concept of Inclusive Income, one of the eight⁷ elements considered fundamental for the educational offer of the EJA at IFSC.

The Inclusive Entrance is defined in the DOE “Adequacy of the process of entering the public of the EJA through active search, simplification of the public calls, registration and enrollment.” (IFSC, 2017, p.35). And the Active Search, in turn, is to:

Initiative or the set of initiatives of IFSC to find, contact and establish dialogue with formal and informal workers, unemployed, young people, indigenous people, foreigners, among other social groups that usually do not have access to the educational offerings of the institution, preferably developed by NEIPS⁸. (IFSC, 2017, p.58).

⁷ The eight elements, which appear in the Guidance Document of the EJA at IFSC and that emerged from the conception and the offer of pilot projects, are: Integration of Social Programs; Inclusive Income; Recognition of Professional Knowledge; Social Time; Worker-student follow-up; Specialized Nucleus in the Integration of Social Programs (NEIPS); Integrated Curriculum in EJA; and Teachers and Students Group.

⁸ NEIPS - It is a Specialized Nucleus in the offering of *PROEJA* and *CERTIFIC* in compliance with other Social Programs in an articulated way with *CIPS* to foment the educational offer for the *EJA* at IFSC. The Core is specialized because it assumes the participation of servants that have experience with the subjects of the Social Programs, and the training of the team that compose it. (IFSC, 2017, p.57)

THE EJA'S PUBLIC SEARCH

When identifying demand for schooling increase and recognition of professional knowledge of workers and compose a database with potential public to offer EJA-EFA, the institution takes a few steps toward compliance with *Goal 10* of the National Education Plan (BRASIL, 2014a), which is “to offer at least 25% (twenty-five percent) of the enrollment of youth and adult education in primary and secondary education, in an integrated way to professional education.”

In addition, by recruiting groups of workers for the EJA-EPT (Proeja and Certification) and making education available to this public, the institution is moving towards compliance with the *Decree 5840/2006*, which creates the National Program for the Integration of Vocational Education with Basic Education in the modality of Youth and Adult Education and in its second article says that:

In 2006, the institutions mentioned in the paragraph will provide PROEJA, with a minimum of ten percent of the total enrollment fees of the institution, based on the number of enrollments in the previous year, increasing this offer in 2007 (BRASIL, 2006).

It should be noted that IFSC, like most TVET Federal institutes, does not comply with what *Decree 5840/2006* establishes, and its percentage of supply for Proeja is far below that, which was established by law, “as a decade ago these subjects were already on the agenda of IFSC, but are more at the level of teacher training and debate than effectively in the supply and expansion of vacancies. (HICKENBICK, *et al.*, 2015, p.11).

IFSC had its first announcement of Active Search launched in 2017. The deadline for execution was July to December 2017; the purpose of this announcement was to promote the offer of Certification: to identify the demand of workers for the recognition of professional knowledge, to design a pedagogical project for professional certification (PPCP), to make its offer feasible and to improve recognition, evaluation and certification methodologies of professional knowledge.

It is noteworthy that in the educational project of IFSC the *EJA*:

[...] is an offer that goes beyond a program of elevation of schooling (*PROEJA*); is broader than a process of recognition of knowledge (*CERTIFIC*); more comprehensive than a gender program (*MIL / SIM Women*); and also goes beyond a program of access to Technical Education (Pronatec). It is a matter of thinking about this offer in an integrated and more appropriate way for adult workers, young adults, but above all, worker students. (IFSC, 2017, p.9).

This public call provided up to 8 projects, but there were only 3 submissions, which can be seen in table 1. The financial assistance for each project was stipulated: 5 installments in the amount of R \$ 250.00 for 1 coordinator and 5 installments in the amount of R \$ 100.00 (one hundred Reais) per month, for up to two (2) extension students. The resource received by the coordinator was intended to subsidize the development of the project's planned activities for spending on consumables.

The second and third public calls of Active Search for Workers were launched in 2018. The first one with a deadline for execution from April to June of that year and the second one, launched in December, had execution deadline from December 2018 to April of 2019.

One of the goals of the calls for proposals was to identify the demand of workers for *Proeja* and / or *Certific* and to conceive a Pedagogical Project of Course (*Proeja*) or a Pedagogical Project of Professional Certification (*Certific*), or a Pedagogical Project (Certificate integrated with *Proeja*), as well as the construction of an entrance public call that can reach the demand to make the offer of the course or the professional certification process feasible, in the case of *Certific*.

