



## THE HOMESCHOOLING PRACTICE ABROAD vs. BRAZIL

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**Resumo:** Este trabalho tem como objetivo apresentar a educação domiciliar como uma prática de educação alternativa, além de mostrar quais fatores levam os pais a optar pela aplicação dessa modalidade de educação, também queremos deixar claro como esta prática é abordada no exterior e no Brasil. Para isso, nossa pesquisa foi baseada nos estudos de Lightbown; Spada (2006), Scharle; Szabó (1991), Blok; Karsten (2011), Wada (2011) e Vieira (2012) que nos deram suporte teórico para o desenvolvimento dessa pesquisa. Primeiramente, falamos sobre cultura, diferenças individuais e necessidades dos alunos, que podem influenciar a escolha por essa prática. Posteriormente, apresentamos como a educação domiciliar é praticada, inspecionada e regulamentada em alguns países da Europa, tais como Finlândia, França, Portugal e também no Canadá e nos EUA. A situação da educação domiciliar no Brasil também é apresentada e discutida. Para finalizar, elaboramos e analisamos um questionário que foi respondido por seis famílias que praticam educação domiciliar, sendo três delas brasileiras e as outras três americanas.

**Palavras-chave:** Diferenças individuais. Cultura. Necessidade dos alunos. Educação domiciliar.

**Abstract:** The aim of this paper is to present homeschooling as an alternative practice of education, besides showing what factors may lead parents to decide to adopt this modality of education, we also want to make it clear how it is approached abroad and in Brazil. To do so, our research has been based on the studies of Lightbown; Spada (2006), Scharle; Szabó (1991), Blok; Karsten (2011), Wada (2011), Vieira (2012) who gave us the support to develop this paper. First, we talk about culture, individual differences and students' needs which may influence the choice of this practice. Then, we present how homeschooling is applied, inspected and regulated in some European countries such as Finland, France, Portugal and also in Canada and in the USA. The situation of homeschooling in Brazil is addressed and discussed as well. Finally, we prepared and analyzed a sample questionnaire, which has been answered by six families who home educate their children or have already done it, three of them are Brazilian and the other three are American.

**Keywords:** Individual differences. Culture. Students' needs. Homeschooling.

### Introdução

The interest in developing this paper focusing on homeschooling abroad and in Brazil rose, due to the fact that it is a continuation of a paper developed and published in 2011 which talked about the advantages and drawbacks of homeschooling abroad. After having written this first paper, we, the authors could

understand that homeschooling involves much more than positives and negatives aspects, it involves life, education, culture, the children's future and the political system. Therefore we decided to see how parents and the Brazilian government deal with it.

This subject has been more frequently discussed in Brazil nowadays; it has even been broadcast in a TV program called Fantástico on Globo channel, which showed that there are almost a thousand families homeschooling in Brazil. Thus it became clear that studying this subject more deeply would be very profitable for the home education development system in Brazil.

Hence, the aim of this paper is to present homeschooling as an alternative practice of education developed abroad and also in Brazil and how it is dealt with in the different places concerning the families who are in favor of it and the government regulations.

The first chapter presents the cultural and individuals differences which are important matters when dealing with one's education. Chapter two discusses homeschooling abroad describing the law and the regulation applied by countries such as Canada, the United States, Finland, Belgium, Denmark, France, and Bulgaria among others in Europe, afterwards we describe the situation of homeschooling in Brazil and how it has been analyzed and seen by the responsible authorities from the government.

Last but not least, we designed and analyzed a questionnaire that has been answered by three American homeschooler families and three Brazilian ones.

The concepts presented here and also the questionnaire analyses have been supported by some bibliographical research based on Lightbown; Spada (2006), Scharle; Szabó (1991), Blok; Karsten (2011), Wada (2011), Vieira (2012) and others who contributed greatly to the ideas presented so far. We hope that, by the end of this paper, the reader might be able to have a critical opinion about homeschooling and may be able to support or not its allowance in Brazil.

## **1 Culture and student's needs**

“Culture is responsible for the way we make sense of the world. It gives us the rules, laws and mores that guide us through our lives inside our societies”

(JOHNSON; RINVOLUCRI, 2010, p. 9). Sending students to school, to be educated in a classroom is part of most countries culture. It is one of the most important steps in one's education. In the classroom students learn from the books and the teacher's knowledge. They follow rules and get prepared to choose and act in their career in the future.

When thinking about what should be the best way to provide education, we will be faced with several kinds of teaching and learning approaches and techniques. However they are not the only thing we have to take into consideration. First of all, we have to consider the individual differences, which guide students to succeed more or less while learning. To help learners with this Lightbow; Spada (2006) suggest we should take into consideration the following characteristics: intelligence, aptitude, learning styles, personality, motivation and attitudes, identity and ethnic group affiliation, learner beliefs and age of acquisition and the critical period hypothesis (GUILHERME et al, 2011, p. 280).

Intelligence, according to GUILHERME et al (2011) “[...] is one of the characteristics that might make difference to a student. An individual with a high IQ is usually a more successful learner”. Considering it, the tutor may provide a way to make one with a high intelligence quotient feels as challenged as the ones that are weak learners.

Aptitude is another ability presented by many children that requires teacher's attention. When the aptitude is diagnosed and directed in order to facilitate learning, the student can develop several skills and go through the subject fast and easily.

Specific abilities thought to predict success in language learning have been studied under the title of language learning 'aptitude'. One of the pioneers in this area, John Carrol (1991), has characterized aptitude in terms of the ability to learn quickly. Thus, we may hypothesize that a learner with high aptitude may learn with greater easy and speed but not other learners may also be successful if they persevere (LIGHTBOWN; SPADA, 2006, p. 57).

It is also important to find out whether the individual is a visual, aural or kinesthetic learner to better guide him through this process, leading to successful learning. The term “learning styles” is “[...] used to describe an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills” (LIGHTBOWN; SPADA, 2006, p. 59).

Personality has a lot to do with ones' success in the learning process. Lightbown; Spada (2006) say that, although some studies support that success in learning is related to characteristics such as extroversion, assertiveness and adventurousness, others believe the quiet observant learners may have great success too. Besides that, students' inhibition and anxiety may be, as a matter of fact, considered by the teacher as negative terms, they might discourage risk taking and do not let students feel they are in a safe learning environment.

Motivation and attitude are other points to be considered, they make a huge difference to the learning process. As it was mentioned by Guilherme et al; (2011) if the children have favorable attitude towards the learning process and are motivated to learn they will have more success and will desire to learn more. As long as the educator is able to identify a point that motivates a student it can be used as an instrument to bring good results and lead the learner to success. Studying unmotivated might make it become a boring and even frustrating experience and consequently, bring bad results.

In a teacher's mind, motivated students are usually those who participate actively in class, express interest in the subject matter, and study a great deal. Teachers also have more influence on these behaviors and the motivation they represent than on students' reasons for studying [...] (LIGHTBOWN; SPADA, 2006, p. 64).

Since everyone lives in and is part of a society, when talking about individual differences and special needs' importance for the children's learning process, it is necessary to consider the identity and ethnic group affiliation because the students' participation in class depends on it. "Social factors at a more general level can affect motivation, attitudes, and language learning success" (LIGHTBOWN; SPADA, 2006, p. 65). Coming from a different background or sharing different religious beliefs may impact on one's development, therefore it is important to consider them.

