



Plurilingual education: an analysis of national curriculum guidelines for provision of plurilingual education - CNE/CEB opinion No.: 2/2020

Plurilingual education: national curricular guidelines for multilingual education - statement CNE/CEB No.: 2/2020

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SUMMARY

This article aims to analyze and describe the provision of plurilingual education in Brazil in accordance with what is recommended in the national curriculum guidelines - OPINION CNE/CEB N°: 2/2020. This curricular guideline presents us with plurilingual education within the diversity in which it occurs, indigenous education, education for the deaf, border regions and language teaching, with its relevance discussed in this article along with concepts of education for global competence. To this end, a descriptive and exploratory methodology was used with the character of document analysis. At the end of this article, it was considered that this opinion is necessary in a country with historical cultural and linguistic diversity such as Brazil, it presents itself as a public policy with an orientation more towards private than public education, revealing the profound social differences in this teaching modality and the real need to train Brazilian students towards global competence.

Key words:Opinion, Plurilingual Education, Global Competence.

ABSTRACT

This paper aims to analyze and describe plurilingual education in Brazil according to the recommendation of national curriculum guidelines - CNE/CEB N°: 2/2020. This curriculum guideline presents plurilingual education within the diversity in which it occurs, indigenous education, deaf education, border languages, and language teaching at schools, having in this article its relevance discussed together with concepts of education for global competence. For this purpose, a descriptive and exploratory methodology was used within the analysis of a documentary nature. In the conclusion of this work, considered that this document is necessary for a country with cultural and linguistic diversity such as Brazil; it presents itself as a public policy with an orientation more toward private than public education, revealing deep social differences in this teaching modality and the real need to train Brazilian students for global competence.

Keywords: Statement, Plurilingual Education, Global Competence.

1. INTRODUCTION

Plurilingual education is a reality in Brazil, it comes from different contexts, such as indigenous education, the education of deaf people, border situations and/or preparation for the demands of the globalized world.

This multilingual work occurs in different ways, due to the need for inclusion, revitalization of original languages or adherence to international curricula/school bilingual programs, which generated the need to regulate this category of education with the creation of national curricular guidelines for the provision of education plurilingual - CNE/CEB Opinion no.: 2/2020.

¹ This need for inclusion of minority groups in Brazil dates back to the 1990s, through the discourse of diversity, analogous to the social and political movements of affirmative action. This discourse spread with the concept of social inclusion of people with special educational needs, recommended by international organizations that recommend that countries have greater respect and socialization for these groups (SANTOS, 2019).

Regarding indigenous education, article 79 of the LDB ensures support for the education system for such people with the

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provision of intercultural education to indigenous communities, focused on strengthening sociocultural practices and the mother tongue of each indigenous community, the continuous training of specialized personnel and specific curricula and programs that include cultural content corresponding to each community, in addition to specific and unique teaching material (BRAZIL, 1996). At the national level, indigenous bilingual education has its relevance highlighted, since the last demographic census revealed the existence of 897 thousand indigenous people in 305 ethnicities, speaking 274 languages (IBGE, 2010).

The deaf community has been gaining its space in society in recent years, and the government has sought, albeit timidly, develop social and educational inclusion, based on what is established in international documents, such as the Declaration of Salamanca (1994), assuming the moral duty and political commitment to “attribute the highest political and financial priority to the improvement of its educational systems, in the sense of becoming able to include all people, regardless of their individual differences or difficulties” (GÓES, 2016, p. 45).

Another type of bilingualism that is also significant is that which occurs due to migratory movements present around the world and which is now very real in Brazil due to the migration flows of non-Portuguese speaking families, the majority of whom speak Spanish and come from Latin American countries. . In this context, there is the inclusion of children who speak their native language in regular education, which makes these individuals, bilingual in a context beyond the school curriculum, emergent bilinguals. According to data from the 2019 Annual Report of the International Migration Observatory (OB-Migra), Brazil is home to 774 thousand immigrants, in approximate numbers, considering all legal protections (CAVALCANTI et al. apud GUIMARÃES et al., 2020).

