

PUBLIC POLICIES FOR HIGHER EDUCATION: THE TUNING PROJECT – FIRST REFLECTIONS ON THE ADHESION OF BRAZILIAN HIGHER EDUCATION INSTITUTIONS IN THE AREA OF EDUCATION

POLÍTICAS PÚBLICAS PARA O ENSINO SUPERIOR: O PROJETO TUNING – PRIMEIRAS REFLEXÕES ACERCA DA ADESÃO DAS IES BRASILEIRAS NA ÁREA DE EDUCAÇÃO

POLÍTICAS PÚBLICAS PARA LA EDUCACIÓN SUPERIOR: EL PROYECTO TUNING - PRIMERAS REFLEXIONES ACERCA DE LA ADESION DE LAS IES BRASILEÑAS EN EL ÁREA DE EDUCACIÓN

Maíra DARIDO DA CUNHA¹
Thaís Vargas BIZELLI²
José Luís BIZELLI³

ABSTRACT: As part of a larger project that seeks to analyze student-centered conditions in 6 South American countries, promoted by Erasmus+, the following research seeks to investigate how public Higher Education Institutions in the State of São Paulo have been involved with the Tuning Project, more specifically in courses aimed at teacher training. The Bologna Process emerged as a public policy within the European Union, with the aim of modernizing Higher Education curricula and internationalizing the perspective of student-centered education. In this sense, the Tuning Project and consolidates as policies that implement the Bologna Process, which, supported by the perspective of the knowledge society, aims to act as a methodology to make compatible and compare higher education, with a view to transnationalizing curricula and training labor force. work at an international level. Thus, the curricular reforms of ten Higher Education Institutions will be analyzed in order to verify the student-centered proposals. After the analysis, the information will be systematized and didactic pathways will be developed that can guide the curricular transformations in line with the methodology provided for in the Tuning Project.

KEYWORDS: Tuning. Methodology. Higher Education Institution.

¹ Faculty of Bertioga (FABE), Bertioga – SP – Brazil. Professor in undergraduate and graduate courses. PhD in School Education (UNESP). ORCID: <https://orcid.org/0000-0002-8263-882X>. E-mail: maira_darido@yahoo.com.br

² São Paulo State University (UNESP), Araraquara – SP – Brazil. Doctoral student in the Post-graduate Program in School Education. ORCID: <https://orcid.org/0000-0001-7514-4381>. E-mail: thaiscontev@hotmail.com

³ São Paulo State University (UNESP), Araraquara – SP – Brazil. Full professor, Faculty of Sciences and Letters (FCLAr/UNESP) – Brazil; Post-Graduate Program in School Education. ORCID: <https://orcid.org/0000-0002-6634-1444>. E-mail: jose.bizelli@unesp.br

RESUMO: *A seguinte pesquisa busca investigar como as Instituições de Ensino Superior públicas brasileiras aderiram ao Projeto Tuning, mais especificamente nos cursos da área temática de educação. O Processo de Bolonha surgiu como política pública inserido na União Europeia, tendo como objetivo fim a modernização dos currículos do Ensino Superior e a internacionalização da perspectiva da educação centrada no estudante. Neste sentido, o Projeto Tuning consolida-se como política concretizadora do Processo de Bolonha, que, apoiado na perspectiva da sociedade do conhecimento, objetiva agir como metodologia para compatibilizar e comparar as formações superiores, com vistas à transnacionalização dos currículos e à formação de mão-de-obra em nível internacional. Assim, serão analisadas as reformas curriculares de dez Instituições de Ensino Superior com a finalidade de verificação nas propostas centradas nos estudantes. Após a análise, as informações serão sistematizadas e serão elaborados percursos didáticos que possam orientar as transformações curriculares em consonância com a metodologia prevista no Projeto Tuning.*

PALAVRAS-CHAVE: *Tuning. Metodologia. Instituição de Ensino Superior.*

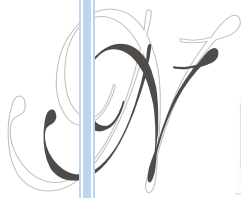
RESUMEN: *La siguiente investigación busca averiguar cómo las Instituciones de Educación Superiores públicas brasileñas se han unido al Proyecto Tuning, más específicamente en los cursos temáticos de educación. El Proceso de Bolonia surgió como una política pública insertada en la Unión Europea, con el objetivo de modernizar los currículos de Educación Superior e internacionalizar la perspectiva de la educación centrada en el estudiante. En este sentido, el Proyecto Tuning se consolida como políticas que concretan el Proceso de Bolonia, que apoyado desde la perspectiva de la sociedad del conocimiento pretende actuar como una metodología para emparejar y comparar la educación superior, con miras a la transnacionalización de los planes de estudio y la formación de mano de obra a nivel internacional. Así, se analizarán las reformas curriculares de diez Instituciones de Educación Superior con el propósito de verificar las propuestas centradas en los estudiantes. Luego del análisis, se sistematizará la información y se elaborarán cursos didáticos que puedan orientar las transformaciones curriculares en línea con la metodología prevista en el Proyecto Tuning.*