In addition to this, the learners' beliefs also have to be bared in mind by the family, due to the fact that depending on the previous learning experiences or whether the students did not have a good rapport with the teacher, they are more likely not to be successful.

Learners' instructional preferences, whether due to inherent differences in their approach to learning or to their beliefs about how languages are learned, will influence the kinds of strategies they use in trying to learn new material. Teachers can use this information to help learners expand their repertoire of learning strategies and thus develop greater flexibility in their ways of approaching language learning (LIGHTBOWN; SPADA, 2006, p. 67).

According to Guilherme et al (2011) for some students, schools are the best way to learn, while others can face different kinds of difficulties attending classes at school, everyone has his own personal feelings about the teaching-learning process. It does not matter if a classroom is composed by a big or a small group, each student shows different developed skills or difficulties. It is the teacher's job to work on it in the way that the entire group can enjoy. That is why it is necessary to be aware of the students' needs. "Older learners, especially those with hearing and vision difficulties, may have difficulties learning in a traditional classroom setting" (JENKINS, 2013, online).

Given that cultural norms provide us with comfort and stability, if we are confronted with manifestations that challenge these norms, we may react quite fiercely. Often, the shock we suffer leads to negative judgment and, without communication between the two sides, opinions can become entrenched and conflict can occur (JOHNSON; RINVOLUCRI, 2010, p. 10).

As Johnson; Rinvolucris (2010) mentioned, children, growing up in any country, will have very different life expectations, depending on the kind of upbringing they have had, their parents, their teachers and the institutions' attitudes in which they are educated. Therefore, as they grow up seeing their older siblings, relatives and friends attending school, one of their common expectations is to be old enough to be able to attend classes in a regular school.

In most countries, children are obliged to be educated in schools, parents have to make sure they register their children when they are at a certain age and in most of them it is strictly forbidden by law for a child to leave school. However, there are parents who truly believe their sons and daughters would be better educated at home, where they can have special attention and the tutor can focus on their special needs and main objectives.

Knowing how to deal with those characteristics is a key to achieve success in this process. The challenge is that in a big group, as in most public school

classrooms the teachers do not have enough time to work on students' special needs and aims, since the classrooms are, most of the time, composed by nearly thirty students. To detect students' individual needs or differences in such classroom settings would be a really hard task.

The learner autonomy on the one hand could be a very helpful key to make students achieve success even in large classes. According to Scharle; Szabó (2000) learning can only happen if learners are willing to contribute and participate. They need to be aware of that, realize and accept that success in learning depends as much on them as on the teacher himself.

No matter how much students learn through lessons, there is always plenty more they will need to learn by practice, on their own. Also, the changing needs of learners will require them to go back to learning several times in their lives: then again, they will need to be able to study on their own. The best way to prepare them for this task is to help them become more autonomous (SCHARLE; SZABÓ, 2000, p. 4).

On the other hand, some students may not be able to handle uncertainty and do everything they can to avoid it, so they may find it alarming to work without relying on a constant supervision of a teacher and some may consider the teacher a figure of authority who would always be there to tell them what comes next, as mentioned by Scharle; Szabó (2000).

In the next chapters we are going to analyze in details the homeschooling practice abroad and in Brazil.

## **2 Homeschooling abroad and in Brazil**

According to Shaw (2011), a homeschooler advisor, homeschooling means "learning outside the public or private school environment. For most families, their 'schooling' involves being out and about everyday".

Before judging whether this practice would be successful in Brazil or not, it is important to really understand how it works abroad, where it is very popular. "Even though many people consider homeschooling a new concept, people who are for it, say that until the 19th century to homeschool children was a rule and not

otherwise” (SCHEBELLA<sup>1</sup>, 2007, p.12). If we study homeschooling deeply we will discover that this practice was applied before in the old centuries.

We all know that homeschooling is a new subject in Brazil and people seem not to be comfortable with this idea yet. In fact the Brazilian cultural feelings make the difference when new concepts of education are evaluated, specially the way of living, studying or facing something people have little information about.

## 2.1 Homeschooling abroad

According to Singer (2012) in countries such as the United States, the United Kingdom, Portugal, France, Italy, Spain, Norway, Finland, Canada, Mexico, Russia, Korea, Australia, New Zealand, Thailand and South Africa the homeschooling practice is officially accepted by the authorities. “Websites report that in the US there are about 2 million children and teenagers, 4% of the individuals these age, being homeschooled; in the UK the number is between the hundreds of thousands” (SINGER, 2012, online).

In those places, sending children to school is a choice, not an obligation. As long as the child receives attention by the family and the satisfactory content for the age, the parents are free of the obligation to follow the National Curriculum. “Under the law in those countries for children between the ages of five and sixteen, education is compulsory, school is not” (GUILHERME et al, 2011, p. 284).

According to ANED's<sup>2</sup> pedagogical director Fábio Stopa Schebella - the aim of homeschooling is:

[...] allowing children and teenagers to be taught at home the same subject they would be in school without having to attend regular classes. Using specific material, one or more family members can become the tutor, teaching children who were supposed to be enrolled in a regular institution, not only moral and behavior, but also science, helping the historical knowledge acquisition. The material can be offered by the national homeschooling association or selected and developed by the tutor through personal research (SCHEBELLA, 2007, p.11).

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<sup>1</sup>All the quotations that were in Portuguese have been translated by this paper's authors.

<sup>2</sup>Associação Nacional de Educação Domiciliar – The homeschooling national association in Brazil.



Being educated at home does not mean that parents must be responsible for all the subjects.

Parents do not need to be teachers to home-educate their children. According to Leprowska (1996) the main reasons for choosing homeschooling as a methodology are dissatisfaction with the schools, the need to provide religious and moral concepts to specific learner and a concern about the school environment (GUILHERME et al, 2011, p. 283).

In the past people were taught at home or in little community schools, usually oriented by a tutor, it would happen especially among rich families.

Faced with a youth interest or aptitude towards a specific job, being this different from his father's, the procedure would be making him being tutored in this career, in other words, he would be taken to a professional from this area, becoming his helper in his activities. This way, after this tutorial and the learning opportunities, provided by being exposed to the environment and the job itself, he would be able to develop this activity autonomously (SCHEBELLA, 2007, p.12).

Singer (2012) says that, in the 70s this practice got popular all around the world after the publishing of the book *Deschooling Society*, by Ivan Illich<sup>3</sup>, supporting a world without schools. For him “the institutional education is a waste of time, due to the fact that most of the knowledge people have is acquired out of school” (WADA, 2011, p. 14).

In the same decade the North American writer John Holt<sup>4</sup> presented the expression *unschooling* and started to question regular schools and if they were proper to satisfy the society's needs. “Since then, the author starts to support the idea of teaching children at home, far away from problems and addictions that are present in most regular institutions” (SCHEBELLA, 2007, p. 16).

As mentioned by Guilherme et al (2011), the increase of homeschooling over the years may be owing to problems children face while in school, such as bullying, or by not being prepared to be educated in a formal academic environment and also due to gifted children cases.

