

A Comparative Analysis of Public Policies for Vocational Education: Brazil and France

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Abstract

The objective of the article is to compare professional education policies, the structuring of the professional training system and the restructuring of the educational environment in Brazil and France. Macrosocial changes and globalized scientific-technological innovations developed over the years in both countries have strengthened education in an integrated manner. To develop this scientific work, we adopted a bibliographic, exploratory and qualitative research on scientific research websites. In the bibliographical research, French authors were found such as: Bodé (1995), Bodé and Rico Gómes (2014), Brucy (2005), Brucy and Troger (2000), Lembré (2016), Léon (1968), Tanguy (2000, 2013), Troger and Pelpel (1993). Regarding education professional in Brazil, the following authors were found Fonseca (1961), Ciavatta (2009), Cunha (2005a; 2005b; 2005c), Manfredi (2002) and Santos (2011). In addition to these, there are other authors who deal with the topic of training and school environment. The educational system in both countries has undergone changes to meet the constant innovation of the job market, the economic process and social inclusion. When comparing the two countries, it is clear that France contributed to professional educational training in Brazil and also the existence of an educational duality between theorists, that is, technical training exclusively for the needs of the job market; on the other, comprehensive training based on learning about health, culture, dignity, family life, development conditions in society and work. Both countries seek improvements in public policies aimed at professional education, among the forms of impact assessment.

Keywords: History of Education France and Brazil, Educational Policies, Professional Qualification, School Environment

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Introduction

Professional education has undergone changes throughout its history worldwide due to the need for labor in different work environments (Silva, 2021; Cunha, 2005a; 2005b; 2000). The development of capitalism and scientific-technological advances led to changes in public education and professional training policies in France and Brazil, with prospects of expanding the primary, secondary and undergraduate educational network (Medeiros, 2020).

Educational policies in both countries presented an educational duality by some theorists who defended general training education and other currents, vocational educational training (Cunha, 2005). Thus, the existence of educational duality among theorists, that is, technical training exclusive to the needs of the labor market; on the other, comprehensive training based on learning about health, culture, dignity, family life, conditions for development in society and for work (Manfredi, 2002; Santos, 2000; Brucy, 2005).

The processes of implementing a national professional training policy in Brazil had a contribution from the French educational system. Educational policies were developed due to social and economic needs (Fleury & Matos, 1991). Workers were dissatisfied with the working conditions and because they did not have adequate knowledge for the activities they carried out, which was imposed on them by economic expansion (Manfredi, 2002). In the meantime, unions intervened between workers and companies along with the creation of laws to promote labor regulation and professional training. Educational political projects were developed with the purpose of growing educational and labor policies to build new possibilities and expand the educational system in Brazil (Medeiros, 2020). For this purpose, this scientific work aimed to compare professional educational policies, the structuring of the system for professional training and the restructuring of the educational environment in Brazil and France (Kuenzer, 1987; 2007). Macrosocial changes and globalized scientific-technological innovations, developed over the years in both countries, strengthened education in an integrated way (Martin, 2017).

To develop this scientific work, we adopted bibliographical, exploratory qualitative research on scientific research websites (Marconi & Lakatos, 2017). In the bibliographical research, French and Brazilian authors were found who deal with education, professional training and the school environment. Currently, we have public policies that contribute to the training of workers in a comprehensive manner, enabling professional and personal growth (Gil, 2019; Marconi & Lakatos, 2017). Corroborating this thought, in 2017, the OECD carried out a survey that dealt with education and professional qualifications in all countries. In France, 81% of adults aged 25 to 64 have completed secondary education. Related to the quality of the educational system, the average student obtained a score of 494 in the domains of reading, mathematics and science, in the OECD International Student Assessment Program – PISA, which exceeds the OECD average score of 488. As for Brazil, the Education and qualifications are important requirements for getting a job as 57% of adults aged 25 to 64 have completed high school. Regarding the quality of the educational system, the average student scored 412 in reading, mathematics and science in the International Student Assessment Program. This score is lower than the OECD average of 488. Therefore, there is a difference in school performance between France and Brazil (OECD, 2017).

