

**Panel: Good Intentions but not Reality Yet? University
Reforms to embrace Life Long Learning**

Chair: Hans G. Schuetze

Ana Ivenicki, PhD

***Department of Educational Studies, Federal University of Rio de Janeiro,
UFRJ, Brazil, Researcher for the CNPq***

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**Wider access, changing national demographics and international mass
migration: implications for higher education reforms and policy**

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Objectives

- Present an overview of changes over the last five or so years that make HE more accessible and open for non-traditional learners
- Analyse how Higher Education Institutions have changed and diversified, benefiting non-traditional learners
- Discuss gaps and possibilities for future development of life long learning in Brazil

Cursory Look: Diversity and Inequality

- Lifelong learning in Brazil is associated with adult education, (CONFITEA, 2009), geared towards remedial, compensatory second chance of formal education for young and older adults
- Only one quarter of the relevant population group attends HEI, small proportion of labour force with tertiary level qualifications (8%); Slowey and Schuetze (2012): global inequalities in relation to basic education, let alone higher education
- Brazil: multicultural country: Educational inequality: overall illiteracy rate: 9.6 % ; white: 5.9%; blacks: 14.4%; mixed-race: 13% (Brazil, IBGE, 2013); Brazil: 8th among the countries with the highest number of illiterate adults (UNESCO, 2014) aivenicki

Expanding Access to HEIs

- Access: ENEM (national exam for secondary education- most higher education institutions use it)- distribution by HEIs in the whole of Brazil (vacancies and grade)
- PROUNI: polemic- tax relief for private HEIs – scholarships for disadvantaged candidates that successfully passed the ENEM
- Quotas for blacks, indigenous and disadvantaged groups in public HEIs - more cultural diversity, more inclusion of ageing population of minorities

Other Developments in the last years

- Creation of SECADI (Secretary of Continuing Education, Literacy, Diversity and Inclusion): responsible for the development of adult education policies in Brazil together with the Ministry of Education: more focus on diversity and relevancy for adult learners
- Law : mandatory component of curriculum in schools- history and cultures of indigenous and African peoples
- Night courses in HEIs that allow for working students to attend them; extension perspectives that support teachers acting with adults

Other Developments in the Last Years (2)

- Adult Education curriculum guidelines with the Paulo Freire principles that value cultural diversity
- Extension Perspectives of HEIs: support curriculum development in schools, partnerships with municipal and state educational authorities for teacher continuing education to deal with adult cultural diversity and anti-discriminating perspectives (Ivenicki, 2015)
- Professional Master Courses for Teachers acting in Public schools
- Diversification of higher education institutions, technological short two year courses

The PNE (2014-2024)- National Plan for Education(Brazil, 2014)

- One of the goals: implementing specific teacher continuing education programs geared towards marginalised groups: blacks (“quilombolas”), indigenous and rural populations.(silence in relation to gender etc)
- Goal 8: increase the number of schooling years for the population (18 to 29 years old) for rural and poor groups, and make schooling between blacks and non blacks equal (...).
- Goal 9: increase literacy toll for the population aged 15 or more; 25%,of vacancies for adult education should be in the integrated form with professional education

Room for Improvements

- More emphasis on evaluation that focus on HEIs actions for adult education - extension programmes
- More focus on evaluation about the implementation of the law and of teacher education towards indigeneous and African cultures
- More free courses for adults in addition to vertical education
- HEIs curriculum development and support pedagogical actions for quotists.
- A framework that takes adult education towards lifelong learning

Thank you!!!! Obrigada!!!!

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