PALABRAS CLAVE: *Sintonización. Metodología. Institución de Educación Superior.*

Introduction

The project stems from the need to investigate the effects of the Bologna Process and the influence of the Tuning Project on higher education institutions in Brazil, more specifically, in the public HEIs of the State of São Paulo, centered on the analysis of the curricular matrices of teacher training courses and adjacent public policies.

Articulated the research conducted in the study group PROGAM - Municipal Governance Program in Administration, the research linked to the project submitted to the Erasmus + program is in line with the global discussion that results from the need to review the curricula of higher education degrees from around the world, with the focus of placing the



student as the center of the learning process and reviewing the curricular proposals of higher education courses.

In this sense, the larger project seeks to understand how six countries in South America, Argentina, Bolivia, Brazil, Colombia, Paraguay and Peru, have revised and modernized their undergraduate curricula by the Tuning approach, centered on four different areas: Teacher Training, Human Sciences, Health and courses related to the environmental area.

Thus, the following research seeks to investigate the recent changes in the curricular matrices of teacher training courses in public Higher Education Institutions that joined the Tuning Project, in this case the University of Campinas, UNICAMP, and the Federal University of Minas Gerais, UFMG, in order to verify the consonance of the changes to the proposed methodology based on the Tuning Project.

Bologna Tuning and Declaration Project

The problem of higher education and social function permeates debates around the world and sometimes provides the generation of policies and a review in the curricular matrices of higher education.

In 1999, 27 countries signed the Bologna Declaration (EUROPEAN HIGHER EDUCATION AREA, 1999), making a commitment to establish in ten years the European Higher Education Area (EHEA), a measure similar to the formation of an economic bloc, based on the principles of competitiveness, mobility, comparability, evaluation, efficiency and effectiveness in the face of the demands of the world market. The number of subsequent actions to achieve this goal became known as the Bologna Process, which and invoked the goal of achieving the "[...] centrality of Europe in providing educational services" (LIMA; AZEVEDO; CATANI, 2008, p. 11) in the world.

However, it is a policy in favor of meeting the needs of the market to the detriment of those of society, with the Bologna Process

[...] thus, there is a complex process of reducing the relative autonomy of national states in higher education; a supranational policy direction, now relatively decontextualized; a relocation of the debate arenas and traditional democratic discussion processes; the non-participation or fluid and diffuse participation of the educational actors directly involved, in favor of the intervention of highly organized and institutionalized stakeholders [...] (LIMA; AZEVEDO; CATANI, 2008, p. 12-13, our translation).

In a global perspective, the incorporation of this new organization of higher education in Europe has been perceived and imported. One of the places where this model exerts great influence is in Latin America (ABOITES, 2010). The Tuning Latin America Project, the object of this research, can be understood as an example of this phenomenon.

Society is facing an accelerated process of transformations that cause changes in the pillars that solidify the values of modern society. This new configuration has as responsible agent the constant technological development.

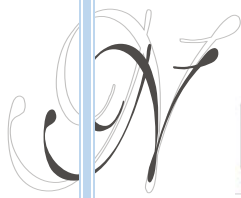
The Project of Modernity, according to Jurgens Habermas (1993), would be a set of trends nurtured by Enlightenment philosophers, such as belief in scientific thought, the role of morality in the conduct of human life and the universalism of thought and forms of organization in society.

In modern society, there is a critical reflection in the field of science theory on the assumptions that drove the trajectory of Western civilization, based on scientific and positivist rationality that 'excluded ethics' from scientific production (GOMES, 2007). At least since the seventeenth century, with the Intellectual and Scientific Revolution and, even more, from the eighteenth century, rationality has led the field of scientific and intellectual production, as a rationality called 'instrumental reason' by the thinkers of the Frankfurt School.

In this perspective, the scientific paradigm that arises with the outbreak of modernity in the West was precisely that of the 'instrumental reason', which grounded the development of the scientific method and a scientific ideology, acquiring the character of an instrument, something used in the social process (HORKHEIMER, 1976).

The progress made with the application of scientific knowledge to transform nature and put it at the service of man, flooding the society of goods on a scale never seen in history and satisfying needs that have been met so far, also contributes to strengthening the ideologically determined belief of Western culture and civilization as superior to all others on the planet (GHISALBERTI, 2012). That is, holder of the 'instrumental reason', the subject of knowledge constantly seeks to know and dominate nature and man himself.