In this same research, social vulnerability, unemployment and student housing were noted, which culminate in situations of cognitive development. Education has the purpose of expanding, directing, transmitting knowledge and skills that directly impact the way of

thinking, feeling and acting consciously or unconsciously (Mezirow, 2003). Furthermore, education is a cultural heritage that passes between generations to develop critical thinking in humans, basic and complex skills to live in social environments (Dantas, 2020). Vocational educational policies, the structuring of the system for professional training and the restructuring of the educational environment in Brazil and France have expanded to achieve the objective of providing equity at all levels of education (Bencosta, 2021; Fidalgo, 1988).

Contextualization of French and Brazilian Professional Education: A Brief History of Professional Education in France and Brazil

When analyzing the history of professional education and work that emerged with social relationships and the population's vulnerable conditions, this has been happening for many years. Work is a necessity that man needs to develop and live in a society different from slavery. Work has been a fundamental activity for man for a long time. Ecclesiastes 3:13 highlights that “every man must eat and drink and enjoy the good of all his work” (Saviani, 1994; Biblia, 2018). In this context, we will remember a little about the work and professional training that emerged in Prehistory. Humanity begins to develop skills and knowledge since it was known as hominids and later as homo sapiens, which went through a process of changing habits, food, conservation and created stone tools for use in their work such as hunting, agriculture, among others and ended with written language (Diefenthaler, 2013).

In this context, the influence of French education in Brazil is notable in several aspects, from the structure of the educational system to pedagogical philosophies. Professional education was already perceived empirically, and work began to be divided and civilization also by class divisions and the elite held power over the popular classes. Work in ancient society was slave-based, which over the years underwent a process of social restructuring in modern and contemporary capitalist times (Frigotto et al, 2012).

According to Ciavatta (2009), in this process, the worker was alienated by the idea that work produces social wealth. The industrial revolution began in England in 1760, stimulating inventors, engineers and researchers to develop an advancement in the improvement of industrial machines, steam engines, technological innovations, social changes having a historical and economic landmark (Freddo, 2016). The industrial revolution arrived in France in the 19th century with the development of railways, technological advances, urban development, transformations in the general educational and professional areas related to work, which also impacted the country's economy. On the other hand, this advance brought suffering and physical and mental exhaustion to workers and their families due to the capitalist demands of production in several countries (Frigotto, 2007; Lembré, 2016). However, each country has developed its own distinct approaches to education, reflecting their specific histories, cultures and needs.

Table 1 demonstrates the development of France's professional education system that has developed over the centuries, with roots dating back to the Middle Ages. Table 2 demonstrates the development of professional education in Brazil, which had a different trajectory.

Middle Ages: V to XV (476 – 1453)	Training of apprentices in different trades. Young apprentices worked under the tutelage of master craftsmen, acquiring practical skills.
XIX century (1801 -1900)	Industrial Revolution- demand for technical and professional skills. The Apprenticeship Act of 1851 formalized the apprenticeship system in France, establishing rules and regulations for the training of apprentices.
20th century (1901 to 2000)	After the Second World War – expansion and modernization of professional education in France with the creation of technical and professional schools, known as “lycées professionnels”.
XXI century (20001....)	The vocational education system continues to develop, with an increasing focus on combining practical and theoretical learning.
Learning System	The apprenticeship system, where young people work in companies while attending school. This model allows students to gain practical experience in the workplace.

Table 1: French Professional Education System

Colonial Age (16th to 19th century between 1501–1800)	Formal education was aimed at the elite, technical and professional training was limited. Some professions, such as medicine and law, required specific practical learning training from masters.
Imperial Age (19th century between 1822 -1889)	In 1808, arts and crafts schools were established to meet the needs of qualified labor for the construction and development of the country. Schools were not for everyone.
Old Republic (19th to 20th century between 1889–1930)	Discreet expansion of technical and professional education, with the creation of technical and industrial schools in various regions of the country. Education was still restricted for the children of the elite.
Vargas era (20th century)	The government of Getúlio Vargas (1930-1945) expanded professional education in Brazil and industrialization and modernization policies. Created the Industrial Learning System (SENAI) in 1942.
XXI century (recent decades)	Vocational education expanded and created new technical education institutions, the implementation of apprenticeship programs and the promotion of partnerships between the government, the private sector and educational institutions.

