

**HIGH SCHOOL WITH TECHNOLOGICAL INTERMEDIATION (EMITec):  
ANALYSIS OF THE CURRICULUM PROPOSAL<sup>1</sup>**

**ENSINO MÉDIO COM INTERMEDIÇÃO TECNOLÓGICA (EMITec): ANÁLISE DA  
PROPOSTA CURRICULAR**

**ENSEÑANZA MÉDIA COM INTERMEDIACIÓN TECNOLÓGICA (EMITec):  
ANÁLISIS DE LA PROPUESTA CURRICULAR**

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**ABSTRACT:** This article presents the results of a research that investigated the curriculum policy for high school in the State of Bahia. The focus of the text is the evidence of the recontextualization process present in the curricular policy of the proposal of High School with Technological Intermediation (EMITec). We present an overview of the program, highlighting the curricular organization and emphasize some discussions about the influences present in the production of EMITec's discourse. For this, we go through some fundamental concepts of the theory of the pedagogical device of Basil Bernstein (1996; 1998), especially his production on the pedagogical recontextualization of the speeches. Based on the notes made, we can infer that the recontextualizing principles printed to EMITec produce new and different discourses

**KEYWORDS:** Curriculum policy. EMITec. Recontextualization. Curriculum.

**RESUMO:** Este artigo apresenta os resultados de uma pesquisa que investigou a política curricular para o Ensino Médio no Estado da Bahia. O foco do texto são os indícios do processo de recontextualização discursiva, presentes na política curricular da proposta do Ensino Médio com Intermediação Tecnológica (EMITec). Apresentamos um panorama geral do programa, destacando a organização curricular e evidenciamos algumas discussões sobre as influências presentes na produção do discurso do EMITec. Para isso, transitamos por alguns conceitos fundamentais da teoria do dispositivo pedagógico de Basil Bernstein (1996; 1998), especialmente sua produção sobre a recontextualização pedagógica dos discursos. Com base nos apontamentos realizados, podemos inferir que os princípios recontextualizadores imprimidos ao EMITec produzem novos e diferentes discursos.

**PALAVRAS-CHAVE:** Política curricular. EMITec. Recontextualização. Currículo.

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**RESUMEN:** Este artículo presenta los resultados de una investigación sobre la política curricular para la escuela secundaria en el estado de Bahía. El enfoque del texto es la evidencia del proceso de recontextualización discursiva presente en la política curricular de la propuesta de la Escuela Secundaria con Intermediación Tecnológica (EMITec). Presentamos una visión general del programa, destacando la organización curricular y destacamos algunas discusiones sobre las influencias presentes en la producción del discurso de EMITec. Para ello, revisamos algunos conceptos fundamentales de la teoría del dispositivo pedagógico de Basil Bernstein (1996, 1998), especialmente su producción sobre la recontextualización pedagógica de los discursos. Con base en las notas hechas, podemos inferir que los principios de recontextualización impresos en EMITec producen discursos nuevos y diferentes.

**PALABRAS CLAVE:** Política curricular. EMITec. Recontextualización. Currículum.

## Introduction

The theory of the pedagogical device constitutes a set of concepts that enable the investigation of the pedagogical discourse, describing the fundamentals related to the production, reproduction, acquisition and changes that the pedagogical discourse goes through during this trajectory (BERNSTEIN, 1996). The recontextualizing rules, highlighted in this study, regulated by the distributive rules and regulating the evaluation rules, act directly in the process of forming the pedagogical discourse (BERNSTEIN, 1998).

Basil Bernstein's theoretical constructs constitute a set of dense concepts and principles, which, in order to be better understood, require a capacity for abstraction, considered as complex by some authors. However, his concepts are perfectly suited to our investigation, mainly due to the language of description, which uses theory to illuminate empiricism, in a cyclical relationship between the concepts of the theory and the empirical data analyzed.

Focusing on High School with Technological Intermediation - EMITec, a Bahian curriculum policy proposed for rural high school and for locations with an insufficient number of professionals with specific formation in certain areas of knowledge, we operate with the concept of recontextualization, in the contexts proposed by Bernstein (1996; 1998), namely Official Recontextualization Field (CRO) and Pedagogical Recontextualization Field (CRP), in which this curriculum policy is put into practice. In our study, the recontextualization process refers to the transformation undergone by the texts elaborated according to this curricular policy, from the moment of its production until reaching the environment of the pedagogical practice, in the EMITec tele-classrooms, where they constitute the pedagogical discourse itself.