Regarding language teaching in regular schools in Brazilian education, English language teaching, for example, happens around the age of eleven, according to researchers François Grosjean and Ping Li (2012) a new language is easily acquired earlier in life than later. When it comes to time and age, this delay in learning a language hinders, but does not make learning impossible, and increases social differences, given that for the private education network, bilingualism is presented at an increasingly earlier age, which despite criticism, does not negate the fact that a well-executed bilingual education will bring benefits to this individual.

The fact is that interest in bilingual education cuts across different social classes and age groups. Failure to provide opportunities for bilingual education in public networks will further deepen existing inequalities in the country (MEC, 2020).

In this way, in private or public school settings, due to the adoption of programs or the need for reception, or the inclusion of minority groups, bilingual education takes place from the metropolises to the villages of this country, being mediated by bilingual basic education teachers, imposing the regulation of this diversity that contemplates plurilingual education, thus arises the proposal of national curricular guidelines for the provision of plurilingual education opinion CNE/CEB no.: 2/2020 which will be described and critically analyzed in light of global competence education presented by Veronica Boix Mansilla. and other authors.

2. METHODOLOGY

This article is a descriptive and exploratory study, of a qualitative nature, which is characterized as a documentary analysis of a primary source, of an official document, in this case the national curricular guidelines for the provision of plurilingual education - CNE/CEB opinion n .º: 2/2020.

Official documents – generally constitute the most reliable source of data. They may concern individual acts, or, on the contrary, acts of political life, of municipal, state or national scope. The researcher's care concerns the fact that he does not exercise control over how the documents were created. Thus, he must not only select what interests him, but also interpret and compare the material, to make it usable (MARCONI and LAKATOS, 2010, p. 161).

two

3. DESCRIPTION OF THE SELECTED POLICY

INTERESTED BODY: National Education Council/Chamber of Basic Education

SUBJECT: National Curricular Guidelines for offering Plurilingual Education.

OFFICIAL DOCUMENT: Process nº 23001.000898/2019-20 – CNE/CEB Opinion nº 02/2020 **COMMISSION:** José Francisco Soares (President), Ivan Cláudio Pereira Siqueira (Rapporteur), Gersem José dos Santos Luciano and Suely Melo de Castro Menezes (members).

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The promotion of education from the perspective of a nation's public policies, before any concept, is a social democratic commitment of its governments to society. Based on the need for plural linguistic education and the emergence of bilingual educational institutions, the National Education Council received requests for standardization and problematized private and public experiences, at all levels of education. Thus, through Ordinance No. 8, of October 15, 2019, a Commission was created with the objective of analyzing, proposing and standardizing bilingual and international schools in Brazil, to this end, the CNE/CEB Opinion was prepared No. 2/2020, whose main objective is to promote the provision of plurilingual education to all educational institutions, starting from basic education, covering all communities in the country and those here arrive by immigration or any other origin, whether for schools that are already qualified, or for those that are not yet, provide the necessary resources for their implementation. The Policy in question proposes to develop integrated teaching and research programs in favor of bilingual and intercultural education, as well as educational policies for recognizing and valuing the cultural and linguistic diversity of all communities, preserving their ethnic identities, as well as rescuing their identities historical.

The suggestion for elaboration and/or improvements through National Curricular Guidelines aimed at Plurilingual Education is the result of the joint effort of scholars, specialists, public and private education institutions, basic education and representatives of all interested populations, aiming to regulate and promote their fundamental rights. Some of these *guidelines*, mention: a) *To the implementation and/or implementation process*: This is the first challenge that aims to create or increase the school's methodology according to the needs that arise; b) *Qualification of professionals*: through continued training, the number of professionals qualified to work in the classroom is still scarce; and c) *Creating a bilingual culture*: It's not enough to create content or methodologies. It is necessary to promote an effective and continuous cultural experience with the school community.