Table 2: Development of Professional Education From Brazil

France and Brazil had in common for their development the political, economic and social interests of dominant groups and less favored groups, as both countries have a history of slavery (Siqueira, 2018; Alonso, 2014). The post-war world gains prominence with the new division with the multipolar issue, neoliberalism, globalization and the economic system (capitalism) (Rego et al., 2013). On this assumption, economic policies emerged that aimed to reduce unemployment and social policies with the aim of reducing social inequalities (Cury, 2008).

Given this fact, human beings in their historical context have the nature of using goods through work (Manfredi, 2017). Therefore, its survival and knowledge are developed through social means and domination by the dominant classes, and thus, it is subject to ambivalence. Furthermore, empirical knowledge was passed from father to son, who started in agriculture and evolved into the industry enslaved by capitalism (Cerqueira, 2011). Due to the necessity

of capitalism, education began to be developed for the less favored classes, but it was also exclusionary (Manfredi, 2017).

In both France and Brazil, aspects of infrastructure and superstructure are related to the beginning, such as capitalism that encouraged changes and the creation of professional education. With the advancement of modernization, professional schools were created with the aim of covering knowledge in different areas and to this end, educational policies with organizational, economic, labor and social aspects of teaching (Neta et al., 2020) However, in Brazil there is still no it was aimed at everyone and with the intention of economic development and education was for work (Manfredi, 2017).

For Marx (2010), professional education at the time of the development of capitalism only portrays the interest of teaching for the profession and not forming citizenship. The worker was also excluded from society, as the class division prevented the cultural and social growth of the most vulnerable who were enslaved with the evolution of capitalism (Netto, 2011). Therefore, it is extremely important that human beings are critical to knowledge and develop skills, especially when they are imposed in a necessary way, such as:

a modification of its human nature so that it can acquire skill and aptitude in a certain branch of work and become a developed and specific workforce, specific training or training is necessary, which, in turn, costs a greater or lesser sum of merchandise equivalents. These training costs vary according to the more or less complex nature of the workforce. Thus, the costs of this education, which are extremely small in the case of the common workforce, are included in the total value spent on its production. (Marx, 1996. p. 289)

In this context, professional education must have skills with characteristics based on 4pillars of education developed in a holistic context in which students receive their training focused on theoretical and practical knowledge that enables social and work coexistence (Delors et al., 2010; Dore et al., 2014).



Figure 1: Characterization of the 4 Stages of Education (Vocational Training)

According to Delors et al. (2010, p. 14) education must be a process that achieves knowledge beyond knowing how to read and write, but “constantly adapt to these changes in society,

without neglecting the experiences, basic knowledge and results of human experience”. Education and work developed through society that was linked to capitalism, therefore the population had an erroneous view that work brought better living conditions (Cerqueira, 2011; Porto, 2015).

Thus, education and work are simultaneously ontological and humanized processes of a socialist nature that have been emphasized by the pedagogical system in the authors' research (Manacorda, 2010; Saviani, 2011).

the historical and non-natural character of the relationship between workers and their activity is emphasized. Because it has a historical character, work thus creates the material elements for the development of a rich individuality, which is both unilateral in its production and in its consumption, and work does not appear as work but rather as the full development of the activity itself, in which natural necessity in its immediate form disappears, because in its place a historically developed form has been placed. (Manacorda, 2010, p. 68)

In this process, professional education gained space through educational policies with the aim of serving all levels of social classes (Saviani, 1994; Manacorda, 2010). The fight for equal education is still a distant reality for many students who live on the margins of society (Cury, 2008; Martin et al., 2017). Professional education has evolved historically since the evolution of man and has undergone many achievements in several countries and in Brazil.