According to Horkheimer (1980, p. 28), this concern that mainly dominated science in the West, that is, of turning almost exclusively to its practical and productive utility, aims not only to improve the general conditions of life of society, but, above all, to satisfy the interests of a social class arising from capitalism, the bourgeoisie. In other words, the 'instrumental reason' privileges one class – the bourgeoisie – to the detriment of the other – the working class.



Therefore, the ethics of 'neutrality' and 'disinterest', which would be the central characteristic of scientific work, is increasingly subject to the interests of capital, justified by the ideology of progress, civilization and 'human' development. Productive specialization, reflecting the technical transformations of capitalist socioeconomic formation, and new forms of labor exploration find in the specialization and fragmentation of scientific work their necessary, useful and natural congener (GHISALBERTI, 2012).

Applied to this productive logic, the division of sciences into specialized fields, although interpreted as a natural and necessary evolution, reflecting the growing domain of natural reality and the need for its separation and organization, strengthened a rationality based on scientific advances, which are increasingly used for technical application in the productive field and in the social field.

The fragmentation and specialization of scientific knowledge are reflected in the field of professions and, therefore, in the relationship between education and work, as the curricular organization of schools and higher education institutions is currently based on the division of scientific knowledge into specific areas of knowledge, such as Physics, Chemistry, Mathematics, History, Geography, etc., and there is a need to train teachers also specialized in these areas and to seek scientific methodologies in the pedagogical field. At the same time, alongside its function of transmitting values, conformation of behaviors and dissemination of ideologies, higher education assumes the function of forming individuals endowed with specializations of interest to the productive system.

The criticism of scientific rationality based on instrumental rationality coincides with the reflection that emerged in the very field of science, motivated by recent discoveries that unveiled ignored dimensions of natural phenomena. A new sensitivity is created, a new subjectivity of the now "modern human being" and science becomes a great force (GHISALBERTI, 2012). New experiences are generated by human capacity itself. It is the era of the development of technical and rational resources eminently human to face nature.

This crisis, according to Touraine (2008), would be in the logic of capital, fueled and sustained by constant technological advances. Thus, according to Giddens (1991), the new capitalist logic reformulated and triggering a new social structure would be closely linked to the search for the process of fullness of technologies in all social spheres. In this wake, for Corsani (2003), the emergence of the reason for which it is constituted in modernity, the locus of the information society triggered by globalization is embodied in cognitive capitalism, in which the nature of models of exchange and valorization is redefined. It constitutes a



fundamental dependence between the production process and the innovation process (CORSANI, 2003).

The last 30 years of the 20th century were marked by profound and important transformations in our societies, founded on the so-called "Third Industrial Revolution" or, for Castells (1999), the Information Technology Revolution, constituting an event as important as the Industrial Revolution of the eighteenth century.

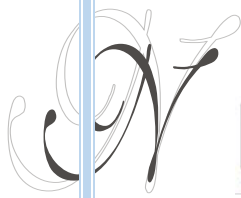
With regard to the "new economy" that emerged in the second half of the twentieth century, we can say that it has three fundamental and differentiated characteristics. It is informational, global, and networked.

It is informational because the productivity and competitiveness of units or agents in this economy (whether companies, regions or nations) basically depend on their ability to generate, process and efficiently apply knowledge-based information. It is global because the main productive activities, consumption and circulation, as well as their components (capital, labor, raw material, administration, information, technology and markets) are organized on a global scale, directly or through a network of connections between economic agents. It is network because, under the new historical conditions, productivity is generated, and competition is made in a global network of interaction between enterprise networks. This new economy emerged in the last quarter of the 20th century because the evolution of information technology provided the indispensable material basis for its creation (CASTELLS, 1999, p. 134, our translation).

Based on information technologies and microelectronics, the ongoing revolution has been reshaping the material basis of society and conditioning important changes in the relations between the economy, the State and society. Harvey (2001) called this new capital restructuring "flexible accumulation." It is flexible, therefore,

[...] flexibility of labor processes, labor markets, products and consumption patterns. It is characterized by the emergence of entirely new production sectors, new ways of providing financial services, new markets and, above all, highly intensified rates of commercial, technological and organizational innovation (HARVEY, 2001, p. 140, our translation).

Overcoming the mass production model by productive flexibilization implies a profound transition of institutional, technological, political, social and cultural bases that have prevailed since the post-war period as a hegemonic model of relationship between the State, trade unions and companies, and has a preponderant meaning as a guiding axis of the transformation of the way in which the State sees R&D investment policies.



In line with this new economy, called flexible, the State felt the need to increase investments with technology, especially in the area of education. The technical courses and programs to equip the school arise from this new demand in the industries caused by the network that is woven in modern society.