Among the many difficulties faced in the implementation of public educational policies, it is worth highlighting the lack of continued training for professional educators, the lack of technological resources and digital equipment and mainly the constant changes to these educational policies contrary to the interests of current administrative management. Based on this principle, the National Education Plan makes suggestions to governments on strategic measures to solve educational problems, as well as the provision and distribution of funds, so how to coordinate and monitor its effectively extensive implementation across the entire national territory.

The history of plurilingualism in Brazil has its origins since its discovery, after two centuries of its colonization, from coexistence with different languages, when the teaching of the Portuguese language was official for the republic and for indigenous peoples, immigrants in refugee situations and of deaf communities. According to the text of the aforementioned Opinion, despite the languages already existing in Brazil, several immigrant communities also brought their languages and multilingual cultures, such as African, European and Asian ones, which is no different from the categorization of this linguistic diversity: the native Portuguese language, migration languages, or border languages, African languages and two sign languages from deaf communities.

Even with all the joint efforts of representatives of these populations, there is still a lot to be done. Every effort towards the completion of specific guidelines for deaf populations and everything in the aforementioned document is set out, it will include bilingual schools for the deaf. In this way, the language of deaf communities was also recognized as an intangible national heritage that must be preserved.

3

Studies point to plurilingualism as a great paradigm, especially at Schools public, given that between refugees may be deaf people, who are entitled to the same rights relating to the principles of bilingual education.

The promotion of bilingual/plurilingual education in public schools occurs when its offering is included in the school's curriculum, in two languages: the mother tongue and an additional language adopted by the institution as universal, such as English. This action directly affects several social factors, due to peculiar

historical routes through which interculturality requires actions with constituted legal support, whether regional, national or international.

The constant data in this Opinion, point out that the plurilingual reality addressed here - languages of indigenous, Creole and Afro-Brazilian, deaf and immigrant communities - represents a great paradigm, especially for public schools, since there is a growing international perception of the strategic role of languages as instruments of culture and knowledge of the world, as well as the benefits of plurilingual reality.

Given the absence of national guidelines, there is an urgent need to implement a public policy that meets the needs of a plurilingual education involving the Portuguese language and additional languages that must begin in basic education, thus the student will obtain greater quality in their proficiency instead of having only one specific subject in a foreign language.

Brazil, the largest country in Latin America, in its vast territorial extension, bordering several countries, shares experiences in cultures, education and languages. Given the need for plurilingual education, according to the text of this Opinion, exposure to other cultures and different languages gives the individual a better understanding of their own language and possibly the achievement of citizenship required for the 21st century.

It is due to this historical-geographical context that the need arises to recompose the National Education Plan through the construction of an effective public policy that enables plurilingual education involving the Portuguese language with other additional languages that began in basic education, which is established at national level: concepts, values, principles and appropriate pedagogical guidance, whether in schools or bilingual/plurilingual programs, for an equitable and comprehensive education, which is an instrument of cultural enrichment and appreciation of linguistic diversity as a national heritage.

4. CRITICAL AND REFLECTIVE ANALYSIS

To analyze and critically reflect on this opinion, we will divide its topics into the varieties of bilingual context presented in the composition of this policy, namely, indigenous education, education of the deaf, education in border regions and Bilingualism/Plurilingualism.

4.1 Indigenous education, education of the deaf and border regions

These three varieties of education historically converge on issues of education for diversity, interculturality and putting an end to inclusion. Educational and social inclusion presupposes quality education for everyone, without exception. It does not matter whether the person is disabled or not, they have the right to training and qualifications equal to other people (MATOS, 2016). Therefore, it must be thought of from a heterogeneous society and, thus, allow differences to emerge (MONTOAN, 2017).

