

147 - THE CHALLENGES OF HOME EDUCATION IN BRAZIL

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INTRODUCTION

The profile of Brazilian education has suffered a serious tear in the conditions of teaching and learning of students in public and private schools throughout the ages. These facts can be proven when analyzing consolidated data from 1995 to 2005, as the tests applied in SAEB - National Assessment of Basic Education that are revealing: in reading, for example, 95% of students who completed the fourth grade Elementary School presented a performance below the minimum expected for this level of education, and more than half of that group of people can barely read. And yet, only about 5% of these students have in reading performance deemed appropriate by SAEB. No less than 95% are split between the disastrous and the result below the minimum expected for both students in the public and the private network. For the results of SAEB 2008, the data show a small improvement 172.31 points to 175.77 following a very significant learning. According to Silva (2009), this dramatic landscape has been ratified by testing under the Program for International Student Assessment (PISA), an initiative of the Board of Education of the Organization for Economic Cooperation and Development (OECD), which also showed that 55% of adolescents aged 15 to 16 years show that reading performance in fall at level 1 or below 1, the range of competence, accounting for students not able to find even basic information in a written text, called thus "functionally illiterate". Confirmed the need for the stresses of teaching learning process in Brazilian education, the lack of commitment of the parents with their children, lack of ethical commitment of many teachers, violence in which victims are students and teachers in the school environment, the infrastructure of schools, the excessive amount of students per class and therefore the wear of teachers devalued by an arbitrary and exclusionary politics.

Education in Brazil the way it is done has serious limitations, which worries researchers in the area and parents who are confronted with a scene of chaos and worrying that grows in Brazil, mostly underground, the type of education called Home Education.

The Home Education, also known as homeschooling, can be regarded as the education of children received at home by parents or professionals hired for the purpose of teaching certain pre-set goals. For Petrie, Windrass and Thomas (1999, p.6) "Home Education can be defined as a full-time education of children in the home of his parents or guardian or by a professional designated by the parents or guardians." Its objective is to combine the benefits of formal education with home education, but present in their context, characteristics such as flexibility and the possibility of several attempts to find a solution to a given situation.

Home education adopted in many countries such as Canada, England, Mexico, Germany and some states of the United States of America brings about more than 2 million children around the world. In Brazil, there is no official data on this mode of education, however, a bill has been under discussion in the House of Representatives in order to legalize homeschooling in Brazil.

THE FAMILY

The Home Education demonstrated by studies in countries where this practice is legal that children have great confidence in their ability to learn, scientific curiosity, high self-esteem and social maturity often lacking in school children.

The family is a dynamic reality in constant development and primarily responsible for the educational success of their children. According Kaloustian (1988), the family is the indispensable place for ensuring the survival and complete protection of children and other members, regardless of living arrangements or the way they are structured. It is the family that provides the contributions of affection and above all materials necessary for the development and welfare of its components. It plays a decisive role in formal and informal, is in his space, which are absorbed into the ethical and humanitarian values, and where to deepen the ties of solidarity. It is also within that build brands across generations and cultural values are observed.

Gokhale (1980), emphasizes that the family is not only the cradle of culture and the basis of future society, but is also the center of social life. A successful education of children in the family is going to serve as support for their creativity and their productive behavior as an adult. The family has been, is and will be the most powerful influence for the development of personality and character of people.

Still on the importance of family in the educational process, Rousseau (1999, p.08) supports the idea of an education, a priori, turned to the family where there is the possibility of providing training based on similar lines to the educational principles built for after then, when he was training the individual insert it in society corrupted by inequalities cannot be influenced. The author believes that "a public institution no longer exists, and can no longer exist because of no country, there can be no more citizens" so the need for education get in the family, with which we call education home, because now the individual knows neither the political functioning of society in which they live.

Thus, the possibility of evaluation and certification of the process that is involved and is built home education constitutes the social, educational, economic and scientific with a problem to be studied.