The available amount for each of these calls was R\$ 15,400.00, to promote up to 11 proposals. The resource for each contemplated project was a single installment in the amount of R\$ 600.00 for one (1) coordinator and R\$ 800.00 for one extension student, paid in two installments of R\$ 400.00 for the call for the first semester proposals and in a single installment of R\$ 800.00 for the announcement of the second semester, due to the date of launch (December requires resources to be invested in that year).

The contemplated projects can also be checked in Table 1. There were nine proposals referring to the announcement of the first semester and five of the second.

It is important to note the importance of conducting the “active search” for the Active Search call, that is, it was necessary for *CIPS* members

to attend meetings with the heads of education, as well as make phone calls to talk with strategic people on the campus in order to publicize the public call and raise the awareness of the workers for their execution; this last task is not always easy, given the resistance to these educational offers which is an existing issue in federal institutes.

The closer is the relation between the commission committee in charge of the design and issuance of the call with the workers of the campus, the greater the likelihood of establishing partnership and adherence of workers.

It is also important the observation of the idea of fostering active search began to be generated during the III IFJA EJA Forum held in 2016, at the suggestion of one of the participants. Here we reaffirm the importance of ensuring collective “discussion spaces” in the institution such as those that have been the IFSC’s EJA Forums that happen every two years since 2012.

Call	Campus	Proposal
PROEX-PROEN CALL Number. 01/2017 - Institutional Support for Projects for CERTIFIC Offer Up to 8 projetos	Xanxerê	Welders of the Coated Electrode Process: recognition, evaluation and certification of knowledges. Coordinator: JULIO CEZAR BARCELLOS DA SILVA
	Caçador	Professional Pedagogical Certification Project (PPCP) - Process of Recognition and Certification of Professional Knowledge - CERTIFIC – Sales Professional Qualification. Coordinator: FERNANDO AUGUSTO GROH DE CASTRO MOURA
	São Carlos	Process of Recognition and Certification of Professional Knowledge - CERTIFIC - Professional Qualification of Masonry and Masonry Building Coordinator: ISRAEL DA SILVA MOTA

Chart 1: Contemplated campuses in the three Active Search Calls of IFSC - 2017 and 2018 (continued)

Call	Campus	Proposal
PROEX-PROEN CALL Number. 01/2018 – Active Search of Workers Up to 11 projects	Caçador	Active Search – Caçador campus Coordinator: SIBELI PAULON FERRONATO
	Canoinhas	Citizenship: demands for EJA in the Advanced Prison Unit of Canoinhas. Coordinator: CICERO SANTIAGO DE OLIVEIRA
	São Carlos	NETWORK OF COOPERATION: For an integral formation of the collective of workers Coordinator: FELIPE JOSE SCHMIDT
	Garopaba	Professional Certification for Environmental Drivers at Garopaba Campus Coordinator: MICHELINE SARTORI
	Criciúma	Criciúma Active Search for Certificates - Aluminum Frame Editor Coordinator: MARISILVIA DOS SANTOS
	Continente	Active search for workers for the PROEJA course of Bakery technician Coordinator: MEIMILANY GELSLEICHTER
	Gaspar	Active Search for workers - Gaspar and Blumenau Coordinator: IDCE IHLENFELDT SEJAS
	Chapecó	Search of workers Coordinator: GREGORY CHAGAS DA COSTA GOMES
	Canoinhas	Active search of public for creation and offer of the Electrical Installations course, in the form FIC PROEJA, CERTIFIC or PROEJA- CERTIFIC Coordinator: LUCIANA CRISTINA DA COSTA

Chart 1: Contemplated campuses in the three Active Search Calls of IFSC - 2017 and 2018 (continuation)

Call	Campus	Proposal
PROEX-PROEN CALL Number. 02/2018 - Active Search of Workers Up to 11 projects	São Carlos	NETWORK OF COOPERATION: For an integral formation of the collective of workers Coordinator: FELIPE JOSE SCHMIDT
	Caçador	PROEJA is for you! Coordinator: SANDRA ELISA MIOSSO
	Chapecó	IFSC for workers! Coordinator: GREGORY CHAGAS DA COSTA GOMES
	Criciúma	Active Search of Workers for Work Safety Technician – PROEJA Coordinator: MARISILVIA DOS SANTOS
	Araranguá	Active search of workers for the offer of the CERTIFIC program at the IFSC - Araranguá campus. Coordinator: ARIEL TEIXEIRA
Xanxerê	Active search of workers with incomplete training of technician in Mechanics for certification. Coordinator: LUIZ LOPES LEMOS JUNIOR	

Chart 1: Contemplated campuses in the three Active Search Calls of IFSC - 2017 and 2018 (conclusion)

SIGAA (https://sig.ifsc.edu.br/sigaa/public/extensao/consulta_extensao.jsf)

METHODOLOGY

Once the call was received, the campuses were instructed to prepare a work plan containing the actions to be carried out, as well as a schedule of execution. The table showed below - table 2, shows the compilation of the actions carried out by the campuses.