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<sup>3</sup> Ivan – 1926 – 2002. An Austrian philosopher and children educator, eradicated in Mexico, studied theology and worked as a priest in New York.

<sup>4</sup> John Holt – 1923 - 1958. An American author, from New York, considered the homeschooling creator.



Vieira (2012) says, the seven countries that apply this modality of education and have the biggest number of home educated children are the USA, with 2.04 million; South Africa, with 150 thousand; Russia, between 70 and 100 thousand; the UK, between 20 and 100 thousand; Canada between 80 and 95 thousand; Australia between 30 and 50 thousand families and France between 12 and 23 thousand of private homeschoolers who are registered to teach out of school.

According to Olsen (2013), in the numbers presented above, not only anonymous homeschoolers can be found, actors such as Angelina Jolie and Brad Pitt adopted this modality of education for their children, and so did Michael Jackson. In addition to these people, the former Brazilian soccer player Ronaldo has also shown interest in having his children studying at home, as published by Fonseca (2013) in the online magazine Revista Viver Brasil.

Based on the information found on the website Bridgeway academy (2013) other people who had been homeschooled and have become very famous and notorious professionals, who are recognized all over the world due to their successful lives are the American Presidents George Washington, Theodore Roosevelt, Thomas Jefferson and Abraham Lincoln; the statesman and inventor Benjamin Franklin, the scientist Albert Einstein, the genius artist, inventor and scientist Leonardo da Vinci, the inventors Alexander Graham Bell and Thomas Edison, the composer Wolfgang Amadeus Mozart, the writers Agatha Christie, C. S. Lewis and Walt Whitman, the actors Charlie Chaplin and Whoopi Goldberg, the performing band Jonas Brothers and last but not least, another couple of parents who adopted homeschooling are John Travolta and his wife Kelly Preston, together with the singer and actor Will Smith.

Although home education sounds very convenient for some families and easy to apply, it is a very serious and controlled practice. As it was said by Blok; Karsten (2011), in countries where high regulation is applied, some rules such as testing students annually and parents having to provide the government with information about what is being taught and the content covered along the semester are compulsory. Therefore, parents who show the interest and decide to homeschool their children have to inform the authorities about their wish to start home education and complete a kind of entry requirement, giving information concerning the

curriculum, conducts home visits and set standardized tests. It is also required that home schooling parents should be certified teachers, which would be used to discourage home education. On the other hand, in moderate regulation, parents have to send notification and are asked to send a kind of progress report, which consists of test scores or external evaluation. Low regulation does not require that parents have any contact with the state.

Blok; Karsten (2011) also mentions, that in Croatia, homeschooling “only applies to severely disabled children”. In Belgium, Denmark and France, on the other hand, parents are free to provide home education, however, they must report to the government annually, inspection is conducted by the local authorities, through home visits and analyzes of the submitted documents, after negative outcomes parents have to enroll the child in a regular school. Italy also recognizes homeschooling as a legal and alternative way of educating children. It is required that the local school provides the parents previous permission, say Blok; Karsten (2011). Children go through an exam to prove they are able to pass to the next class and if not, they have to attend regular school.

In the relevant protocol, it is emphasized that the only way to assess parents' capability to provide home education is by assessing the child's achievements by means of the examinations (esami di idoneità) to enter the next class, regardless whether the studies will be continued privately or at a national school. This way, a systematic and longitudinal record of the pupil's progress is compiled. No data are available on the results of the examinations of home schooled children (Blok; Karsten, 2011, p. 147).

Blok; Karsten (2011) state that in England and Finland, parents are free to provide home education; nevertheless, they must provide efficient full-time education, which must be suitable to the child's age, ability and aptitude and they are not required to report that they are homeschooling. While in England they can be asked to provide evidence, however, if a home visit is requested, parents have the right to refuse it, deeper investigation only takes place there if the local authorities suspect that a child is not receiving satisfactory education, in Finland, homeschooling is controlled by the municipal authorities who assess the student's progress. “Tests are generally conducted by a teacher at a local school where a child takes one or

more achievement tests. Parents who offer unsatisfactory home education risk a fine” (BLOK; KARSTEN, 2011, p. 145).

In Bulgaria, on the other hand, school attendance is compulsory, but if it is necessary for a child to be taught at home, the head of the school must grant him permission allowing that to happen, inspection is not applied there.

As well as in England and Finland, Blok; Karsten (2011) add that in Estonia this practice is legal to be applied by parents, either because they want or because of medical reasons. However, children must be registered at school and inspections take place to determine whether a child is receiving an education that follows the national curriculum requirements, they have to be registered at school and if the school is not satisfied with the child’s results, a school attendance order can be issued.

Parents in Ireland are free to choose between school and home education, if they decide for homeschooling, they have to be registered in the National Education Welfare Board. Concerning inspections, “it is not necessary to visit the location where education is provided or meet the child, although home visits take place in most cases” (BLOK; KARSTEN, 2011, p. 146). Nevertheless, there are two stages of inspection assessment, if the first is unsatisfactory a second one may be conducted and if this one happens to be unsatisfactory as well, parents can be forced to take some correction measures.

In Portugal, on the other hand, schools need to make sure parents are able to provide homeschooling to their children, otherwise, parents need to have a licensed teacher and the school also provide them with the learning material. According to Blok; Karsten (2011), in Portugal, “home education mainly concerns emigrants and children who are behaviourally deviant”.

Homeschooling is also legally recognized as a way to comply with mandatory schooling in Sweden and in Norway. In both places, parents have to report to the local authorities about it. In Sweden, the report is made to the municipality, and the ways they supervise it vary from each location. In Norway parents have to report to the local authorities and “most often a supervisory teacher visits the family twice a year and evaluates the quality of home education” (BLOK;

KARSTEN, 2011, p. 145), the local authorities are also allowed to apply to evaluate homeschooling.

Blok; Karsten (2011) say in Germany and in The Netherlands Home education is not yet a legally recognized form of education, children must attend school. However in Germany, the practice is accepted for parents who move around, for children with long-term illness and for immigrants living in Germany for a short period and inspection is not applied. In The Netherlands, it is only an option for parents with philosophical/ religious objections and in these cases;

The Council for Child Protection may only take action if a complaint has been submitted; it then conducts an investigation and reports to the magistrate of juvenile court who may take certain measures, including removing the child from home (BLOK; KARSTEN, 2011, p. 143).

According to Pelt et al (2009) in Canada:

In most cases, the home curriculum was designed by parents, occasionally with some resources from an independent school or a satellite school curriculum. Collaborative learning with children outside the family was plentiful, as were social interactions. The homeschooling experience was usually an extremely busy one, with a wide range of sports, musical, group and individual activities outside of the home (PELT et al, 2009, p. 8).

Last but not least, as mentioned by Vieira (2012) in the United States the laws that regularize the application of home education vary for each state. The law establishes that the previous elaboration of an individualized home instruction plan, to determine the subjects to be taught in each American state.

## 2.2 Homeschooling in Brazil

Reflecting upon homeschooling in Brazil may, most of the times, lead to a polemic discussion. In one hand, there are the groups of family who are for it and believe it gives children, in most of the cases, positive results, assuring this is the best way to educate. These groups share the same ideas that compose the book *Deschooling Society*, in which Illich (1970) emphasizes his dissatisfaction with the regular school system.