For Bernstein (1996; 2003), there are two recontextualizing fields (which do not refer here to geographic space, but to different relationships between people and institutions): the

CRO and the CRP. The first is the space to produce official pedagogical speeches, “regulated directly by the State, politically through the legislative, administratively through public administration”. The curricular guidelines regulated in the CRO suffer direct influence from the international field and are then combined with the diversified speeches that circulate in the national field. We can say that CRO is the first level of recontextualization of official speeches (BERNSTEIN, 1996, p. 276).

CRP, on the other hand, is an unofficial field, “made up of educators in schools, colleges and university education sectors with their research, specialized journals and newspapers, private research foundations” (MAINARDES; STREMELE, 2010, p. 13, our translation). In this field, educational theories, subject to recontextualization mechanisms, guide the pedagogical practice. The personal conduct and positions assumed in this context and introduce different meanings to the speeches.

This article presents the results of a qualitative case study research, the aim of which was to understand evidence of the process of recontextualizing the discourse present in the proposed curriculum policy for High School with Technological Intermediation (EMITec) of the State Secretariat of Education of Bahia. The theoretical basis of the investigation was Basil Bernstein (1996; 1998) and the data were constructed through the analysis of documents and interviews.

### **An overview of EMITec in the State of Bahia**

EMITec was implemented in Bahia through Ordinance No. 424, of 21 January 2011 (BAHIA, 2011), replacing High School in the Field with Technological Intermediation (EmC@mpo). Unlike EmC@mpo, EMITec expanded the target audience to be served, also including students from the urban area. According to Santos (2015, p. 15), EMITec aims to supply three challenging aspects of education in Bahia. The first refers to the great territorial extension of Bahia, covering 417 municipalities. The second is related to the need to supply the “lack of qualified teachers in different curricular components, especially in remote locations” (our translation). And the third aspect is defined as the need to overcome sociocultural inequalities through socialization and the exchange of local and global knowledge (CARNEIRO, 2019, p. 83-84).

It is important to highlight that even using some fundamentals of Distance Education (DE), EMITec does not fit into this type of teaching, since “the classes are live, in person, and daily, with 200 school days, hence the classification as regular high school, face-to-face with

technological intermediation and not Distance Education (DE)” (OLIVEIRA *et al.*, 2015, p. 37, our translation). According to Santos (2015, p. 15, our translation), “EMITec is currently considered an educational modality, and is characterized by conducting live and interactive classes, using a satellite communication solution and using the IPTV software”.

In justifying the creation of EMITec in Bahia, in an interview held on 5 September 2018, the program's executive coordinator clarifies that, in addition to the large territorial extension, Bahia has municipalities far from urban centers, which leads to the evasion of students, given the distance from these locations to the nearest school. Krawczyk and Silva (2017, p. 14) affirm that despite the progress registered in Brazil in the last 20 years, regarding the indicators of access and permanence in school, “the guarantee of the right to high school continues as an issue not resolved by public educational policies, the challenge of its universalization, with social quality, persisting” (our translation). This concern is also reported by the EMITec executive coordinator when she says:

*[...] the secretary was already detecting the need to improve the Ideb of the state network and, at the same time, improve the quality of life of this rural population, where the distance from the localities that they lived to a school in the urban center, was huge and that was promoting evasion. [...] So, it was in this sense that the demand came, to make use of some principles of distance education, within the state network (Interview, executive coordinator of EMITec, 2018, our translation).*

Proposing to be an innovative social technology in basic education, an inclusive pedagogical alternative that makes use of technological intermediation, EMITec reaches, according to the 2018 data, extracted from the secretariat at the Secretariat of the State Center of Reference of Intermediate Education with Intermediation Technology - CEMITEC in 2019, 155 municipalities in Bahia (reference). The 155 municipalities, in 2018, included 355 locations, in a total of 1,057 classes and 19,730 enrolled students.

According to Oliveira *et al.* (2015, p. 55, our translation):

a new story is written for each teleclass<sup>4</sup> started: that of the teacher who teaches it, that of the student who watches and participates it, that of the mediator who coordinates the teleconference, in person, in the locality and that of the studio team, which monitors the performance of the teacher [...], as well as accompanying the work of the mediator who must coherently manage the chat and organize the participation of the students [...].

