



# EDUCATION FOR CITIZENSHIP THROUGH BRAZILIAN UNIVERSITY EXTENSION

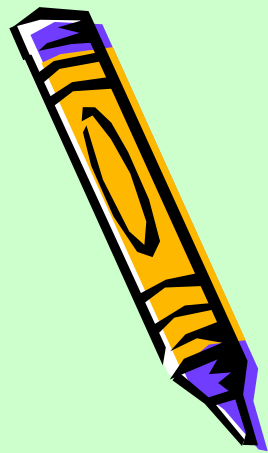


*Dra. Gisele Alves de Sá Quimelli*



# 1) The Brazilian University Education and the context of Education for Citizenship: the case of UEPG

- Dr. *Gisele Alves de Sá Quimelli*
- PhD in Education
- University of London / Institute of Education
- Supervisor: Dr. Michael Reiss





## 2) Research Questions:

---

- What is the meaning of citizenship and education for citizenship for lecturer-coordinators and students involved with extension projects?
- How do lecturer-coordinators work on citizenship with their students?
- What are the implications of the ways in which extension projects for education for citizenship are undertaken?



## 3) RESEARCH METHODOLOGY

---

- **Case Study**
- It is essentially “an in-depth investigation. It accordingly uses different methods to collect various kind of information and to make observations. These are the empirical materials through which the object of study will be understood. The case is based on a great wealth of empirical materials, notably because of their variety” (Hamel et al, 1993, p. 45).



# Why has a Case Study been used in this research?

---

- According to Yin (1993, p. xi) the “method is appropriate when investigators desire to (a) define topics broadly and not narrowly, (b) cover contextual conditions and not just the phenomenon fo study, and (c) rely on multiple and not singular sources of evidence”.



# Why has a Case Study been used in this research?

---

- Studying education for citizenship seems to be a topic with an ample scope. My aim is not only to fathom what lecturer-coordinators and students understand about the question, but to find out whether, what lecturer-coordinators teach and students learn has influenced critically their daily practices.
- Understanding the object of study in a complex context. Different aspects such as the social, political, economic and behavioural dimensions all exert an influence on the object of study.



# Why has a Case Study been used in this research?

---

- Diversity to gather data from different sources: documents, interviews(20), observations (12) e questionnaires (25).
- A case study was chosen because of its relationship with educational practice, and also because it “has the potential to relate theory and practice, advancing professional knowledge by academic means” ( Golby, 1994, p.9)



# Analysing Data:

---

- After collecting data, it is necessary to organize it in a systematic way. All of the evidence needs “to be woven into a narrative account” (Gillham, 2000, p. 20). “The basic principle on data collection for case study is to check your data across a variety of methods and a variety of sources” (Nisbet and Watt, 1978, p.18).
- Analysing data: Codes and categories.



# Groups participating in the research: N° of projects = 41

<b>Sector of knowledge</b>	<b>N° of extension projects</b>
<b>Natural and Exact Sciences</b>	3
<b>Agriculture and Technological Sciences</b>	7
<b>Health and Biological Sciences</b>	14
<b>Social and applied Sciences</b>	3
<b>Humanities, Letters and Arts Sciences</b>	13
<b>Legal Sciences</b>	1



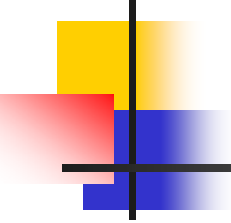
## Groups participating in the research : lecturer-coordinators and students interviewed and observed

<b>Sector of knowledge</b>	<b>Coordinators interviewed</b>	<b>Students interviewed</b>	<b>Observation Sessions</b>
<b>Natural and Exact Sciences</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Agriculture and Technological Sciences</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>Health and Biological Sciences</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Social and applied Sciences</b>	<b>2</b>	<b>1</b>	<b>3</b>
<b>Humanities, Letters and Arts Sciences</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Legal Sciences</b>	<b>1</b>	<b>2</b>	<b>1</b>
<b>Total</b>	<b>7</b>	<b>10</b>	<b>12</b>