The reasons for Brazilian parents deciding for homeschooling are numerous. After studying and researching a lot about the situation in Brazil, Vieira (2012) came to the conclusion that they home educate due to the fact that, nowadays children are not taught to be respectful, honest and to care about their family at school. Besides that, parents also think the regular schools have decreased a lot in terms of quality. However, there are no official records about the real number of homeschoolers in Brazil. “The fact that there is no official data about the number of families home educating in Brazil makes it difficult to measure the exact dimension of this phenomenon” (VIEIRA, 2012, p. 28).

According to Vieira (2012) between millions of projects of law that have been analyzed by the authorities in Brasilia, Brazil, there is one that requires the regularization for the right of choice for Brazilian families to enroll their children at school or teach and educate them at home if they feel that this modality of education is more appropriated. The families in Brazil which support homeschooling emphasizes that there is nothing in the constitution that says clearly that it is illegal to teach at home. Aguiar (2012) states that the Brazilian law is written in a way that more than one way of understanding is possible.

Aguiar (2012) defends that there is a gap in the Brazilian legislation not only in the Federal Constitution, but also in the Brazilian Guideline Laws<sup>5</sup>. As it is possible to notice, it does not say that education is only the state responsibility or that it is only the family’s responsibility. It says that providing education is the state *and* the family’s job. In this case the usage of the word *and*, is enough to open any possibilities of making homeschooling regular.

Neither learning nor justice is promoted by schooling because educators insist on packaging instruction with certification. Learning and the assignment of social roles are melted into schooling. Yet to learn means to acquire a new skill or insight, while promotion depends on an opinion which others have formed. Learning frequently is the result of instruction, but selection for a role or category in the job market increasingly depends on mere length of attendance (ILLICH, 1970, p. 37).

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<sup>5</sup> The Brazilian Guideline Laws define and regularize the Brazilian educational system which is present in the constitution.

On the other hand, there are the groups totally against homeschooling, whose opinions about it are strictly negative. According to Fonseca (2013), the Brazilian sociologist and politic scientist Rudá Ricci, is an intellectual who defends that attending a regular school is crucial for the children's social development. In few words, Ricci defines it as "a delay's delay".

There is also the children and teenagers' autonomy development, which can be decreased. When going to school, the contact with classmates makes the students create a rule to make him understand what he represents among a group. There is no escape. Homeschooling is the biggest mistake and the beginning of the end of education for the society (FONSECA, 2013, online).

Boudens (2002), mentions that in 1993, a former Brazilian congress man João Teixeira, asked the responsible people to develop a study about the appliance of homeschooling in Brazil, six months later, he presented the law 4657/94 which allowed homeschooling for elementary school. The curriculum would have to be what MEC establishes and the students' development checked annually by the State. Nevertheless, it had been denied by all the other congress men who had the right to vote for or against it.

Boudens (2002) even says, another congress man called Carlos Lupi mentions there is no law saying parents are forbidden to home educate their children since, even being the public schools responsibility, private schools are free to provide education as well. Therefore, what differences are there between a private institution and parents who are the most interested people in the children's future and education who are willing to provide qualified education to their children?

The homeschooling practice, as a substitute for the regular school based education, it is not expressly prohibited by any decree in the Brazilian's legal system, either in the constitutional, legal or regulatory decrees. Neither is expressly allowed or regulated by any decree. The reason why there is no mentioning to these issues is very basic: this issue is being on spotlight for a very short period of time recently in Brazil, and it is too shyly discussed (AGUIAR, 2012).

In 2012, as mentioned by Vieira (2012) the parliamentarian Lincoln Portela, a Brazilian politician who belongs to the Republican Party in Minas Gerais, proposed the homeschooling regularization in Brazil. The new law project, number

3.179/2012 is being analyzed by the Congress. The author has been supported by ANED and by the families who are fighting for the right to teach and educate their children at home. According to Vieira (2012), Lincoln Portela was homeschooled by his mother and grandmother.

Nowadays, Lincoln Portela (PR-MG) seems to be sure of the advantages of the homeschooling. He says that it allows a customized education, making possible that such students develop the ability of a self-taught education, that might get interested in studying, through researches, and stimulates them not to get obsessed by specific subjects during their studying process (VIEIRA, 2012, p. 32).

The aim of this law project is to allow homeschooling in Brazil and preserve the family's right to educate their children still obeying the local laws. As Vieira (2012) states, Portela add to the article 23 of the 1996 law number 9.394, in the Brazilian Guidelines Laws another paragraph, which says:

§ 3<sup>rd</sup> It is accessible to the educational system to admit the basic homeschooling education, into the responsibility of parents or tutors in charge of these students, if observed the articulation, monitoring and constant evaluation of the learning process by the correspondent educational department, in accordance to the established regulatory terms by the federal and local governments (VIEIRA, 2012, p. 32).

In legal advice about homeschooling in Brazil, the ANED's council, Alexandre Magno Fernandes Moreira Aguiar, highlights the article 205 from the Federal Constitution:

Art. 205 - The education is a right established to all citizens and it is a duty of the State and family, and it is going to be provided and encouraged together with society, in order to fully develop the individual, in what concerns his preparation for the exercise of his citizenship and to be an appropriately qualified worker (CONSTITUTION OF THE FEDERATIVE REPUBLIC OF BRAZIL, 1988, p. 34).

Another important document that is mentioned by Aguiar (2012), is the Universal Declaration of Human Rights. In article 26 of this document there is nothing stating homeschooling is forbidden by law.

Article 26.



- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children (UNIVERSAL DECLARATION OF HUMAN RIGHTS, 1948, p. 493).

As Aguiar defends, the way that this article is interpreted makes all the difference. Since it does not mention the mandatory registration in the school, “The State can only take for itself the education of an underage individual in case the family is not willing or have no conditions to educate him at home”. (AGUIAR, 2012).

In opposite to that, there is the article 6 in the Brazilian guidelines law, which says: “It is the parents and tutors’ responsibility to register their underage children, since they are six in elementary school” (AGUIAR, 2012). It is not clear that the families which have decided to home educate are obliged to register their children as well.

People who are against homeschooling, most of the time mention that, when parents choose this modality of education, they are infringing the article 246 of the Brazilian penal code, about intellectual abandonment, which says that “Stop providing education, with no important and relevant reason, to a child who is supposed to be attending school: penalty – confinement, fifteen days to a month, or fine payment” (AGUIAR, 2012).

According to Aguiar the title intellectual abandonment does not match the homeschooling purposes, since it does not say anything about registering the children at school, but offering some kind of education, which could be inside or outside school.

The homeschooling is not prohibited in Brazil. There is no legal decree that, expressly, considers it not valid. In such cases, it is applied the constitutional principle of legal procedures, that considers licit any act that it is not prohibited by law (AGUIAR, 2012).

Rodrigues; Francisco (2013) comment that until the present date, the law Project which proposes the legalization of homeschooling in Brazil have not been voted, it is still under way.