<sup>4</sup> At EMITec, teleclasses are classes taught at a distance, using communication technologies until reaching the video-classrooms, that is, classrooms where EMITec students watch the video-classes in real time.

To manage the program, at the State Reference Center for High School with Technological Intermediation - (CEMITEC), based in Salvador, the general direction of the project is found. CEMITEC is a special school that concentrates the members of the program's executive and pedagogical coordination, coordinators, teachers from all areas and specialized technical staff. Together, they are responsible for the planning, execution and transmission of teleclass to all locations covered by the program in Bahia.

For Bernstein, agencies and agents are responsible for significant changes in the knowledge built through discursive processes. The school is a recontextualizing agency of symbolic control. The speeches, materialized in texts, words, videos, music and several other actions, move through different contexts, where they are (re)interpreted, (re)signified and, therefore, (re)contextualized. At CEMITEC, the first level of recontextualization takes place, through the action of recontextualizing agents, constituted by the entire team involved in the process of elaborating and transmitting teleclasses (BERNSTEIN, 1996).

Although it is a school, CEMITEC does not have classrooms, in the conventional model, in which teachers and students interact in the same space, with the physical presence of both. The classes are recorded by the teachers with the support of the entire team that constitutes the program, in the three studios installed at CEMITEC and transmitted to the television rooms spread across the State of Bahia.

Thus, this technological solution allows, in different spaces, students and teachers to interact in real time, with live classes daily, building knowledge and elucidating doubts in each of the curricular components that make up the high school curriculum (FILHO; SANTOS, 2015, p. 21, our translation).

In the exposed dynamics, it is possible to perceive the existence of the movement of displacement and relocation of the pedagogical discourse, when the original discourse (re)constructed by the teachers and coordinators of EMITec, during the preparation of classes at CEMITEC and transmitted through the recording studios, undergoes a transformation, from a concrete practice to a virtual practice. "It is a recontextualizing principle that selectively appropriates, relocates, refocuses and relates other discourses, in order to constitute its own order and its own orders" (BERNSTEIN, 1996, p. 259, our translation).

Due to the distance between CEMITEC, based in Salvador, and the municipalities served by EMITec, scattered throughout Bahia, to accompany and provide support, both administrative and pedagogical to liaison schools. In 2013, an agency called Regional Center for Secondary Education with Technological Intermediation (CEMIT) was founded, through

Ordinance No. 84/2013, published in the Official Gazette of 8 January 2013 (OLIVEIRA *et al.*, 2015).

The linking school is a state school with the responsibility of managing the program's operation in the telerooms that are normally installed in the attached schools, that is, municipal schools, which, in agreement with the State of Bahia, provide some classrooms for the realization of the EMITec teleclass. In an interview with the program's executive coordinator, she informed us that previously, through a partnership agreement between the state/municipality, the municipality was responsible for the payment of the mediator. However, over time, the state itself has assumed this remuneration, since Secondary Education is not a responsibility of the municipality, but of the state itself. Indeed, according to Bernstein (1996, p. 92, our translation), the path taken by knowledge, which “undergoes an additional transformation or repositioning as it becomes active in the pedagogical process” is dynamic, subject to transformations, mutations and different pressures from different fields.

In 2019, CEMIT is located and operating in ten municipalities in Bahia, two of which are in the same municipality, Bom Jesus da Lapa, due to the size and number of students, making a total of eleven CEMIT. According to Oliveira *et al.* (2015, p. 37, our translation), each CEMIT has the function of “having a local pedagogical and administrative monitoring mechanism, which is present at ready, given the distances from localities in relation to the facilities of the General Coordination” of the program. In the absence of CEMIT, follow-up to liaison schools is carried out by one of the Territorial Education Centers (NTE).

In the implementation of CEMIT, we see relevant traces of the meaning attributed to the relations of power and control that determine the form and positioning of the curricular discourse, surrounded by the symbolic control attributed to schools. CEMIT, as an agent of symbolic control, in turn, submitted to the general direction of CEMITEC, regulator of the speeches to be transmitted to the acquiring public, students of EMITec, who will receive and respond to the messages of the speeches (BERNSTEIN, 1996).