Survey of the family profile from the cadastral data available in the Department of Admission and dissemination through students, servants and employees.

Chart 2: Active search actions performed by campuses (continued)

Informal advertising from IFSC students and from IFSC graduated students.
Dissemination in radios, televisions and local and regional social networks.
Disclosure by means of sound cars, posters, among others.
Contacts with companies of a specific branch or sector.
Relationship and partnerships with other educational spheres (municipal, state);
Presence of the IFSC in different locations and events, for attracting the attention of visitors;
Visit to public schools in the municipality and region.
Visit to potential partner institutions (CRAS, prisons, churches, associations, cooperatives, Trade Unions, CDL, SINE, Municipal and State Secretaries of Education, etc.).
Direct dialogue with the target public, regardless of the productive sector or social context.
Adaptation of the text of institutional documents (papers, disclosure documents) to facilitate understanding.

Chart 2: Active search actions performed by campuses (conclusion)

In summary, the methodology for the search of student-workers through Active Search presupposes, on the part of the Rectory, the conception and the launching of papers, as well as the promotion of the campus; and the campus, in turn, need to elaborate a work schedule containing actions that can identify the demand; to design pedagogical projects of course (Proeja) or pedagogical projects of professional certification (Certific); prepare Admission Calls; and carry out the educational offer.

In order to better illustrate the process, the path tracked by one of the campuses that was selected for the call is described below - the Caçador Campus.

The experience in the campus of Caçador, which project was entitled *PROEJA é para você!* was made possible through the resources provided by PROEN / PROEX Call number: 02/2018. The purpose of the project was to identify, contact and establish dialogue with potential audiences that presented a demand for qualification and training, but did not know or could not have access to the educational offerings offered by the institution.

The offered course was the Professional Qualification in Computer Operator integrated to the High School in the EJA modality, which was coordinated by the servant Elisa Sandra Miosso, the project team was composed of two extension students - one scholarship holder and one volunteer - and six other servants, who planned and carried out specific publicity actions, in order to approach the public in question.

Firstly, it is worth mentioning that Caçador Campus had already offered two courses aimed at the public of PROEJA in previous years, and in none of them resources were used for the realization of Active Search. The offered courses were Professional Qualification courses in the Assistant Industry for Plastics Industry integrated into the High School in the EJA modality, with forty vacancies made available in the second half of 2016 and another forty vacancies made available in the first semester of 2018. In none of these occasions there were more than sixty vacancies.

Considering that the course would begin on February 19, 2019, a series of activities were concentrated in the period from January 14 to February 9 of this year. At first, folders and posters were distributed to companies, with a quick explanation of the course to be offered. Afterwards, visits were scheduled in which a more detailed conversation about the course was possible. It has been visited by medium and large companies of the municipality, through conversations with the Human Resources area, through micro and small companies of the most varied segments, such as: clothing, wood and pulp processing, commerce in general, tannery, markets, bakeries, gas stations, hotels, outsourced service providers (cleaning, surveillance), bars and restaurants.

In addition to the companies, there were twenty-two municipal health posts, three unions, six municipal agencies, four churches, seven schools and five representative associations. At another time, a publicity service was contracted via a sound car, and a virtual announcement was made on the campus website and on the social networks of all students of the campus. The disclosure was also made directly with the students in the classrooms.

On Saturday, February 9, when the city's commerce was heavily busy, the project executing team and other servants from the Caçador campus circulated and distributed pamphlets downtown and in the neighborhoods around the city, leaving graphic material for shopkeepers and clients, as well as talking to interested people who were headed to a point of disclosure that the team installed downtown. Finally, an interesting network of relations with the local press was established,

with the realization of interviews in the radio, means of great reach to the public resident in the cities of the countryside.

On the scheduled day for the registration and the raffle, the campus received one hundred and twenty candidates interested in the forty vacancies offered. This number far exceeded the previous tickets, which did not count with the project entitled *Busca Ativa* (Active Search). It was possible to fill all the vacancies with only two Public Calls, which greatly facilitated the beginning of classes, the administrative work and, above all, the pedagogical work and inclusion of the public of the EJA in the institution. In addition, after the entry process many of the candidates on the waiting list continued to contact the institution to know if they could get the job. Also, people who did not participate in the process telephoned for taking the course.