France	Brazil
Lycée Professionnel (Professional High School): Bac Pro (Baccalauréat Professionnel): Three-year program CAP (Certificat d'Aptitude Professionnelle): Two-year program.	Secondary Technical Education: Integrated Concomitant - regular secondary education with technical training. Three-year program. Subsequent: Technical courses after high school. Two-year program.
CFA (Centre de Formation d'Apprentis): continuous professional qualification for young people and adults	System S - SENAI, SENAC, SENAR and SENAT: Technical courses and professional qualifications. Professional Learning Programs: Training programs for young apprentices.
BTS (Brevet de Technicien Supérieur): offered by technical higher education institutions and equivalent to a technical course in Brazil	Youth and Adult Education (EJA) with Professional Qualification: Programs aimed at young people and adults who have not completed basic education at a regular age.
IUT (Institut Universitaire de Technologie): two-year degrees in various technical and technological fields.	Continuing Training update or expand your qualifications and Professional Qualification: Short-term courses
Formation Continue: continuing training aimed at adults	Higher Level Professional Education: Higher Technology Courses: Short-term courses (2 to 3 years) that lead to a technologist diploma.

Table 3: Structure of Professional Education in France and Brazil

Professional education is associated with activities that integrate theoretical and practical knowledge to develop skills and appropriate procedures in professional practice. In this sense, professional education is a form of integral student training involving management strategies that provide qualification, flexibility and organizations for professional and social activities. The modalities are offered in educational institutions in secondary and higher education, in addition, there is a continuous learning process with professional qualification (Resolution 1/21 of the CNE/CP).

The history of professional education in Brazil there was a milestone in 1906 with Decree nº 787, signed by Nilo Peçanha who founded three trade schools in Niterói, Petrópolis and Campos and an agricultural learning school. Soon after, in 1909, Nilo Peçanha assumed the Presidency of the Republic and established professional education in a federal network, through Decree No. 7,566, which created Federal schools in several states in Brazil (Ramos, 2014). Furthermore, education needed to be restructured, as there was a duality of education that was broken in 71 with law 5,692/71, which modified the structure and regardless of social class, one could be qualified and after the 90s, professional education also went through a process of change (Kuenzer, 1991). Controversies continue for education to be equal and universal and with the aim of combining secondary education with professional education. Decree no. 5,154/04 revoked Decree 2,208/97 with the purpose of “integrated training between general training and secondary-level professional, technical and technological education”.

Permeating this theme, the educational policy of President Luiz Inácio Lula da Silva's administration stands out, which continued social programs for the needy population. President Lula's proposal also differed from other mandates. The policy was focused on social issues and thus, vocational education made great progress. Among these changes, Law No. 11,892/2008 was created, which increased the number of schools and colleges and the number of vacancies to include all citizens in the institutionalization of the Federal Network of Professional, Scientific and Technological Education (Law No. 11,892/2008).

Social vulnerability was a factor as a starting point that permeated the less favored seek education and qualifications for work, enabling them to enter the job market and develop a quality life. Every population needs to have mastery of different cultures, writing, politics and economics. Knowledge is diverse in political, sociological and philosophical areas that bring very significant contributions based on the social and economic problems experienced. Capitalism still has great influence on various political and economic segments in Brazil, among other countries. (Firestone & Mangin, 2014; Sarason, 2004). Human beings need to be respected above production and consumer goods. For this reason, education needs to be seen as a potential of free access and be egalitarian so that they can have the right to express themselves and think based on democracy and not slavery. Therefore, educational policies were improved to meet the demands of population growth and class changes social (Allington, 2009).

The principle of educational systems and guidelines determine the criteria, forms of organization, planning, evaluation, validation of competence and certification that must be considered by all educational networks and institutions when offering this modality. The new reorganization and approval of the educational system and the new guidelines brought an innovation in a single document. Guidelines for professional qualifications, secondary, higher and postgraduate courses. With Law No. 13,415/17, Professional and Technological Education - EPT at secondary level became part of basic education in Brazil. The flexibility

of the high school curriculum provides for five training itineraries, one of which is technical and professional training (Ramos, 2017). Therefore, the offer of secondary level EPT must consider the General National curricular guidelines for Professional and Technological Education, defined by Resolution CNE/CP 1/21 (2021) and the Resolution CNE/CEB 3/18 (2018) of the National Curricular Guidelines for Secondary Education as standards specific of professional teaching and learning (Piolli & Sala, 2021; Lopes, 2024).