EMITec follows the high school classroom curriculum as a model. However, the interviews carried out with the teachers make it clear the need for an adaptation of the contents. When asked about the curricular materials to be consulted for the preparation of classes, the professor of History of EMITec [2019], reported that, in his practice, in addition to the use of the textbook, which “*are suggestions from EMITec for the state adopt with these communities, he "also uses" support material [...] with texts taken from academic works [...] and websites [...] that have credibility*”. In his speech, he emphasizes: “*then we make this cut/paste and offer this support material*”. The Philosophy teacher, reported that, in addition to the use of

philosophy textbooks, she also works with “EMITec's own support material, which has already been made before”. The Geography teacher reinforces: “there is no such thing in a cast, it is very open to videos, documentaries, articles, interviews, so, like this, it is a multitude of sources. There is nothing in a cast”.

According to Mainardes and Stremel (2010, p. 42, our translation), “Bernstein distinguishes two types of knowledge: the unthinkable (controlled essentially by those who produce the new speeches) and the thinkable (controlled essentially by those who act in the context of the reproduction of the speech)”. Based on the discussion by Bernstein (1996, p. 255, our translation): “The fundamental distributive rules mark and specialize the thinkable and the unthinkable and their consequent practices for different groups, through the mediation of differently specialized pedagogical practices”. We conclude that for the purposes of this research, we can consider that the teachers of EMITec, together with the pedagogical coordinators, are responsible for the reproduction of the speech, deciding the thinkable knowledge.

The entire planning of the classes, including the preparation of activities, takes place in the teachers' room, where the lectures are created, and adjustments are made. According to Filho and Santos (2015, p. 27, our translation), this preparation requires the participation of pedagogical coordinators in conjunction with the team of teachers, who, together, carry out research, select and produce “audiovisual resources for use during lectures, and subsequent construction of the didactic sequence of these classes”. According to the authors, the planning of a teleclass should follow a pre-defined script, containing, in addition to “an audiovisual resource, an issue contextualized in the model of the questions of the National High School Exam (ENEM), resumed from the previous class as a moment of review and an activity of production for the student” (our translation).

The EMITec evaluation system has a variety of strategies that are developed by the teachers in conjunction with the pedagogical coordination and with the evaluation sector. The main evaluation instruments used are: “Directed Activity (AD); Attendance assessment by area (APA); Qualitative Evaluation (AQ); Moment of Resumption of Contents (MRC); and the Final Test (PF)” (SANTOS *et al.*, 2012, p. 4, our translation).

The AD, planned by the specialist teacher and carried out under the supervision of the mediator, is prepared in advance, in a detailed form, based on the academic calendar, and combines actions of a theoretical and practical nature, which can be materialized in “knowledge contest, knowledge fair, among other activities”, which can be carried out individually, in pairs or in groups.

Mandatory to be filled out individually, the APA is also prepared by the specialist teacher, with “10 objective questions and 02 interdisciplinary discursive questions, constructed in a standard form” that must be answered by the student, without any type of consultation. In AQ, the mediator must evaluate in students, issues related to: “assiduity, punctuality, interaction, communicative ability, performance and delivery of activities within the deadlines established by the Pedagogical Team of the program” (our translation).

The MRC, with characteristics of parallel recovery, “consists of the revision or resumption of the main contents of the semester” and, finally, the PF, composed of 20 objective questions and aimed at students who “have not been able to appropriate the priority contents worked and consequently the approval in the discipline” (SANTOS *et al.*, 2012, p. 5-7, our translation).

The follow-up and guidance actions of these evaluation instruments go through the evaluation sector sieve, which carries out an analysis of the instruments developed, with a view to adapting them “to the objectives previously defined for each discipline, as well as to the interests and needs of the locations assisted by the program” (SANTOS *et al.*, 2012, p. 4-7, our translation).

For Bernstein, evaluation is a form of social control. In this way, he defends that the pedagogical discourse be analyzed within the perspective of the relations between dominant/dominated. Due to its characteristics, the EMITec CRO evaluation system is well defined, with explicit evaluation criteria, showing characteristics of strong classification and strong framing, which, in the author's view, constitute a cheaper system than the models that present the weakest classification and framing and are typical of a visible pedagogy (BERNSTEIN, 1996).

After carrying out all the pedagogical work of programming and outlining the classes, the whole work is directed to the studio sector, subdivided into other working groups: technological coordination, control room and studio and editing room. The work of the studio team enables communication between EMITec professors and their students, through an arsenal of technological instruments.