# Groups participating in the research: lecturer-coordinators who answered questionnaires

<b>Sector of knowledge</b>	<b>Questionnaires sent</b>	<b>Questionnaires returned</b>
<b>Natural and Exact Sciences</b>	3	3
<b>Agriculture and Technological Sciences</b>	4	3
<b>Health and Biological Sciences</b>	14	9
<b>Social and applied Sciences</b>	4	4
<b>Humanities, Letters and Arts Sciences</b>	10	6
<b>Legal Sciences</b>	--	--
<b>Total</b>	35	25



# Groups participating in the research: : interviewees with administrative staff - PROEX

---

- Pro-rector of university extension => 1
- Extension Division Director => 1
- Support Section Chief of Extension Services => 1



## 4) STRUCTURE OF THE THESIS

---

- **Chapter 1**
- 1. INTRODUCING THE RESEARCH FOCUS: EDUCATION FOR CITIZENSHIP WITHIN EXTENSION PROJECTS
  - 1.1. Background to research
  - 1.2. Main aim and research questions
  - 1.3. Structure of the thesis



# 4) STRUCTURE OF THE THESIS

---

- **Chapter 2**
- 2. CITIZENSHIP CONCEPTS AND THEIR RELATIONSHIP WITH EDUCATION
- 2.1. Citizenship: a complex concept
- **2.1.1. Civic Republican Tradition**
- **2.1.2. Liberal Tradition**
- **2.1.3. An attempt to understand citizenship as a critical concept**
- 2.2. Education for citizenship: a curriculum to serve society?
- 2.2.1. Education for citizenship based on **Technical Rationality**
- 2.2.2. Education for citizenship based on **Hermeneutic Rationality**
- 2.2.3. Education for citizenship based on **Emancipatory Rationality**
- **2.3. Freire's influence on the understanding of critical citizenship**
- **2.3.1. Education for conscientisation and praxis**
- **2.3.2. Suggesting a critical guide to develop education for citizenship**
- 2.4. Education for citizenship – a summary



# Citizenship: a complex concept

---

- **Civic Republic** Tradition : emphasis on duties and obligations
- **Liberal** Tradition : emphasis on rights.
- **Critical** Tradition : emphasis on participation and e emancipation.



# Critical guide to develop education for citizenship

---

- **Knowledge and understanding: social justice and equality, diversity, globalisation and interdependence, sustainable development, peace and conflict.**
- **Skills: critical thinking, ability to argue effectively, ability to challenge injustice and inequalities, respect for people and things, co-operation and conflict resolution.**
- **Values and attitudes: sense of identity and self-esteem, empathy, commitment to social justice and equality, value and respect for diversity, concern for the environment and commitment to sustainable development, belief that people can make difference.**  
(OXFAM - Oxford Committee for Famine Relief, apud in Butt, 2001, p.76).



# 4) STRUCTURE OF THE THESIS

---

- **Chapter 3**
- 3. CITIZENSHIP YESTERDAY AND TODAY
- 3.1. Citizenship into the 21st century
- 3.2. Comprehending citizenship in terms of international rights
- 3.3. Conceptions of citizenship – a summary
- **3.4. Citizenship in Brazil**
- 3.4.1. Citizenship in Brazil: colony and Empire
- 3.4.2. Advances and retreats of citizenship in Brazil: 1st Republic, 1st dictatorship
- 3.4.3. Damage to Brazilian citizenship: 2nd dictatorship – the military coup
- 3.4.4. Social movements: helping to restore Brazilian citizenship
- 3.4.5. Citizenship in Brazil: recent times
- 3.4.6. Citizenship in Brazil – a summary



## 4) STRUCTURE OF THE THESIS

---

- **Chapter 4**
- 4. UNIVERSITY EXTENSION IN BRAZIL
- 4.1. Brief history of the university in Brazil
- 4.2. Brief history of university extension in Brazil
- **4.2.1. The importance of the National Proposal of University Extension to education for citizenship**
- **4.3. Extension at Ponta Grossa State University**
- 4.4. University extension – a summary



# National (Brazilian) Proposal of University Extension

---

- Document designed to guide aims and activities carried out in extension projects => Education Ministry, 1998.
- The National Proposal clearly explains the purpose of the extension projects as a space of critical education for citizenship.