In this context, it is necessary to join forces between the State, families and society to support the construction and implementation of public policies that fulfill the social function for which they are intended: guaranteeing the full development of people, the exercise of citizenship and the professional qualification (Martin et al., 2017).

The School Environment and Learning

Professional education is a form of integral student training involving management strategies that provide qualification, flexibility and organizations for professional and social activities. In this aspect, to develop teaching and learning, educational institutions have a physical structure that accommodates students in different environments, providing a humanized and social place (Macedo & Borges, 2019). An analysis of school architecture in Brazil and France will be more of a technical analysis of the construction of innovative buildings and programs (Kowaltowski, 2011). As a result of the intersections and interactions between the history of education and school architecture, we understand that an academic analysis of school architecture involves examining a variety of cultural and educational values. These values are approached through conversations that provide different fields and offer references, relevance and interpretations. Understanding school culture material as a broad research investigation that requires conceptual and theoretical depth in the use of artifacts, in the case of school buildings, as a source of historical analysis (Souza, 2007).

Many authors emphasize the importance of adequate environments for the development of consistent learning. At France, a circular was developed on June 17, 1880, signed by Jules Ferry through a committee of members who consisted in architects, engineers and educators, who examined the conditions that should be used in the construction of school buildings. In this regulation, we examine the French school architecture of the 19th century, which were called “Jules Ferry schools”, built during the height of the civilizational and rationalist rhetoric of the Third Republic, approaching the semantics of political discourse to school architecture (Bencostta, 2021). As a result, a new architecture and system school was adopted. However, when the school prototype was established and the objectives of standardization in the French Republic were achieved through the common features of school buildings in all metropolitan areas, where the national architectural grammar guided by state legislation was used (Frago, 2004).

In this context, a school building committee was formed to establish school building standards and design furniture with purpose to adapt the new environments projects. This commission was responsible for controlling and guiding school construction projects towards the adoption of the general standards established by the circular that has since become known as the Building and Construction Regulations. Equipment School children of France, 1880. In the 1870s, with the publication “construction and equipment of the first school” by school projects by architect Félix Narjoux. According to Narjou himself, French schools were simpler and less luxurious in appearance compared to European schools. Switzerland.

Furthermore, it makes a comparison between schools and palaces, theaters in France due to luxuries and declares that schools should be treated in the same way and the importance that:

the school, the Swiss say, is the people's palace. It is here that children are educated and trained who, as future citizens, will be the material strength of a nation, its hope and support. Who can argue that a building, whose purpose is so noble and grand, deserves less care and attention, less investment and shine than a prince's residence or a dance academy? (Narjoux, 1879, p. 2)

Félix Narjoux understood and recommended in his dissertation its publication in the “Dictionnaire de pédagogie et d'instruction primaire”, in 1887, that the design of any school building should have characteristics and commitment to the main purpose, which is studies. School should be a pleasant, happy and wanted by students, even if a small dose of luxury was used in its construction. Regardless of the location, urban and rural or small or large, the school should be attractive to children and capable of initially awakening in everyone the idea of a building dedicated to the education of young people (Bencostta & Braga, 2011). In 1879, school financing was established by the Law of March 30, 1879, establishing a special commission to investigate issues related to school buildings and materials (Narjoux, 1879).

From the second half of the 19th century, especially with Louis Pasteur's discoveries about the danger of infectious diseases, also studied by Salomon-Bayet. This discovery influenced educators, doctors and inspectors to see more clearly the serious danger of lack of hygiene in school environments (Cobin, 1988). School environments must offer conditions health for students. Corroborating studies doctors like A. Riant (1874), describes the influence of the school environment on children's health It is the importance of luminosity, ventilation, temperature and open living spaces for students and education professionals (Elali & Pinheiro, 2003). Thus, French architecture continues to inspire the design and functionality of Brazilian educational institutions.