According to Oliveira *et al.* (2015, p. 49), the members of this sector "seek to direct the teaching team towards obtaining a skillful and competent formation of the teacher who works directly in the presentation of the lectures". In the room dedicated to technological coordination, all the logistics for posting classes are carried out. In it special attention is given to the audiovisual quality and the performance of the teacher during the presentations.

Following, we have the three studio rooms, one for each year of high school (1st, 2nd and 3rd years). In each room, control and studio share the same space, separated only by a glass that isolates the space where the teleclasses are recorded, from the part where the control team operates. In the control room, the TV director and the IPTV moderator share the space, while inside the studio are the videoconferencing teacher, the assistant teacher and the cameraman.

The videoconferencing teacher is directly responsible for “explaining the topic of the class” (SANTOS, 2015) and for interacting with the students, as he receives information from the production team and the assistant teacher, who is at his side at the moment of transmission of teleclasses. To the assistant teacher is delegated the function of interacting with the students via chat, by means of referrals made by the mediator in response to the students' doubts, while transmitting the information they receive to the videoconferencing teacher. The studio team, on the other hand, is tasked with promoting the interaction of specialist professors with the various technological resources used for the recording and transmission of online lectures.

Thus, of one of the three studios installed at CEMITEC, one for each year of high school, comes the signal, consisting of a network of multimedia communication services, integrating data, voice and image (videostreaming<sup>5</sup>). It passes through a central, headquartered in São Paulo, which retransmits the signal via satellite, until it reaches the telerooms where students and mediators who are part of EMITec are located (SANTOS, 2015). This communication platform constitutes a technological network that connects the subjects involved in a synchronous and face-to-face manner, a fact that justifies the non-inclusion of EMITec in the distance learning mode and its characterization, as pointed out by Santos (2015), as an educational mode.

At other times, the lectures will be edited and converted into video lessons by the team responsible for editing, and will be available and organized by subject, year and teaching unit in the Educational Web Environment (AEW) of the Anísio Teixeira Platform. Information collected on the Anísio Teixeira Platform shows that the EMITec channel, in the Educational Web Environment, is a way to disseminate and provide access to high school content considered a priority. In the environment, the last edited video classes are made available to the interested public, going beyond the enrolled students.

During the transmission of the live classes, another scenario is designed, that of the telerooms. In them, the mediator has the role of constantly monitoring the online lectures given

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<sup>5</sup> Live streaming or videostreaming is a technology that, via the Internet, makes it possible to send multimedia information to devices without compromising your Internet connection or requiring a waiting time for downloading and accessing content.

to his target audience, which consists mainly of students from the rural area. Each of the telerooms has the supervision of a mediator, also called a tutor, who conducts the activities and controls the frequency of the students. So that the teleclasses happen, the telerooms that are part of the program

must be equipped with bidirectional VSAT Antenna, satellite router-receiver, structured cabling (LAN), microcomputer, webcam with built-in microphone, 40-inch LCD TV, at least or datashow, laser printer, UPS and broadband Internet access via satellite (FILHO; SANTOS, 2015, p. 24, our translation).

These technological resources ensure that the signal reaches the most distant regions. However, we observed that the use of all this technological apparatus does not presuppose, as recommended by the program, the digital inclusion of mediators and students from the rural area of Bahia. Although telerooms are equipped with at least one computer, it is usually not handled by students, being restricted only to the mediator, who punctually addresses doubts through chats. Thus, using Bernstein's argument (2001, p. 16, our translation), we reflect that “Understanding Information Technology is quite different from being programmed by it, assuming it as a source of a new intellectual potential capable of freeing those who acquire it of social and intellectual limitations characteristic of old knowledge”.

It is noticeable, during the description of the organizational structure of EMITec, that the program makes use of an arsenal of technological equipment as a pedagogical alternative for the transmission of teleclasses. For this, it counts on the participation of professionals and technicians responsible for technological, methodological and pedagogical sectors.

### **Curricular structure and organization of EMITec in Official documents**

The Official Pedagogical Discourse is defined by Bernstein (1996; 1998) as a text produced for a given school document, in the Official Recontextualization Field - CRO, due to the various influences arising from the fields of the State, symbolic control, economics and the international field under which it is subject to change. As an example, Mainardes (2006, p. 51, our translation) states that “Discourse in formation is sometimes supported and sometimes challenged by broader principles and arguments that are influencing public arenas of action, particularly by the media”.