Through the reports of the teaching staff that teaches this course, it is noticed that the profile of the group matches with the public of the EJA, formed by student-workers, with interest, commitment and a lot of willpower to return to their studies. Through the Active Search it was possible to really find the priority public and bring it to the institution and, more than that, to bring the institution closer to the community of Caçador.

The detailed resource of R \$ 600.00 received by the coordinator for the execution of the project were distributed as follows:

- a) R\$ 40,00: for the confection of a band of 2m x 0.7 cm with the sentence “ALREADY 18 YEARS OLD AND YOU HAVE NOT FINISHED THE HIGH SCHOOL? CONTACT US “used on the day of disclosure in the city center;
- b) R\$ 4.50: for printing of promotional material - flyers for delivery to a commercial establishment that made the disclosure to all employees. R \$ 2.50 of this amount, was donated, as it exceeded the total budget;
- c) R\$ 200,00: advertisement insertion paid in local radio, with 10 insertions in the two days (12 and 13/02) that preceded the date of the admission process at the times of the highest audience;
- d) R\$ 358.00: production of spot and sound car circulation, carried out in the two days (12 and 13/02) that preceded the date of the admission process in all the districts of the city, with a longer duration in the neighborhoods of greater population concentration and that, by the characteristic, concentrate the greater portion of the target audience.

The total expenses amount were R\$ 602.50, exceeding R\$ 2.50 of the estimated budget, which was previously mentioned. The purchase of flyers and posters, was executed with money from the campus, provided for in the PAT (Annual Work Plan) of 2018, as it was considered essential to the realization of the disclosure, by the campus, even though this project was not approved. The value was R\$ 260.00, referring to the making of 1500 A5 flyers and 250 A3 flyers (posters) were distributed in several spaces of the municipality, as already described above.

Finally, we quote the opinion of the project coordinator, Sandra Elisa Miosso: “Here on the Caçador campus we had a successful reflection of the PROEJA active search, bringing 120 candidates for the 40 vacancies. We made a decentralized announcement with simultaneous registration, raffle and enrollment.”

FINAL CONSIDERATIONS

As results of the methodology presented here, some elements can be highlighted:

- a) Disclosure of the institution in the community around the campuses that did not know that IFSC is a public and free educational institution - recurrent situation in the campuses located in the countryside due to the expansion of the network; or that did not know that IFSC has an EJA public offering – which is understandable through the aspects of the history of the federal institutes that very recently and timidly inserted, this modality among its educational offerings.
- b) Approximation of the institution to possible partners: neighborhood associations, CRAS, municipal and state education networks; prisons; companies; collective of workers.
- d) Approach with the strategic public establishing dialogue and identifying the demand to build more appropriate offers to this public;
- e) Collective construction of the Pedagogical Project of Course or Professional Certification;
- f) Adaptation of institutional documents on account of identified demands (entrance calls, institutional disclosure material, EJA guiding document, EJA policy, certification resolution);

- g) Monitoring the flow of enrollments and students, in order to prevent scholl dropouts;
- h) Expansion of the EJA offer.
- i) Approximation of the dialogue between campus and Rectory through the Commission for Integration of Social Programs.

The active search bids converge to the political positioning that, according to the IFS Guidance Document at IFSC (IFSC, 2017), looks at two socioeconomic aspects: one is that people “in social vulnerability tend to have greater difficulty understanding that the educational services of IFSC are free, of quality and available to them “(IFSC, 2017, p.37); the second is that

most of these people have a young and adult profile, and it is more difficult for them to conclude their studies (demanding more personal effort) and to dedicate themselves to traditional teaching schedules and routines (conflicts with working hours, daily workload, family responsibilities, financial difficulties, health problems, transport limitations, etc.) (IFSC, 2017, pp. 37-38).

As a result of this methodological proposal we can mention: the involvement of 10 campuses in the accomplishment of activities of active search for the public of the EJA; 8 approved projects, being 4 professional certification projects and 4 course projects (Proeja), covering the following areas: Electrical Installations, Buildings, Baking, Environmental Conductor, Mechanics, Sales, Informatics and Agroecology.

Of the approved projects, one of them happened at the Criciúma Men’s South Penitentiary (Certification in Aluminum Frame Builders), which was an unprecedented experience in Brazil: process of recognition and certification of professional knowledge through the Certific for convicts who develop labor activities within the Penitentiary.

Finally, it is of great relevance emphasizing that this work is characterized as a methodological proposal that brings among its goals, the fulfillment of a legal demand established by the Decree 5840/2006, which is to make at least 10% of the total of the entrance vacancies of the institution (federal institutes) available for the public of the EJA; and, more than that, to fulfill a social demand of more than 80 million Brazilians aged 15 years or more without basic education (PNAD, 2013).

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