The inclusion of these three types of education and their relationship with languages reflects the heterogeneity of Brazil and the struggle of minorities in the face of linguistic dominance issues. Not only for linguistic reasons, but Brazil's own specificities are always reflected in its cultural hybridism resulting from different interests, colonialism, syncretism, identity reconstruction and acculturation (PAULA, 2013). Therefore, this opinion politically values the indigenous, deaf and border community, since as linguistic minorities they are incorporated into the whole of this document configuring its diversity.

4

The fact is that one cannot talk about a guideline for plurilingual education in Brazil without talking about diversity, as it is precisely in this context that such education takes place. Therefore, what is the importance and relationship of these curricular guidelines for the school and its students? The truth is that the school has always been much more inclined towards standardization and homogenization than plurality and difference (PAULA, 2013), however it is in the demand of a globalized world and the implementation of education for global competence which is defined as: the ability and willingness to understand and act on issues of global importance that, considering the indigenous, deaf and migrant within this public opinion is essential for Boix Mansilla, and Jackson (2011),

Preparing our young people to participate successfully in a world of increasing social, cultural, ethnic, linguistic and religious diversity will require teaching them about the qualities – history, languages, geography and cultural contributions – of peoples around the world. It requires inviting them to revisit the qualities and contributions of their own nation in a way that captures its multiple relationships with other societies (BOIX MANSILLA; JACKSON, 2011, p.4, our translation).³

Therefore, this guideline when communicating with the different types of plurilingual education (indigenous education, education of the deaf and border regions) from a diversity perspective favors the construction of an integrated and democratic policy with the harmonization of issues of equality and identity in its writing (PAULA, 2013). It will certainly have its applicability in contemporary schools which deal with differences and complexity every day, where indigenous, deaf, migrant or native individuals interact and coexist in a multiple culture and learning to manage this complexity by valuing all differences is the success for global education (BOIX MANSILLA; JACKSON, 2011). In short, this guideline, in addition to all the issues of education and diversity presented, regulates language teaching offered in different circumstances.

4.2 Bilingualism and Plurilingualism

With regard to bilingual or plurilingual education, the guidelines specifically relate to marketing issues, the curriculum for global skills and social exclusion.

Marketing issues refer to bilingual/plurilingual schools that work with teaching languages for the globalized world, such as English, Spanish, among others, and that present a significant number of language hours in their curricula. Such schools can be considered bilingual due to their curricular structure, or have extended loads, or are simply of international origin, however all aspects are under Brazilian educational legislation.

Given these differences, the curricular guidelines seek to balance the differences in the provision of this type of education, regulating the market where we can see the growing number of bilingual franchise schools emerging in Brazil. “A survey by the Brazilian Association of Bilingual Education (Abebi) shows that, since 2014, the market has grown 10% and is currently worth 250 million reais” (VEJA, 2019).

The guidelines will impact the adaptation of curricula, which is why this opinion presents important requirements not only for regulating the bilingual institution, but for the professional who carries out this education. All the requirements presented in the background aim to prepare and adjust the teacher to a level of equality and quality, the requirements regarding training courses, the necessary training and proficiency tests are the common basis for adapting this new bilingual teacher. It is a fact that such adjustments, although necessary, are not guarantees of quality bilingual education, according to Boix Mansilla and Jackson (2011), maintaining interculturality is not just up to a teacher, but rather an interdisciplinary curriculum that communicates with the different audiences.

Furthermore, there are two worlds when we talk about bilingual education, one related to classes capable of paying for this education, a relatively small portion of high income, where the individual will have contact with the language and its culture, including in their initial years, whether through application of a bilingual curriculum or some implemented program. According to Antonieta Megale (2019), this is the bilingual education of elites who even envision further studies outside Brazil. In contrast, public education networks, which reach the largest portion of the population without teaching

5

languages for the initial years and from the fifth year onwards with reduced hours, which hardly meets the guidelines characterizes a bilingual education. In other words, despite the national curricular guidelines for the provision of plurilingual education configuring a public policy and incorporating particularities (indigenous, deaf and border education) when we talk about Portuguese/English bilingual education there are still traces of social exclusion, public education

³ Preparing our youth to participate successfully in a world of increasing social, cultural, ethnic, linguistic, and religious diversity will require teaching them about the qualities—the history, languages, geography, and cultural contributions—of peoples the world over. It requires inviting them to revisit their own nation's qualities and contributions in a way that captures its multiple relations with other societies

bilingual Portuguese/English cited in it are isolated examples that do not represent the reality of the immense Brazilian public education network.