LITERATURE REVIEW

In 1994, a bill that addressed the 4657/94 homeschooling in Brazil was already filed with the opposite view because of no re-election committee. After 14 years, a new draft law 3518/08 is presented to the Chamber of Deputies and placed under discussion by experts in the area on enabling the deployment of home education in Brazil, since the number of fans this sport grows in Brazil, mostly underground, and around the world, especially in countries considered the first world is rounding up thousands of people. The data presented by scholars investigating homeschooling in countries where this practice is legal, show evidence of a quality education aimed at training the man who knows his rights and responsibilities as active citizens and critical of society they are inserted.

The Home Education has shown in studies that when well planned and organized becomes an efficient method of teaching and learning. Lyman (2000), in one of his studies which focused on education at home (homeschooling) and the media,

examined over 300 articles in newspapers and magazines. In them he found that the four main reasons to avoid conventional schooling were dissatisfaction with public schools, the desire to freely impart religious values, academic excellence, and need to build stronger family bonds.

In a study in the UK by Rothermel (1999), which investigated the preliminary analysis of the literacy assessments conducted sixty-six children aged between 6 and 10 years of age indicated that children taught at home have shown a high level of literacy, when contrasted with the levels of national success. Even when the children were described by parents or by themselves as "poor" readers, reached or exceeded the national average. The reading was not necessarily a priority for educators of homeschooling. All children whose families were investigated, after a random selection of children for the assessment of literacy, agreed to participate. Some parents, however, anticipated comments that their children would be unable to complete the test, yet were willing to try. It was observed that children, however, achieved a good performance. During the search, we found that parents were often unable to predict the abilities of their children. A possible cause of the lack of parental abilities of their children can be attributed to the fact that children educated at home are not subjected to continuous tests, however, are able to learn in a unique way, which often can be detected.

Shyers (1992), the University of Florida, defended a doctoral thesis in which he challenged the notion that children who stay home have a social development later. In their study, children aged 8 to 10 years were videotaped at play. The behaviour of each was observed by trained counsellors who did not know what the children who attended mainstream schools were and what were those under homeschooling. The study found no significant difference between the two groups in terms of assertiveness, which was measured by tests that assessed the social development of each child. But the videotapes showed that children educated at home by their parents had fewer behavioural problems.

Another study conducted by Knowles (1993) University of Michigan, to investigate 53 adults who experienced homeschooling found that over three quarters of the sample felt that being educated at home had actually helped them to interact with people from different levels of society. When asked if they would like to be educated at home, come back in time again, 96% answered 'Yes'. Factors that were commonly deployed by adults was investigated directed curriculum, the pace of individualized work, and flexibility of the program of study at home. None of the surveyed was unemployed or in need of social assistance and two thirds was married. Knowles concluded that the idea of the disadvantages for socialization in homeschooling was not supported by evidence, since the results showed the opposite.

And yet, in terms of social skills, social maturity, academic achievement, confidence and communication skills, members of the children educated at home are considered superior to those who attend formal education (Meighan, 1995; WEBB, 1990).

For Palacios (1995), the school is with the family, the social institution that has major repercussions for the child. The school not only involved in the transfer of scientific know culturally organized as works on all aspects of the processes of socialization and individuation of the child, as are the development of relationships, the ability to participate in social situations, the acquisition of skills related to communicative competence, the development of sexual identity, the pro-social behaviour and their social identity.

From the perspective of Bourdieu and Passeron (1982), the school is not exactly an institution essential for integrating the social order, is an institution that enables the reproduction of social inequalities through the spread and legitimization of values and representations of a class that has any a given society, the political and cultural hegemony over another, to the dominated or subordinate, using a model of social stratification.

Thus, the school cannot be characterized by the transmission of a neutral culture, but a culture considered legitimate for a given society. In education today, are predominant educational practices decontextualized, favouring an exclusive and uncritical education, which makes it feasible to search for alternative teaching methods.

Formal education from the perspective of supporters of family education detects the school environment the way it is currently, as a way deleterious to the moral and intellectual corruption, and on the principle of freedom that guides a free and democratic society, that parents are free to choose another type of education, perceived by new visions of how to run a quality education.