The following Figures (2a and 2b) demonstrate the ancient and modern evolution of school designs in Brazil.

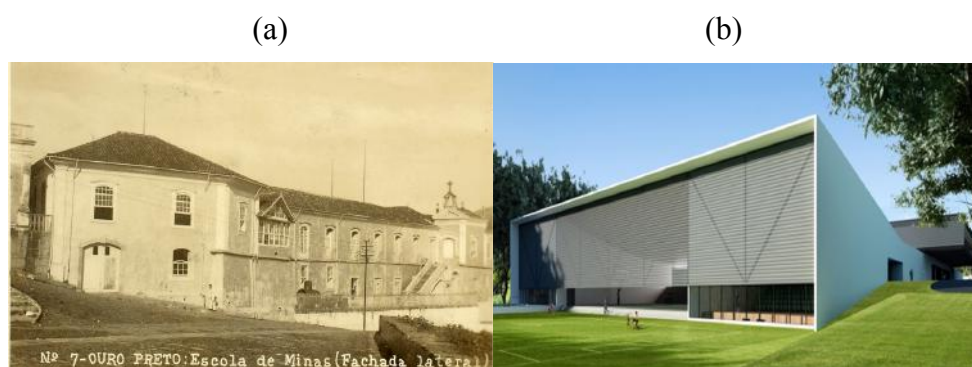


Figure 2: Brazilian Schools with Architecture Inspired by France 2(a) and 2(b). French Lyceum of Brasília – UNA (2009):

<https://mundodosinconfidentes.com.br/escola-de-minas-comemora-143-anos-conheca-um-pouco- dessa-cunha/>

Given this context, there was a need to creation in policy that defined architectural programs for school spaces. We approach with the example of the construction regulations for school buildings approved in the state of Minas Gerais in the southeast region of Brazil (Kowaltowski, 2011).

In the case of school groups, depending on the types of buildings to be built, they would have the following accommodations:

entrance rooms where changing rooms would be placed to store children's hats and capes; wide porches to facilitate independent entrances to the different rooms; very spacious, bright and well-ventilated classrooms, with the number and dimensions calculated at the rate of 40 children in each room, and with an environment of more than 5m³ for each boy; a vast museum hall; office for management and teachers; dependencies for the installation of reservations and, finally, warehouses for physical exercise and manual work. (Minas Gerais, 1910, p. 13)

The architecture of Brazilian schools is evident in several educational institutions, especially those founded or reformed during periods in which Brazil sought to modernize its educational system based on European models (Queiroz, 2023). We highlight some Brazilian schools whose architecture was inspired by France, such as: Escola de Minas de Ouro Preto (1876), school Pedro II Rio de Janeiro, RJ (1837), Lyceum of Arts and Crafts São Paulo e Rio de Janeiro (end of the 19th century), Institute of Education of Rio de Janeiro (1932), Faculty of Medicine of Bahia (1808), Mauá Institute of Technology São Paulo (1961), Federal Institutes of Education, Sciences and Technology (IF,s), French Lyceum of Brasília – UNA (2009).

School environments provide quality education, which goes beyond academic content. They should be designed to develop active learning, encourage innovation and creativity, social interaction, and student health and well-being. The influence of French models, which continues to inspire the design and functionality of Brazilian educational institutions (Queiroz, 2023). In Figure 3 we have areas of collusion in school space.