# National (Brazilian) Proposal of University Extension

---

- University Extension is the educative cultural and scientific process which:
- Integrates teaching and research in a way that makes them inseparable;
- Makes a transforming relationship between university and society viable;
- An opportunity to work out academic/community knowledge praxis – exchange of knowledge;
- Being an instrument of a dialectical process of theory/practice.



# National (Brazilian) Proposal of University Extension

---

- **University Extension principles:**
- Conception of Citizen's University;
- University Extension should not just be regarded as an academic activity, but as a conception of the citizen's university;
- To educate professional as citizens committed to bring about changes in Brazilian society in the areas of justice, community feeling and democracy.



# National (Brazilian) Proposal of University Extension

---

- Only **10** out of the 32 lecturers answered "**yes**" when asked if they know/read the National Proposal of University Extension



# 4) STRUCTURE OF THE THESIS

---

- **Chapter 5**
- 5. RESEARCH METHODOLOGY
- 5.1. Methodological considerations
- 5.2. What is case study?
- 5.3. Groups participating in the research ; Group 1: lecturer-coordinators and students from six extension projects; Group 2: Administrative Staff; Group 3: Others lecturer-coordinators
- 5.4. The research methods - development and procedure: Documents; Interviews; Observations and Questionnaires
- 5.5. The analytical methodology
- 5.5.1. Analysing the data gathered
- 5.6. Research methodology – a summary



# 4) STRUCTURE OF THE THESIS

---

- **Chapter 6**
- 6. UNDERSTANDING THE MEANING OF CITIZENSHIP AND ITS RELATIONSHIP WITH EDUCATION
- 6.1. Meanings of citizenship
- 6.1.1. Duties/obligations as part of citizenship
- 6.1.2. Rights: the central point of the meaning of citizenship
- 6.1.3. Participation: the active part of the meaning of citizenship
- 6.2. Discussing the meanings of citizenship
- 6.2.1. A weakness in the meaning of citizenship
- 6.2.2. Strengthening the meaning of citizenship
- 6.2.3. The full meaning of citizenship



## 4) STRUCTURE OF THE THESIS

---

- **Chapter 6**
- 6.3. The relationship between citizenship and education
- 6.3.1. Information: knowing about citizenship
- 6.3.2. Being conscious of citizenship
- 6.4. Discussing the relationship between citizenship and education
- 6.4.1. Education for citizenship which is based on information
- 6.4.2. Education for citizenship which is based on conscientisation
- 6.5. The meaning of citizenship and the relationship between citizenship and education – a summary

# A weakness in the meaning of Citizenship: 19

MEANINGS OF CITIZENSHIP			
Respondents	<i>Duties /Obligations</i>	Rights	Participation
Q1.2			
Q2.1			
Q2.2			
Q3.1			
Q3.2			
Q3.3			
Q3.5			
Q3.7			
Q3.8			
Q5.3			
IS1.2			
IL2.1			
IS2.2			
IL4.1			
IL4.2			
IL5.1			
IS5.2			
IL6.1			
IS6.3			

# Strengthening the meaning of Citizenship: 22

MEANINGS OF CITIZENSHIP			
Respondents	<i>Duties /Obligations</i>	Rights	Participation
Q1.1			
Q1.3			
Q3.4			
Q3.9			
Q4.1			
Q4.2			
Q4.3			
Q4.4			
Q5.1			
Q5.2			
Q5.4			
Q5.5			
ISf1			
ISf3			
IL1.1			
IS1.3			
IL3.1			
IS3.2			
IS3.3			
IS4.3			
IS5.3			
IS6.2			

# The full meaning of Citizenship: 04

<b>MEANINGS OF CITIZENSHIP</b>			
<b>Respondents</b>	<b>Duties /Obligations</b>	<b>Rights</b>	<b>Participation</b>
<b>Q2.3</b>			
<b>Q3.6</b>			
<b>Q5.6</b>			
<b>ISf2</b>			