The Alfa Tuning Latin America Project

The project named with Alfa Tuning Latin America, is derived from the Bologna Process, which has among its main objectives the mobility and convergence of curricula for the labor service of the globalized market, and which, for Latin America, was named Alfa Tuning Project Latin America.

At first the project was in Latin America's 18 countries. The Alfa Tuning Latin America Project presents as its main objective to cooperate with the construction of a Higher Education Space in Latin America, based on curricular convergence. Rueda (2017) defined the specific objectives presented below, which were drawn up based on 18 agreements between national governments and the agreements reached by the 182 universities for the first phase (2004-2007) of the Project:

- Advance in the processes of curriculum reform based on a focus on competencies in Latin America, completing the Tuning methodology;
- Deepen the axis of employability of the Tuning Project, developing graduate profiles linked to new social demands and needs, building the foundations of a harmonic system that can design this approach of approximation between diplomas;
- Explore new developments and experiences around university social innovation, and particularly in relation to the axis of citizenship of the Tuning Project;
- Incorporate processes and initiatives already implemented in other contexts for the construction of disciplinary and sectoral frameworks for Latin America;
- Promote the joint construction of methodological strategies to develop and evaluate the formation of competencies in the implementation of curricula that contribute to continuously improve quality, incorporating levels and indicators;
- Design a system of academic credits, both for transference and accumulation, thus facilitating the recognition of studies in Latin America as a region, and also enabling articulation with the systems of other regions;

- Strengthen regional cooperation processes favorable to curriculum reform initiatives, leveraging the capacities and experiences of different Latin American countries.

Brazil was inserted in the first phase of the project, with 12 thematic areas and 13 universities in the second phase, with the addition of 15 thematic areas. According to information from the Tuning Project website itself, when it comes to education, we have the following degree in Latin America:

Figura 1 – Universidades participantes

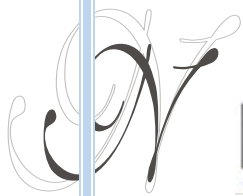
Country	University
Argentina	Universidad Nacional de Cuyo
Argentina	Universidad Nacional de La Plata
Bolivia	Universidad Núr
Brazil	Universidade Estadual de Campinas – UNICAMP
Brazil	Universidade Federal de Minas Gerais – UFMG
Chile	Universidad Católica de Valparaíso
Colombia	Pontífica Universidad Javeriana
Costa Rica	Universidad de Costa Rica
Ecuador	Universidad de Guayaquil
El Salvador	Universidad de El Salvador
Honduras	Universidad Pedagógica Nacional
Mexico	Universidad Autónoma del Estado de Hidalgo
Nicaragua	Universidad Autónoma de Nicaragua – Mangua
Paraguay	Universidad Nacional de Asunción
Peru	Universidad Peruana Unión
Venezuela	Universidad Simón Rodríguez

Source: Turning ([21--])

Despite the great discussion about the project and its consequences, especially with regard to internationalization, there are only two universities in Brazil that participated in the thematic area – Education, including UNICAMP and UFMG.

First remarks

The transition from personnel-centered education to the student-oriented education model as the center of the learning process involves a paradigm shift and a change of mentality



of the faculty and the entire academic community. The reforms proposed by the Tuning Project affect both the role of teachers and students, understanding that it is a process that needs studies and a change of attitude in the face of the proposals of the curricular matrices of Higher Education.

Thus, the research seeks to present the need for a paradigm shift in the way education is organized and offered in the 21st century, more specifically in training courses, located in the thematic axis of education, where, in Brazil, we only had the adherence of two institutions: UNICAMP and UFMG.

The proposal is that undergraduate programs should be based on a structure articulated, preferably, with a single profile, which is based on an identified need. These programs should be viable in terms of student workload and therefore preferably based on a credit accumulation system that is applicable for student transfer (national and international).

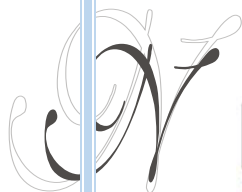
Such a system should be both credit-per-point (reflecting time) and based on learning outcomes according to the Tuning methodology, which should define a level of competence. It also enables programs based on progression levels to provide more effective learning achievements. With this, implemented programs will contribute to stimulate the national economy. It will also make graduates more satisfied, because it increases their chances of getting a suitable job.

In concrete terms, with the result, it is expected, after analysis and reflection of the changes of the curricular matrices of the undergraduate courses:

- (1) improve the quality of the undergraduate programs involved;
- (2) contribute to a higher education more relevant, attractive to students, effective for graduates and useful for society at large;
- (3) to offer a more inclusive education that allows individual profiles;
- (4) contribute to the quality of the workforce;
- (5) provide the employability of graduates, but also promote active citizenship, which fills the skills and skills gap.

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