It is in this recontextualizing field, subject to a variety of intentions and disputes, that educational policies are mobilized. Understanding the Official Pedagogical Discourse - DPO and the motivations that led to the elaboration of the policy for EMITec, justify one of the

proposals of this study, which consists of analyzing the official documents related to the act of creation and implantation of EMITec, historically contextualizing the implementation process of the program in Bahia. With a focus on the macro and micro context (structural texts of EMITec under the influence of national documents), we consider the power relations exercised by different groups, considering the “variety of intentions and disputes that influence the political process”, in the context of influence of the policy cycle, proposed by Ball (MAINARDES, 2006, p. 49, our translation).

As already mentioned, the High School Program with Technological Intermediation was implemented in school units of the state public network in Bahia through Ordinance No. 424, of 21 January 2011 (BAHIA, 2011). It is convenient to consider the political scenario under which EMITec emerges, marked by a period of curricular reforms for high school, which started during the government of Fernando Henrique Cardoso (1995) and lasted until the government of Dilma Rousseff (2016), conducting a discourse imbued with expanding service to the strata excluded from access to social goods and their rights.

This situation is noticeable in the speech of the executive coordinator of EMITec, saying that the need to improve the IDEB of the Bahia state network “and at the same time improve the quality of life of this rural population”, motivated the creation of the EMITec program. And he reinforces the previous speech saying that “the demand was based on the need to solve a social problem in the state of Bahia, which was education in the rural area” (our translation).

The concern shown with IDEB, according to Ball's logic (2010, p. 487), is perceived in the search for goals, whose improvement is linked to performance. "The self-managed individual and the autonomous organization are produced within the interstices of performativity through audits, inspections, evaluations, self-reviews, quality assurance, research evaluations, result indicators etc." (our translation). According to Val (2017, p. 17 *apud* SHIROMA *et al.*, 2017 p. 17, our translation), evaluations of this type “constitute instruments of domination and reproduction of the capitalist system that rank people, institutions and countries”.

We found that the main guiding document of EMITec, therefore DPO, is the Political Pedagogical Project of High School with Technological Intermediation. Thus, our analysis is centered on the PPP text, which integrates official policies, defining the principles and strategies for the curricular redesign of the program, as well as on the relationship of such document with the context of influence at the national level and with the theoretical assumptions that dialogue with our research. Our intention is to characterize the message conveyed by EMITec through the text produced by the DPO, characterized by Bernstein, complemented by the fundamentals

of the policy cycle approach, proposed by Ball, which contemplates three main contexts: of influence, of text production and of practice (BERNSTEIN, 1996; 1998; BALL, 2014; BALL; MAGUIRE; BRAUN, 2016; MAINARDES, 2006).

EMITec, as an educational program, belongs to a policy formulated for a specific context, which is subject to debates, disputes and influences, in a given time and space, thus being inserted in a global reality. In this sense, according to Neves *et al.* (2000, p. 213, our translation), it represents “the dominant principles of a society, which are generated in the Field of the State under the influence of the International Field and the fields of production (physical resources) and symbolic control (discursive resources)”, the which reminds us of Ball (2014, p. 222, our translation) when he says: “[...] at the interface between educational policy and neoliberalism, money is everywhere. [...] the policy itself is now bought and sold, it is a commodity and an opportunity for profit, there is a growing global market for policy ideas”.

According to the EMITec PPP, the program is in line with the rules of the following documents: “National Curriculum Guidelines for Secondary Education - DCNEM, National Curriculum Parameters for Secondary Education - PCNEM, National Curriculum Parameters, State Curricular Guidelines for the High School and Principles and Axes of Education in Bahia” (BAHIA, 2018, p. 4, our translation).

Based on Basil Bernstein's theory on the structuring of pedagogical discourse, Ensign and Mainardes (2018, p. 423) discuss the movements because educational policies pass at the macro, meso and micro levels. In this dimension, it is possible to consider the EMITec PPP as an official pedagogical discourse, constituted at the meso level, “where a text (in this case, the text of politics) goes through its first transformation”, resulting from a set of relationships that are established between various fields involved in its generation, recontextualization and reproduction.

In this regard, the national official documents cited, signed at the macro level, “context in which policies are made and produced”, are part of the context of influence, proposed by Ball, Maguire and Braun (2016), under which the PPP, which constitutes the official recontextualizing field of EMITec, was written, becoming the official pedagogical discourse. This discourse, when arriving at the EMITec telesroom, micro level, “where the text is transformed into school practice” is also subject to recontextualizations (ALFERES; MAINARDES, 2018, p. 423, our translation).