## 4) STRUCTURE OF THE THESIS

---

- **Chapter 7**
- 7. THE PRACTICES OF LECTURER-COORDINATORS IN THE CONTEXT OF UNIVERSITY EXTENSION PROJECTS
- 7.1. Different practices and different rationalities
- **7.1.1. Training practice**
- **7.1.2. Altruistic practice**
- **7.1.3. Critical practice**
- 7.2. Discussing practices in the context of extension projects
- 7.2.1. National Proposal of University Extension: outlining a critical rationality of education for citizenship
- 7.2.2. Practising and 'praxising' education for citizenship



## 4) STRUCTURE OF THE THESIS

---

- **Chapter 7**
- 7.3. How critical guidelines to expand critical education for citizenship are understood
- 7.3.1. Training practice: transmitting education for citizenship
- 7.3.2. Altruistic practice: educating students to be helpers in society
- 7.3.3. Critical practice: encouraging students to be citizens in society
- 7.4. The practices of an extension project in the context of education for citizenship – a summary



# Extension projects could be a space to develop education for citizenship?

---

- Sim = 43
- Não = 02
  
- **What kind of practice has been developed by lecturers-coordinators with their students?**



# Training Practice– 20

---

- **Extension projects are spaces :**
- To convey information
- To acquire professional skills
- For helping students get qualified
- To develop professional skills / students operate instruments
- Training space
- Continuity of classroom
- To improve oratoryoratória



# Altruistic Practice – 08

---

- **Extension projects are spaces:**
- To develop altruistic activities, including being able to voluntary service
- To help and assist others
- To impart information



# Critical Practice– 13

---

- **Extension projects are spaces:**
- Emancipatory Discourse– understand the issues situated in a complex social context
- Contact with social reality outside the classroom
- Participation of students in the community
- Space for reflection about everyday life problems: rights, duties, democracy
- Socialization of knowledge
- Praxis = reflected intervention, informed action which can change the social context



# Different practices

---

- **Training Practice** => information about citizenship
- **Altruistic Practice** => students "helping" others
- **Critical Practice** => encouraging students to be critical citizens



# 4) ESTRUTURA DA TESE

---

- **Chapter 8**
- 8. EXTENSION PROJECTS IN UEPG: SOME IMPLICATIONS
- 8.1. Policy implications
- 8.2. Administrative implications
- 8.3. Practical implications
- 8.4. Uniting the efforts of the lecturer-coordinators and administrative staff – a summary



# Policy Implications

---

- Related to the National Proposal of University Extension:
- The staff group agree: a) it is an important document, b) support the ideas contained in it, c) led to a common understanding of the concepts and principles of university extension,
- **Necessity to publicise the** National Proposal of University Extension in UEPG



# Policy Implications

---

- It is necessary to implement some educational policies, in UEPG, which can bring about an education for citizenship (critical) through university extension. Ex: Seminars, events to discuss the National Proposal (concepts, aims, principles...).



# Administrative Implications

---

- Extension Pro-rector participates at the National Forum of the Brazilian Public Universities where the National Proposal and educational policies about extension are prepared => sharing with others staffs, lecturers and students the National Proposal's principles, knowing "*in loco*" the activities carried out in extension projects: knowing reality, facing up to its facilities and difficulties, knowing the real circumstances in which lecturers have been working, creating a dialogical context.



# Practical Implications

---

- Holding meetings, seminars and study groups about Education for Citizenship and National Proposal: creating a space where lecturers could share their practices about extension projects, necessary to reconstruct concepts (new theoretical framework – critical), debate how, why and if lecturers have been working at critical concept of education for citizenship.



# 4) ESTRUTURA DA TESE

---

- **Chapter 9**
- 9. FINAL CONSIDERATIONS
- 9.1. The limitations of the research
- 9.2. Further research
- 9.3. Recommendations
- 9.4. Final thoughts



# Uniting the efforts

---

- Main argument: Extension Projects as a suitable space in Higher Education in Brazil in which is possible to practice education for citizenship
- **Great challenge:** different concepts of citizenship, different practices, lecturers don't know the National Proposal.