The Brazilian Minister of Education, Aloízio Mercadante, demanded a study about the application of homeschooling in other countries, which would be handed in to him in September 2013. Until then Mercadante prefers to keep the content of the study in secrecy (RODRIGUES; FRANCISCO, 2013, online).

As the outcome of this discussion on this paper will be done before the end of September, and Mercadante's study will not be presented before that as it demands a lot of time to have some decision on important matters, there will be no comments on that stated by these paper's author whatsoever.

In the next chapter some sample analyses of a questionnaire based on this issue will be presented in order to compare the practice and its effectiveness of homeschooling abroad as well as in Brazil

### **3 Sample analyses**

In order to better understand the profile of the homeschooler families, the reasons for choosing homeschooling as a modality of education and how it has been supervised by the responsible authorities, we prepared a sample questionnaire which had been answered by three American and three Brazilian families (see Appendices A and B) who had home educated their children. To preserve their identities, the American families will be referred to as families one, two and three, and the Brazilians will be referred to as families four, five and six.

In the first question, parents were asked about the number of children they have. Family one has one, families five and six have two and families two, three and four have three children. The age of the children was asked in the second question and it varies a lot, in the Brazilian families the children are younger, their age varies from six to nineteen years old, whereas in the American families ages vary from two to fifty years old. Having a homeschooler who is fifty years old in the USA and not in Brazil shows that this is not a common practice in our country,

homeschooling is not yet recognized and accepted and is still being analyzed by the government and the responsible authorities as Vieira (2012) and Aguiar (2012) mention.

Question number three is about the time the families had done or have been on homeschooling with their children. Four of them, families one, two, three and five, did or have been doing it for about three years now, while families four and five have never enrolled at least one of their children in school. Family four, for example used to take their older children to school. However, they decided to home educate them when they were ten and eleven years old. Family six have been homeschooling ever since the beginning of their children education. As we can see, even been considered a new concept, actually, it is not. Schebella (2007) wrote that until the 19<sup>th</sup> century it was a rule and not otherwise.

When it comes to the reason for their homeschooling choice, the explanation given by the American and the Brazilian families are similar, as mentioned by Guilherme et al (2011) the individual differences are a big issue for some parents who are concerned with their children development at school. Family one states that in their area there a gang group and the school administration would not do anything to stop the gang members from ganging jumping their child and in homeschooling, they are able to include their religious beliefs in the classes. As Vieira (2012) mentions, school nowadays are not teaching students about the importance of having important virtues, such as honesty, respect and care about their family. Family's two main concerns are that their children were not doing well in school academic and socially and as they lived far out in the countryside, there was no transportation available for them. Family three mentions in the questionnaire, the school system is not good and the schools in their area besides being overcrowded do not offer any advanced or special classes for the students who are more ahead than the others in their group, since they have a police which obliges the children to learn at the same pace.

Family four says that they have no reason to keep their children at school instead of having them home, learning freely, by exploring and being among their family members. Family five was not satisfied with the bad atmosphere at school and like family three the bad school system. Family six believes it is the parents'

responsibility to teach their children, however they do not judge families who take their children to school. According to Johnson; Rivolucrici (2010), depending on the upbringing children have, and the models they have, concerning, school, teacher and parents they will have different life expectations.

The fifth question addresses the differences between homeschooling and regular schools, concerning the children. The American families answer's focus are on the fact that the individual differences are more easily noticed and respected, they mention the importance it makes to the child, to have one-to-one attention from the teacher and the fact that the children are no longer exposed to an environment where bullying and violence are present. As stated by Guilherme et al (2011) the increase of homeschooling might be due to the problems they face at school, such as bullying and violence, for the fact that they may not be prepared to be educated in a formal academic environment or in case of gifted child who might be willing to develop some specific ability or skill.

The Brazilian families on the other hand, talk about the fact that homeschooling is great to make students develop their autonomy and responsibility. They state homeschooling is a training to learning, they become more aware of the importance of the studies and they have the opportunity to learn more freely by taking field trips, exploring and having more hands on classes, they do not have to be confined in a classroom and they can learn at their own pace. In addition, according to Jenkins (2013), learners with hearing and vision difficulties may have difficulties learning in a traditional classroom setting. According to Lightbown; Spada (2006) learning styles is essential in the teaching – learning process, which were not taken into consideration by the schools mentioned by the interviewed families.

When asked about the positive and negative aspects, family one says that homeschooled children tend to be more polite than children studying in regular schools, family two emphasizes the fact that they are away of bullying and as the parents are usually in charge of the education, they know what the children are learning. For family three, an important positive point is that the parents do not have to rush to take students to school and they have more time to spend with their children at home.

According to family four, homeschooling is just a way to practice parenting effectively, since they are taking responsibility for all steps of their children education. Family five states the students build critical thinking, develop new learning strategies and learn how to see the mistakes in a positive way, being able to learn from them.

Pointing out the negative aspects of homeschooling, family one mentions that if it is not done correctly it may not benefit the children, as it has been stated by Scharle; Szabó (2000), some students may find it alarming to work without relying on a constant supervision of a teacher or an authority figure. According to family two it is a time consuming activity, since the parents spend more time preparing and running the classes and grading papers and activities. Family three says that, the children may not have the easy contact with other children as the ones who are attending regular schools. Family four do not mentions any negative point. Family five are so satisfied with homeschooling that they cannot even point anything negative about homeschooling. Family six adds there must be a team work, between parents, they may not believe it is only the mothers' responsibility who are the ones usually in charge of students' education. Mother and father both need to help, establishing a collaborative work environment and in addition to this they believe the family must be organized and follow a schedule and register the classes and everything.

In relation to the material used by homeschoolers, which is question seven topic, some of the families use the internet as a resource as family one states. Family two, on the other hand, used to get material from libraries, school districts and from teacher from the schools they used to attend. The third family use Abeka academy's material, they say even though it is a pricey material they like it a lot, since it is challenging and develops some abilities which sometimes are neither taught nor used in some schools, such as cursive letter.

Among the Brazilian families, family four did not mention any specific material, they simply try to motivate and get their children engaged into reading in Portuguese and English, due to this, their four-year-old daughter is already able to read and write in both languages. Family five uses the material available in the

bookstores, but only the ones approved by MEC. The other Brazilian family, family six, use an English only material, so they usually order it abroad.

Question eight talks about the possibility of getting children a diploma even being homeschooled. Families one, two and three, say that it is possible for homeschoolers to get a diploma, since they are constantly being tested by the government and the responsible authorities. In Brazil, families five and six affirm that when they are fifteen, they can take a test to certify they have accomplished with all the elementary school subjects and after that by the age of eighteen they can take ENEM<sup>6</sup> to get a high school diploma. Family four, on the other hand, says their children do not need a diploma, as they never needed one themselves. Their adult children and they are autonomous professionals.

The families were asked about their children's feeling towards homeschooling in question nine. They all say their children do like homeschooling, since they are able to master the material before moving to the next, some of them, as the child from family one, have been able to enter college before the age most of the children do so. Besides that, children feel excited about the classes, since they are able to add different things to their schedule and by being free to add activities that are not common in regular schools. Scharle; Szabó (2000), point out that learning can only happen if the learner is willing to contribute and participate.