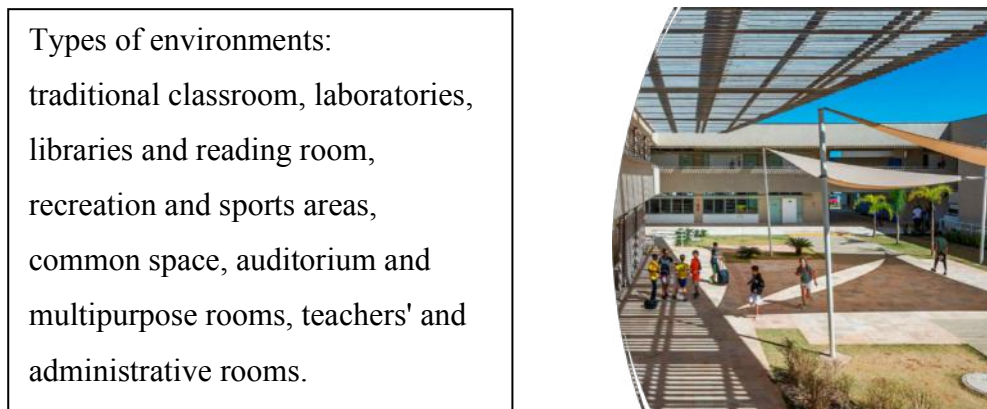


Figure 3: Living area in school space. JT Arquitetura and Jean Dubus: Liceu Français - François Mitterrand, Brasília - Magazine Project

https://www.archdaily.com.br/br/919735/liceu-frances-francois-mitterrand-jt-arquitetura-plus-jean-dubus/5d121319284dd19ebb000626-liceu-frances-francois-mitterrand-jt-arquitetura-plus-jean-dubus-foto?next_project=no

When mentioning the criteria of construction, it is said that the location of schools should be chosen with location pleasant with natural and artificial lighting, avoid industrial areas and large areas to avoid noise, environmental pollution and concern for hygiene of the environment and students. (Queiroz, 2023). This way, teaching and learning from the new educational policy reforms favored a new field of study through the model of a different nature and perspective from those used during the start of urban, educational and economic development in Brazil. Your language architectural and space was adapted with the aim of

contributing to one social space and allow you to integrate different aspects residential, business, churches, among others (Souza, 2013; Kowaltowski, 2011).

Results and Impact in Brazil

The results found in this research showed us that the influence of French and Brazilian education is notable in several aspects, from the structure of the educational and pedagogical system.

The expansion of professional education followed the French educational model in Brazil, which contributed to the country opportunities for technical training and qualifications such as the higher education model, pedagogical teaching methodology based on philosophical ideas by educators such as Jean Piaget and Lev Vygotsky, promoting cognitive development and socio-emotional status of students. In addition, technical and professional education with the combined practical and theoretical learning model. One example was the creation of SENAI (National Industrial Learning Service) and studied in secondary schools and universities.

- **Qualified Professionals:** Resulted in the training of highly qualified professionals in various areas due to their competence and technical skills in the Brazilian and international job market.
- **Development of Specific Sectors:** From the Brazilian economy, gastronomy, fashion and design contributed to the development of a creative and innovative industry and market in Brazil.
- **Modernization and Innovation:** The adoption of professional education practices and methodologies, the modernization and innovation of the educational system, encouraging the use of advanced technologies, pedagogical practices and curricula aligned with the job market.
- **Insertion into the Global Market:** Brazilian professionals trained in the Franco-Brazilian educational model with international certificates and diplomas.
- **Partnerships and Continuous Cooperation:** The influence is not limited to the past but continues to be a source of partnerships and cooperation between educational institutions, promoting the exchange of knowledge, experiences and educational development.

Conclusion

The influence of French professional education in Brazil represents more than a simple transfer of educational models and practices; It is a dynamic process of cultural exchange and collaboration that has profoundly impacted the development of education and the job market in the country. Over the years, the adoption of elements of the French educational model in Brazil has provided significant opportunities for professional qualification, educational innovation and development. However, these advances are not without challenges, such as the need for cultural and structural adaptation, equitable access to education and articulation with the demands of the job market. Despite the challenges faced, it is important to recognize the transformative potential of this influence and the opportunities it brings with it. International cooperation between France and Brazil in the area of professional education will continue to play a fundamental role in promoting the quality and relevance of professional training, in building strategic partnerships and in promoting inclusion and equal opportunities in access to education. Therefore, as we look to the future of professional education in Brazil,

it is essential to continue exploring and strengthening this collaboration, seeking innovative and sustainable solutions to the challenges faced and taking advantage of the opportunities for learning and mutual growth that this partnership offers.

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