In summary, we can critically analyze that the opinion, even though it presents very specific training and nomenclature questions about what a bilingual school is, tends to lean towards private rather than public education, which does not discredit it, after all it does not omit in its essay the plurality of Brazilian education, the trajectory of minorities and the relevance of a bilingual education more in tune with an education curriculum for global skills. The guidelines are democratic, as they regulate this type of education that has been carried out for years in Brazil and that until then it was not possible to judge its efficiency and effectiveness.

Thus, in a complex world of constant transformation where offering basic or minimum education is no longer enough to keep up with social evolution, regardless of what has already been done in the past, this guideline centers Brazil in a global panorama, recognizing and presenting it as a country with plurilingual education.

FINAL CONSIDERATIONS

Based on the understanding of specific literature on bilingual/plurilingual education, it can be said that it occurs when its offer is included in the school curriculum, in two languages: the mother tongue and an additional language adopted by the institution as universal, for example the English language. The history of plurilingualism in Brazil began with its colonization, when in addition to the official native Portuguese and indigenous languages, several immigrant communities arrived here bringing different languages and cultures.

Based on this assumption, this study brought an approach to the importance of creating national curricular guidelines for the implementation of a public educational policy, whose objective is to offer plurilingual education to every educational institution starting from basic education, which includes all minority groups. (indigenous, immigrants, border and deaf communities), through specific curricula and methodologies compatible with special educational needs from the perspective of social inclusion. Studies prove that offering this type of teaching in the initial stages of development in public schools is of great relevance, given that, in private schools, bilingual education occurs earlier, which favors a higher level of learning, greater quality in proficiency and greater intercultural experience, which differs from public schools whose delay increases inequality in learning.

In this approach, a brief critical and reflective analysis was made of the three types of education that reflect Brazilian linguistic heterogeneity - indigenous education, education of the deaf and border regions - which characterizes plurilingual education, as a demand for global competence, and how much The better there is planning and structuring, the better the results will be. Regarding bilingualism and plurilingualism, according to data from the aforementioned text, the number of bilingual schools has been increasing, and the need to learn other languages has increased demand, but for specific marketing reasons the supply is still not accessible to all minority groups. Although the curricular guidelines proposed in the opinion configure a public policy and incorporate peculiarities, there are still traces of social exclusion, since public education (Portuguese/English) still does not correspond to the reality of the immense Brazilian public network.

From the point of view of the aforementioned authors, the policy in question proposes to develop integrated teaching and research programs in favor of bilingual and intercultural education, as well as educational policies to recognize and appreciation of cultural and linguistic diversity, the preservation of their ethnic identities, rescuing their historical identities and regulation of their rights.

6

Finally, the offer of plurilingual education is part of the growing need to build a pedagogical project Gogic language capable of meeting the demands of linguistic diversity, which constitutes a major challenge for the educational system, as it is not limited to just promoting access, as well as offering a quality service. To achieve this purpose, it is essential that public authorities are interested in investing in the implementation of effective public policies.

Without intending to deviate from the highlighted focus, this article was developed with the aim of raising questions guiding. It is not definitive and does not close the subject, especially because the topic is broad, and has several ramifications, but awake a reflection on the importance of seeking strategies for the educational inclusion of minority groups as well as the improvement of teachers who work in this type of teaching. Therefore, this study represents a modest offer, which aims to contribute to future research on the topic.

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