Question ten, addresses the fact that homeschooler parents do not need to be teachers to home educate their kids, the only thing they need is to be one step ahead of their kids and master the subject they are going to teach them, so that they are able to really teach their children something and get them interested in it. Guilherme et al (2011) state parents do not need to be teachers to homeschool, they only need to be willing to teach them accordingly while the children need to be engaged and show they have been successfully taught and been able to acquire some knowledge.

The last question tackled the way homeschooling is supervised in their countries. The American families state that standardized tests are taken to prove they are being well taught at home. The Brazilian families, on the other hand, do not have their children's knowledge checked since the Brazilian government does not

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<sup>6</sup> Exame nacional do ensino médio – The nacional exam for high school students.

accept the practice yet. However, according to family six, the situation is changing in positively.

As we could see, according to the interviewed families, they all see homeschooling as a positive practice and most of them even connect their children success to homeschooling as well as to their dedication.

We would also like to mention that the subject was not covered exhaustively, any ideas and comments on it will be appreciated.

## **Conclusion**

As we have already mentioned, the aim of developing this paper was to present the homeschooling practice abroad and in Brazil as an alternative educational practice by understanding the way it is done and analyzing the reasons why some families choose this practice instead of enrolling students in regular schools.

Homeschooling is a practice that can be an alternative to preserve traditional and cultural aspects, it can please students and parents who are either interested in focusing in a specific and more relevant skill or who wants to learn more than the subjects dealt with by regular schools. It is also a way of avoiding the frustrating exposure to bad environment influence that might be shown in regular schools.

Faced with this, we can state that as long as the families, as well as the students, are willing to do homeschooling effectively, they might be even more successful than children who attend regular schools.

Through the sample analyses, we were able to see that all families who apply or have applied this modality of education feel positive about it and believe that homeschooling have been a successful experience for them, due to their – parents and students – dedication and commitment. It was also clear that even though it has its drawbacks, the advantages overcome them.

Therefore, we can conclude that, depending on the families' attitudes and feelings towards it, it can be a really effective alternative for learners.



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## APPENDIX A – Interview about homeschooling abroad

Family one

1) How many children do you have?

I have one son.

2) How old is your son?

My son is 19 and in the Air Force now.

3) For how long did you homeschool your son?

I did it for about three to four years.

4) Why did you decide to do homeschooling?

I decided to do homeschooling because:

a.) His local public school he was zoned for years ago had a gang called MS-13, and the administration didn't bother to do anything to stop some of the gang members from gang jumping my son.

b.) He flourished better in homeschool consortiums which had approximately 10 - 13 students.

c.) The children were well-behaved in the homeschooling consortiums.

d.) I liked how the kids and teachers could feel free to discuss God.

e.) There is more a variety of subjects - like Economics, etc.

5) What are the differences between homeschooling and traditional schools (for the children)?

I have noticed that the homeschooling consortiums (which is what we call them) provide the best education. Why? First, there are smaller class sizes, ranging from approximately 10 to 13 students. Second, they focus on the importance of manners and respect for elders. Homeschooling is increasing in America because the public schools are not doing their job in controlling teens who are acting like gang members (1.5 million homeschooled students in the United States in 2007 - <http://nces.ed.gov/pubs2009/2009030.pdf>). Also, because you also sometimes have the opposite situation of teachers who expect the children to be like robots. Either two extremes are not beneficial for children when learning.

6) What negative and positive points of homeschooling can you point out?

I stated the positives above. But I would like to add that homeschooling can be negative if it isn't done correctly. The goal of homeschooling is not to isolate children from the world. So, if a parent never allows a child outside activities, then that parent is not doing homeschooling correctly. To correctly homeschool a child, you must ensure they have outside activities and are in social groups that will expand their mind and social behaviors. It is a myth that homeschool students are not capable socially. There are only a few who are like that. Most homeschooled students tend to be very outgoing and more polite when compared to their private/public-schooled counterparts.

Homeschooled students tend to have a better social life. Why? Because learning is interlaced at various times and their schedule is more akin to a college student's schedule, where school is not all day long. Therefore, an academic and social schedule can be more flexible.

7) Where can you get the material for homeschooling?

The internet is the key resource. If you just Google "homeschool", you will pull up a plethora of websites. And type in "homeschool groups" for your local area, as well, and you may be surprised to find a lot of consortiums of all kinds offering everything from sports, language classes, chemistry, etc.

8) Do homeschooled children receive diplomas?

Yes, they do. The parents create the diplomas or the homeschool consortiums. But you must understand that once a year, every homeschool parent must provide proof that their child passed a battery of academic tests, and the parents have to submit a syllabus/academic outline each year of their child's intended learning schedule.

9) How did your son feel about it? Did he like it?

Yes, he did. There was one homeschool consortium we didn't like, however, because they were too conservative, but once we found a couple of ones, he liked it. Also, he started college when he was 16 1/2 years old. NOVA (Northern Virginia Community College accepted homeschooled kids early when they provided proof of a diploma and having passed a certain amount of academic tests! Loved NOVA! )

10) Does the parents need to be teachers to provide homeschooling instruction?

No. But the parents need to be able to show that they have at least a high school degree. Also, the parents need to submit on a yearly basis a syllabus of their child's

instruction for the year! And, as previously mentioned, need to submit proof of their child's having successfully passed a battery of tests. In summation, homeschooling really enhanced my son's social and academic life. He is now being trained in the Air Force as a linguist at the age of 19.

11) How does the Government supervise and check children's learning?

The state government of each state pass policies saying that each homeschooled child must pass a set of standardized tests to prove they are on par with their grade level. They may take these tests at testing centers once yearly or their parents have the option of administering them to their children directly. If the parents administer the tests to their children, they still have to take the tests to a testing center so the center may score them. Also, yearly, parents have to submit a syllabus of their child's academic studies for the school year.

Family two

1) How many children do you have?

Three

2) How old are your children?

50, 45, 42

3) For how long did you homeschool them?

Three years

4) Why did you decide to do homeschooling?

They were not doing well in the school, both academically and socially. Also we were allowed to do the homeschooling because we lived so far out in the country that there was no transportation provided.

5) What are the differences between homeschooling and traditional schools (for the children)?

Individual, one-on-one attention from teacher. Allowed to focus training based on knowledge acquired by the student vs. moving forward on a subject because that's what the schedule says to do, even though the child doesn't understand the concept yet. Less socialization possibilities though.

6) What negative and positive points of homeschooling can you point out?

Well, see number 5 above but, also: Positive was that they were away from bullying, as a parent I knew what my children were learning and how well they were learning it, and I didn't have to go to those horrible PTA meetings! Negatives – I had to spend more time with running the classroom, prepping the lessons, grading papers.

7) Where can you get the material for homeschooling?

From the library, school district, some of the teachers at the school we left even helped.

8) Do homeschooled children receive diplomas?

Eventually, eldest daughter returned to public school in ninth grade and scored at tenth and one-half grade level in all subjects. I'm not sure what would happen if they had graduated still in home school.

9) How did your children feel about it? Do they like it?

They liked it. We were able to schedule school at different times if needed, plan field trips. They felt much more secure in their knowledge of concepts. Once they understood, it was a wonderful thing to see, their faces would light up, they would get a big grin, and say, “okay what’s next?” Learning became a positive thing to them instead of a nasty chore.