School violence also represented by indiscipline, detected as one of the reasons why parents opt for non-formal education grows and scares society as a whole showing a complete abandonment of meaningful educational relationships. About the consequences of the discipline process that carries forward the teachers, curriculum content, to work seriously driven, Silva (2002) reports:

This process has poisoned relations education in primary and occurs in both schools in the private and the public aid. But there are two distinctions which depend highlight a clear understanding of the distorting effect that we are referring. The first concerns the fact that in different scenarios of basic education there are different symptoms of indiscipline. In the scenario of the public, the poor arrangement of resources and material resources and unstable human resources agency, episodes of indiscipline explode loudly and imbue the environment with the aesthetics of violence. In the setting of the private network, where the arrangement of material resources as far as the human resources agency, is much better, episodes of indiscipline are "filtered" or "decanted" as to not hurt the eyes and ears of the world external or internal to the school and end up running down the crannies in the institutions in which they give to be quietly absorbed.

It can be noticed even in a formal educational concern of educators on how to how to perceive the teaching that originates in the education of teachers in day to day work in education. Mate (2007) to address the issue of education shows great unease about how one learns to be a teacher and track:

Expressed such suspicions questioning these forms of education, while I try to think, to seek, to invent, to identify other. The discomfort is related to reproduction in the classroom, ways of teaching that we learn at all stages of schooling, even receiving new clothing continue to produce the same effects. An example is the education reforms, which usually cause temporarily, some enthusiasm - although increasingly less intense. The reforms are, from time to time released and accompanied by effusive discourse toward new ways of treating and design education (content, methodologies, assessments, etc.), but the feeling is that nothing has changed ... It is even the case we ask whether a democratic education would necessarily linked to any formal retirement. I, however, that, as this would impede the exercise of freedom that characterizes a democratic school.

Despite some criticisms made by the institutions through educators and officials in the formal education,

homeschooling generally considered a subversive activity, resisted and expands over time. There is evidence that homeschooling threat of some implicit assumptions on which clings to the education system, for example, claims that "there is a significant body of knowledge and skills that children should learn", "children will learn a systematized knowledge in schools, "or" teaching is a highly specialized and complex, which can best be conducted by trained and authorized "(COMMON and MACMULLEN, 1986; MEIGHAN, 1984). However, to Broadhurst (1999) these assumptions can not resist what is truly shown through allegations of the parents when the option for homeschooling, as dissatisfaction with the curriculum content, conflict of values between home and school, the perceived inefficiency of the schools, a desire of parents to maintain family unity, concern about the adverse socialization as a result of school attendance, school violence through bullying, the regiments of the schools, absent or ineffective treatment for children with special needs and lifestyle family life (as a way of life for families traveling circus) (VAN GALEN, 1989; WEBB, 1990; BARRATT-PEACOCK, 1997, WERTES, 1989).

CONCLUSION

The homeschooling to expand with the passage of time in different countries needs to be questioned, studied and restudied in Brazil, seeking answers that can serve as parameters for the viability of families claiming an alternative education that meet your needs, now frustrated by an insufficient education in quality and supply. The family wishes to have the right to decide where and what their children will or should learn.

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THE CHALLENGES OF HOME EDUCATION IN BRAZIL

ABSTRACT

The internal and external evaluations related to Brazilian education point to alarming and worrisome when it comes to developing skills reading, writing or math students, which grows in Brazil, mostly underground, the type of education called Home Education. For legal scholars, such secrecy only occurs because the constitution of Brazil was made in a time when there was a need for such discussion, and that after 20 years, today, many other demands on society. Adopted in several countries such as Canada, England, Mexico, Germany and some states of the United States of America brings about more than 2 million children around the world. The results indicate that practice in favour of its adherents than the cognitive aspect, the fact that these children to integrate easily into a variety of social backgrounds and are accustomed to take responsibility within their families what they motivate themselves in their day the day. Children benefited from the freedom to develop their skills at their own pace through a flexible approach, as well as receiving a high level of parental attention. The input of parents and commitment, regardless of their socioeconomic status and educational level, may be the most important factor in child development and its progress.