The PPP of a school or, in our case, of the EMITec program, is equivalent to systematic planning, serving as a reference to the actions of everyone involved in the school context. In theory, as pointed out by Veiga (2006, p. 17, our translation), it “[...] demands from the

educators, employees, students and parents the clear definition of the type of school they intend, requires the definition of ends”. Therefore, the collective construction of the PPP can be seen as a way of overcoming hierarchical and authoritarian connections towards protagonism.

The analysis of the EMITec PPP does not reveal characteristics of a project based on autonomy, since it is a standardized document, which, in practice, does not include regional aspects and does not present a curriculum design different from that shown in regular high school documents, which leads us to think that it reflects the dominant principles of a society, which are generated in the field of the State under the influence of the international field. Ball (2016) warns that, given that the subjects become authors of the policies when participating in the processes of translation and recreation, to make a weighted analysis of educational policies, it is necessary, from a critical point of view, to observe the various nuances that they present.

The introductory part of the PPP reveals that the justifications for the creation and implantation of EMITec are based on the needs arising from other previous policies, mainly in the Law of Guidelines and Bases of Education - LDB no. 9,394 of 1996 (BRASIL, 1996), regarding commitment to expand assistance, guaranteeing the democratization of access to free and inclusive public education, presenting “an innovative didactic-pedagogical proposal to solve educational problems for a State of great territoriality and social inequalities” (BAHIA, 2018, p. 7). This issue can also be addressed in one of the objectives of the program.

Ensuring young people and adults who live in areas with difficult of access, the access, permanence and completion of basic education, through technological intermediation, enabling them to continue their studies at another level of education, in addition to promoting personal development and citizenship (BAHIA, 2018, p. 9, our translation).

The analyzed document indicates a search for social inclusion. Simultaneously, we relate this occurrence to the Brazilian tendency to articulate internal education reforms with international reforms (CIAVATTA; RAMOS, 2012). In fact, poverty is the necessary substrate that international organizations use to make use of an ideological discourse to fight inequality. “Educational policies aimed at the education of adolescents, young people and adults, are part of the great field of Brazilian social policies, which, since 1957, have been linked to international policies” (RIBEIRO, 2017, p. 171, our translation).

When describing the position of the subjects in the social division of labor, Bernstein (1996, p. 155) states that "the most primitive condition for the location of code guidelines is given by the location of agents in the social division of production work". Thus, the position occupied by the individual implies a somewhat elaborate communication, which can interfere

with his school success or failure. In addition to the family context, if we analyze the context of the practice, following Bernstein's perspective, we realize that it uses universalist meanings, received from the symbolic context of the middle class, subject to influences from the globalized world, since “education is a subject regional and global policies and increasingly an issue of international trade” (BALL, 2004, p. 1108, our translation). In this way, the school becomes a symbolic system, with no connection with family experiences, which can lead to school failure (BERNSTEIN, 1996; 1998).

The DPO that constitutes the text of the EMITec PPP still mentions, in its arguments in favor of the implementation of EMITec, the commitment to other national policies in progress, among them, the National Education Plan (PNE), “To make possible the continuity of the studies and the consequent completion of basic education with an adequate number of students” (BAHIA, 2018, p. 7, our translation), which reinforces the previous idea of internationalization of education, as according to Piccinini and Tonácio (2017, p. 61, our translation), the PNE is “part of a broad project of social policies, implanted in Latin America by the dominant bourgeois fractions that were referenced in the guidelines of international financial organizations”, which, in turn, have as a premise a business logic that conditions their investments in education.

### **Final considerations**

Our analysis of the curricular structure and organization of EMITec, present in the PPP, reveals traces of a discourse influenced by the demands of the State, the economy and the international field, which strays EMITec from its singular prominent role in social and cultural development.

Recontextualization can also be seen in the transformation of the official discourse during the journey in which it is moved between the two instances of recontextualization until it reaches the context of telerooms, making the discourse reproduced not an exact match of the discourse that was produced in the CRO. In relation to the evaluation criteria, there is a high level of recontextualization of what is proposed in the CRO (PPP of EMITec), until it is put into practice by the specialist teacher, during the teleclasses. Some evaluation instruments follow a dynamic that indicates openness to the teaching role, making them more flexible in promoting some modifications.

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