10) Do the parents need to be teachers to provide homeschooling instruction?

I was not, but this was from 1975 to 1977.

11) How does the Government supervise and check children’s learning?

At this time it was mostly by testing the child when they returned to school.



### Family three

1) How many children do you have?

3

2) How old are your children?

9, 6 and 2 years old.

3) For how long did you homeschool them?

3 years.

4) Why did you decide to do homeschooling?

The school system was bad, in the area where we lived. The schools were overcrowded and they did not provide advanced and or gifted classes for children who were more advanced than other kids. Because of the no child left behind policy every child had to learn at the same time even if one was farther ahead than other. I didn't agree with this in that children learn at different times and in different ways, and the area we lived didn't honor that, so I made the decision to home school.

5) What are the differences between homeschooling and traditional schools (for the children)?

Homeschool, they don't have to get up early, they don't have homework, you can be flexible with their schedules including field trips, vacations, etc., and you can even add your religion to their education. The family is closer, and less stressful.

6) What negative and positive points of homeschooling can you point out?

Positive, is that you are home with your children, and who better to teach your child than the parent. You don't have to rush in the morning and there is no homework bc the child accomplishes everything they learn during the school day. Negative is that they are not getting the social setting that a school provides, however there are co-op's out there where you can meet up with other homeschooled parents and children and do field trips together and meet together once a week. So check your local area for that.

7) Where can you get the material for homeschooling?

I used Abeka Academy, so they provide all the materials needed. They are a little pricey, but I have always felt it was an investment, and I didn't have to worry about getting the material. I will note that the material is very challenging (which I liked as a

parent). For example, they teach writing in print in preschool, and introduce cursive in Kindergarten versus it being introduced in 3rd grade, or in some cases not even at all in some public schools.

8) Do homeschooled children receive diplomas?

With Abeka Academy you do receive one, and you can even attend their graduation ceremony at the actual school in Florida. Because it is a Christian Based school, they even give scholarships to a Christian school in Florida, though you do not have to attend.

9) How did your children feel about it? Do they like it?

They liked Abeka because they could take their time and master the material before moving on instead of public schools who rush through the material.

10) Do the parents need to be teachers to provide homeschooling instruction?

No. Not with Abeka Academy. I do the video series which provides a teacher on the video; you would just have to monitor them.

11) How does the Government supervise and check children's learning?

If you register with Abeka Academy, they are an accredited school in Florida and they work with the government in that they provide you with the evidence that your child is an actual student of their school, they are just satellite, and they even send you the standardized tests that your child needs to take.

## APPENDIX B – Interview about homeschooling in Brazil

Family four

1) How many children do you have? (Quantos filhos você tem?)

Tenho 3 filhos

2) How old are your children? (Qual a idade de seus filhos?)

Dois rapazes de 19 e 20 anos e uma menina de 6

3) For how long did you homeschool them? (Por quanto tempo você os ensinou em casa?)

Os meninos foram tirados da escola quando tinham 10 e 11 anos e a menina nunca frequentou.

4) Why did you decide to do homeschooling? (Por que você decidiu optar pela Educação Domiciliar?)

As razões são múltiplas, mas posso enfatizar que não preciso da escola para educar meus filhos. Não tenho nenhum motivo que me leve a confinar meus filhos em uma sala de aula em vez de instruí-los em plena liberdade.

5) What are the differences between homeschooling and traditional schools (for the children)? (Quais as diferenças entre educação domiciliar e as escolas tradicionais (para as crianças)?)

Na verdade o termo homeschool não se aplica ao nosso caso, porque não estabelecemos nada parecido com uma escola dentro de casa. Cremos que a formação de uma criança é algo que deve acontecer na prática. Ao longo do caminho. Tomamos por base um texto bíblico que diz: instrui o teu filho no caminho... isto é, não se trata de apontar o caminho, mas de uma aprendizagem contínua. Procuramos fazer de todas as circunstâncias oportunidades para crescimento intelectual, espiritual.

6) What negative and positive points of homeschooling can you point out? (Quais pontos negativos e positivos da educação domiciliar você pode apontar?)

Não há como responder essa pergunta porque não praticamos homeschooling. Procuramos simplesmente praticar plenamente a paternidade.

7) Where can you get the material for homeschooling? (Onde você consegue material didático para exercer essa prática?)

Como fonte de crescimento intelectual, procuramos incentivar a leitura e escrita em dois idiomas (português e Inglês) nossa filha de 6 anos está alfabetizada desde os 4.

8) Do homeschooled children receive diplomas? (Crianças educadas em casa recebem diploma?)

Não. Eles não precisam de diplomas. Se precisarem, caso escolham alguma profissão que exija, eles podem fazer a prova do Enem e obter o certificado do ensino fundamental e médio e em seguida cursar uma faculdade para obter a certificação em um curso superior. No momento eles exercem atividades profissionais como empreendedores, na área de informática (desenvolvimento de sistemas)

9) How did your children feel about it? Do they like it? (Como seus filhos se sentem tendo aulas em casa? Eles gostam?)

Eles se sentem livres. Nesses anos que não precisaram cumprir um currículo, eles puderam se dedicar a aprender o que realmente lhes interessavam. Agora estão colhendo frutos excelentes. Já ganharam vários prêmios competindo com candidatos que na sua maioria tem formação superior.

10) Do the parents need to be teachers to provide homeschooling instruction? (Os pais precisam ser professores para dar aulas para seus filhos?)

Não. O que precisa é que sejam pais de verdade. As crianças na verdade precisam de um lar. Como se fosse uma muda em um viveiro. Ela recebe os nutrientes necessários e tem um ambiente fértil onde pode se desenvolver e tornar-se uma árvore frutífera.

11) How does the Brazilian Government supervise and check children's learning? (Como o governo brasileiro supervisiona e checa o aprendizado das crianças educadas em casa?)

O governo brasileiro não tem uma política de supervisão de crianças que não frequentam a escola. O que existe formalmente é a prova do Enem que hoje pode ser utilizada como certificação de toda a educação básica, tornando o candidato apto a cursar uma faculdade.

## Family five

1) How many children do you have? (Quantos filhos você tem?)

2.

2) How old are your children? (Qual a idade de seus filhos?)

Lorena, 15 anos. Guilherme, 12.

3) For how long did you homeschool them? (Por quanto tempo você os ensinou em casa?)

Faço ED há três anos.

4) Why did you decide to do homeschooling? (Por que você decidiu optar pela Educação Domiciliar?)

O fato é que estávamos muito insatisfeitos com o péssimo ambiente moral da escola e a má qualidade de ensino e aprendizado.

5) What are the differences between homeschooling and traditional schools (for the children)? (Quais as diferenças entre educação domiciliar e as escolas tradicionais (para as crianças)?)

São muitas e ao mesmo tempo uma só, que faz toda a diferença. A educação domiciliar é o **treino para o aprendizado**. Por mais que pareça redundante dizer isso, mas é aprender a aprender. Na escola meus filhos decoravam coisas. Hoje os vejo aprendendo de fato.