KEYWORDS: Education, Home Education: Challenges

LES DEFIS DE L'EDUCATION DOMICILE AU BRÉSIL

RÉSUMÉ

Les évaluations internes et externes liés au point à l'éducation au Brésil alarmante et inquiétante quand il s'agit de développer des compétences en lecture, écriture ou les étudiants en mathématiques, qui croît au Brésil, principalement dans la clandestinité, le type de l'éducation, intitulé Education Domicile. Pour les juristes, un tel secret ne se produit que parce que la

Constitution du Brésil a été faite à une époque où il y avait un besoin pour une telle discussion, et qu'après 20 ans, aujourd'hui, beaucoup d'autres demandes de la société. Adoptées dans plusieurs pays comme le Canada, Angleterre, Mexique, Allemagne et dans certains états des États-Unis d'Amérique porte sur plus de 2 millions d'enfants dans le monde. Les résultats indiquent que la pratique au profit de ses adhérents que l'aspect cognitif, le fait que ces enfants à s'intégrer facilement dans une variété de milieux sociaux et sont habitués à prendre des responsabilités au sein de leur famille ce qu'ils se motiver dans leur travail quotidien la journée. Enfants ont bénéficié de la liberté de développer leurs compétences à leur propre rythme grâce à une approche souple, ainsi que de bénéficier d'un niveau élevé d'attention parentale. La participation des parents et leur engagement, indépendamment de leur statut socio-économique et niveau d'éducation, mai est le facteur le plus important de développement de l'enfant et ses progrès.

MOTS-CLÉS: Education, Domicile d'éducation: Les défis

LOS DESAFÍOS DE LA EDUCACIÓN HOGAR EN BRASIL RESUMEN

Las evaluaciones internas y externas relacionadas con la educación brasileña a punto alarmante y preocupante cuando se trata de desarrollar habilidades de lectura, escritura o matemáticas de los estudiantes, que crece en Brasil, en su mayoría bajo tierra, el tipo de educación llamado Educación hogar. Para los estudiosos del derecho, ese secreto sólo se produce porque la Constitución del Brasil se hizo en un momento en que había una necesidad de ese debate, y que después de 20 años, hoy en día, muchas otras demandas de la sociedad. Aprobado en varios países, como Canadá, Inglaterra, México, Alemania y algunos estados de los Estados Unidos de América, trae consigo más de 2 millones de niños alrededor del mundo. Los resultados indican que la práctica en favor de sus partidarios que el aspecto cognitivo, el hecho de que estos niños para integrarse fácilmente en una variedad de ambientes sociales y están acostumbrados a asumir la responsabilidad dentro de sus familias lo que motiven a sí mismos en su día del día. Los niños se beneficiaron de la libertad de desarrollar sus habilidades a su propio ritmo a través de un enfoque flexible, así como de recibir un alto nivel de atención de sus padres. La entrada de los padres y el compromiso, independientemente de su situación socioeconómica y nivel educativo, puede ser el factor más importante en el desarrollo del niño y su progreso.

PALABRAS CLAVE: Educación; Educación Hogar; Desafíos

OS DESAFIOS DA EDUCAÇÃO DOMICILIAR NO BRASIL RESUMO

As avaliações internas e externas referentes à educação brasileira apontam índices alarmantes e preocupantes quando o assunto é o desenvolvimento das competências leitoras, escritora ou matemática dos alunos, o que faz crescer no Brasil, na sua grande maioria clandestinamente, a modalidade de ensino denominada de Educação Domiciliar. Para estudiosos do direito, essa clandestinidade só ocorre porque a constituição do Brasil foi feita em uma época em que não havia a necessidade de tal discussão e, que após 20 anos, existem hoje diversas outras demandas na sociedade. Adotada em vários países como Canadá, Inglaterra, México, Alemanha e alguns estados dos Estados Unidos da América reúne aproximadamente mais de 2 milhões de crianças ao redor do mundo. Os resultados dessa prática apontam a favor de seus adeptos além do aspecto cognitivo, o fato dessas crianças se integrarem facilmente em uma variedade de contextos sociais e estarem acostumados a assumir responsabilidades dentro de suas famílias o que as fazem motivar-se em suas atividades do dia a dia. As crianças beneficiaram-se da liberdade para desenvolver suas habilidades ao seu próprio ritmo por meio de uma abordagem flexível, assim como, receber um elevado nível de atenção dos pais. A entrada dos pais e o empenho, independentemente de seu grupo socioeconômico e nível de ensino, pode ser o fator mais importante no desenvolvimento da criança e de seu progresso.

PALAVRAS CHAVES: Educação; Educação Domiciliar: Desafios

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