6) What negative and positive points of homeschooling can you point out? (Quais pontos negativos e positivos da educação domiciliar você pode apontar?)

Sobre os pontos positivos, vejo os educandos construindo o pensamento de forma crítica, desenvolvendo gosto pelos estudos, desenvolvendo estratégias novas de aprendizado, tendo liberdade para errar, sentindo prazer em aprender algo novo e, o que é melhor, tomando suas próprias iniciativas para isso. Com relação aos pontos negativos, é difícil falar, pois estamos tão satisfeitos que não conseguimos enxergar algo, hoje, na escola, que fosse uma vantagem em relação à educação domiciliar.

7) Where can you get the material for homeschooling? (Onde você consegue material didático para exercer essa prática?)

Utilizo os materiais disponíveis no mercado, autorizados pelo Ministério da Educação. A questão não é o material, é o modelo. A educação brasileira é conteudista e não podemos simplesmente fugir do conteúdo. Até que existam matérias adequados à realidade brasileira disponíveis para os pais, teremos que utilizar esses que estão aí. O importante é dar o enfoque correto no conteúdo que realmente vale a pena ser estudado.

8) Do homeschooled children receive diplomas? (Crianças educadas em casa recebem diploma?)

No Brasil, esperamos os filhos completarem 15 anos, para fazerem os testes do Governo e receberem o certificado de conclusão do ensino fundamental, e 18 anos, para fazerem o ENEM ou outro teste validado pelo MEC para obterem o diploma do nível médio.

9) How did your children feel about it? Do they like it? (Como seus filhos se sentem tendo aulas em casa? Eles gostam?)

Estão adaptados e se dizem muito satisfeitos. Não pensam em voltar à escola jamais. Essa pergunta era melhor que fosse feita a eles...

10) Do the parents need to be teachers to provide homeschooling instruction? (Os pais precisam ser professores para dar aulas para seus filhos?)

De forma nenhuma. Os pais só precisam estar um passo na frente dos filhos. Precisam ajudá-los à buscar a informação, a ir atrás do conhecimento. Precisam ensiná-los a estudar. O verdadeiro empecilho para os pais ensinarem os filhos não está na formação acadêmica, mas na disposição de mudarem de hábitos e passarem a estudar junto com os filhos. Toda a família aprende.

11) How does the Brazilian Government supervise and check children's learning? (Como o governo brasileiro supervisiona e checa o aprendizado das crianças educadas em casa?)

O Governo brasileiro não supervisiona, não checa e nem mesmo permite. Nos obriga a matricular nossos filhos na escola desde os 4 anos. As famílias que fazem ED no Brasil correm riscos de serem denunciadas e processadas e muitas delas acabam sofrendo processos. Contudo, até hoje nenhum pai foi preso por abandono intelectual, pois a justiça percebe que isso não existe. Estamos trabalhando

arduamente para que o projeto de lei 3179 passe na Câmara e as famílias possam aplicar a ED com toda liberdade.

Family six

1) How many children do you have? (Quantos filhos você tem?)

Tenho dois filhos

2) How old are your children? (Qual a idade de seus filhos?)

12 e 10.

3) For how long did you homeschool them? (Por quanto tempo você os ensinou em casa?)

Tenho ensinado em casa desde o início.

4) Why did you decide to do homeschooling? (Por que você decidiu optar pela Educação Domiciliar?)

Além de eu ser a segunda geração de educação domiciliar na família, a base para ensinarmos os nossos filhos em casa parte do princípio que é da responsabilidade dos pais ensinarem seus filhos. Qualificando este comentário, quero dizer que não considero errado os pais enviarem seus filhos para uma escola, pois, esta é uma escolha que os pais fizeram dentro do seu direito e responsabilidade como pais.

5) What are the differences between homeschooling and traditional schools (for the children)? (Quais as diferenças entre educação domiciliar e as escolas tradicionais (para as crianças)?)

As diferenças são várias:

1. A qualidade de ensino pode ser melhor no ensino em casa, pois, parte do pressuposto de que ambos os pais estão engajados no processo de ensino e educação dos filhos. Numa sala de aula a quantidade de alunos por professor/professora é muito maior.

2. No ensino domiciliar, os pais podem ver, entender, e preparar cada um dos filhos conforme suas habilidades, talentos e capacidades únicos de cada um. Num sistema de sala de aula, esta parte de preparo personalizado se torna quase impossível.

3. A influência principal na vida de uma criança num sistema de ED são os pais que são adultos. Num sistema de sala de aula, a maior influência na vida de uma criança são outras crianças.



6) What negative and positive points of homeschooling can you point out? (Quais pontos negativos e positivos da educação domiciliar você pode apontar?)

Muitos dos pontos positivos são mencionados na questão 6. Dois pontos negativos não são propriamente da ED em si, mas resultados da nossa maneira ocidental de pensar enquanto família.

1. A falta de um verdadeiro trabalho em equipe entre os pais. Isso parte do pressuposto de que as mães devem ser as principais educadoras, e portanto, acaba estressando elas. Na maioria dos casos, os homens, pais, acreditam que não devem participar muito do processo de ensino dos filhos, e isso acaba gerando problemas para a mãe e, conseqüentemente, pros filhos.

2. Acreditar que não deve ter ordem e estrutura no ED. Novamente, vejo que este problema é resultado da nossa forma ocidental de pensar. Somos a cultura o “oito ou oitenta” onde acreditamos que, quando tomamos um lado, automaticamente nos tornamos a antítese da oposição. Neste caso, a ED, se for vista como uma antítese da escola é levada para o lado não ter ordem e registro das atividades sócio-educativas dos filhos. Qualificando, não estou dizendo que os pais não devem escolher seu próprio caminho, método ou sistemas educacional pros filhos. A **atitude** de se tornar oposição ao sistema escolar, acaba afetando negativamente os estudos dos filhos.

7) Where can you get the material for homeschooling? (Onde você consegue material didático para exercer essa prática?)

Por estarmos usando uma combinação de materiais de ensino, tudo em inglês, às vezes encomendamos dos EUA, e às vezes do Paraguay.

8) Do homeschooled children receive diplomas? (Crianças educadas em casa recebem diploma?)

No Brasil, pelo sistema padrão, não. No entanto, se seguirmos os recursos que o próprio governo tem dado como ENEM, etc., dá para se conseguir um diploma sim. Eu pessoalmente não tive necessidade até hoje. Sou professor de inglês e as leis me permitem ensinar cursos livres, e emitir certificados reconhecidos pelo governo do meu estado.

9) How did your children feel about it? Do they like it? (Como seus filhos se sentem tendo aulas em casa? Eles gostam?)



Eles gostam sim. Isso não quer dizer que não há dificuldades.

10) Do the parents need to be teachers to provide homeschooling instruction? (Os pais precisam ser professores para dar aulas para seus filhos?)

Não acredito nisso. Os pais precisam, sim, de um preparo, ou um treinamento, mas não precisam ter uma formação pedagógica.

11) How does the Brazilian Government supervise and check children's learning? (Como o governo brasileiro supervisiona e checa o aprendizado das crianças educadas em casa?)

O governo ainda não reconhece a educação domiciliar por ainda não ter considerado o assunto. No entanto, este quadro já está mudando.