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THE BRAZILIAN LEGAL SYSTEM AND PROFESSIONAL AND TECHNOLOGICAL EDUCATION (EFT) AS A PUBLIC POLICY: THE INDISSOCIABILITY BETWEEN VICISSITUDES AND SOCIO-HISTORIC REVERBERATIONS FROM AN INTERDISCIPLINARY STUDY

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ABSTRACT

The present article is the result of a qualification course in Professional and Technological Education (EFA) in Brazil, workload of 320/h, taught through Distance Education (DE), at the Itavianas Professionalizing Center, Uninter/Itapipoca (CE) branch. In these terms, this theoretical-methodological, technical-operational and ethical-political arsenal was substantiated based on the conceptions of Vocational and Technological Education (EFA) and its unfoldings in the legal system as a social policy, thus configuring itself as an inalienable, universal and non-transferable social right. In this way, the article aims to reflect on the socio-historical construction of EFA in the national context. The path and methodological configurations relied on the qualitative approach based on historical-dialectical materialism, developing the academic-scientific itinerary with outlines of bibliographic, documentary and exploratory research, predominating the understanding of contradictions and totality in the object of study, uncovering weaknesses and advances in the state of the art. In these terms, in order to reach the pre-established objective, we entered the Google Scholar and Scielo databases, the Theses and Dissertations available in the Capes Theses and Dissertations Catalog and in the Brazilian Digital Library of Theses and Dissertations, articles by researchers in the field, as well as other theoretical-methodological, technical-operational and ethical-political contributions of primary and secondary arsenal. Summarily, the study allowed us to point out that the state of the art is undergoing constant vicissitudes in its legal order, considering that professional education, during the 20th century, has suffered a series of reforms, adjustments, readjustments and maladjustments. Therefore, these vicissitudes in the legal system sought to meet the demands of the labor market, in line with the changes in Brazilian society

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INTRODUCTION

Since ancient slavery we have had two distinct and separate modes of education: one for the owning class, identified as the education of free men, and another for the non-owning class, identified as the education

of slaves and servants. The first, centered on intellectual activities, on the art of speaking and on physical exercises of a playful or military nature. And the second, assimilated to the work process itself (SAVIANI, 2007, p. 4). The categories of education and work, since their genesis, incite controversy and controversy, due to the different

conceptions in which they are not analyzed. In this perspective, we will approach the state of the art, based on a perspective of dialectical totality that analyzes a specific object, taking into account the multifactorial dimensions of the whole. Strictly speaking, Professional and Technological Education (EFA) has been questioning the educational thought of how to do education (ARROYO, 2019). Thus, a critical and attentive analysis about EFA provokes challenging questions to pedagogical thinking regarding the right to education for male and female workers. In this introduction, the Brazilian order configures the right to education, especially since 1988, with the Federal Constitution, contemplates in great detail the right to education, besides providing legal mechanisms that can be used for its protection and institutions for its defense, such as the Public Ministry (MP). This academic-investigative itinerary relied on a theoretical-methodological, technical-operational, and ethical-political path based on the qualitative approach, with contributions from the historical-dialectical materialism, through bibliographic, exploratory, and documental research. In this sense, the paper aimed to trace a historical and social panorama of the right to EFA, through the vicissitudes and reverberations in the construction of the object in the national sphere. The choice of the theme is justified by the fact that the teaching-learning process of a profession has undergone structural changes in its course, because in the genesis of these formations, educational institutions did not have the human resources, physical, material, technological and pedagogical structure that currently occurs.

The relevance of the state of the art, occurs because it is found that the reformulation of the EFA, sought the expansion of national educational training, expanding territorially, to different points in the country, prospecting potentialities of the localities for the production of technological innovations, reverberating in geopolitical strategies in the ambiguous correlation between professional education and the production of theoretical-methodological, technical-operational and ethical-political knowledge. The theoretical framework was based on Albornoz (1992); Alves and Azevedo (2019); Andrade (2017); Arroyo (2019); Braga (2020); Brandão (1995); Brasil (1909, 1961, 1982, 1988, 1996, 2006, 2008, 2013, 2014, 2015); Chizzotti (2010); Costa and Coutinho (2018); Costa (1996); Creswell and Creswell (2021); Cury (2002); Dallabrida (2001); Dore (1983); Foss (2018); Frigotto and Ciavatta (2006); Gil (2019); Ibañez (2012); LEÃO (2017); Libâneo (1991); Manfredi (2002); Marconi and Lakatos (2017); Minayo, Deslandes and Gomes (2016); Oliveira (2018); Prodanov and Freitas (2013); Romanelli (1980); Saviani (2007); Severino (2018); Silva (2017); Sousa, Oliveira and Alves (2021); Sousa and Benites (2021) and Souza (2020). The paper is divided into four sections, starting with the introduction that unveils the research intentions, through justification, objectives, relevance, methodology, and theoretical framework, for the constitution of the state of the art. The second topic will address the methodological path and its unfoldings, based on a qualitative approach in line with the historical-dialectical materialism. Thus, it will make use of exploratory, documental, and bibliographic research. The third item will deal with education and labor in their socio-historical circuits, making notes and genealogical weaving of the Brazilian legal system and its consequent contemporary developments of public policies for vocational and technological education.

Methodological Route and Configurations

As for the objectives, this academic-scientific endeavor resorted to exploratory research, given that it provides greater familiarity with the object of study (GIL, 2019). In this way, the present study was conducted substantiated in theory, method, and creativity (MINAYO, 2016). By these analytical routes, Oliveira (2018) adduces that exploratory research is a research modality that is configured as a draft for later deepening in the theme. In effect, Andrade (2017) ratifies the premises uttered by the alluded author, exposing that this type of research has preliminary characteristics for consubstantiation for the state of the art. Leão (2017), substantiates these premises, claiming that this research modality is ideal to formulate a more delimited problem. In the conception of Marconi and Lakatos (2019),

exploratory research is based on establishing hypotheses, increasing the link and unraveling concepts and categories that are fundamental for the understanding of the state of the art. As for the technical procedures, we scrutinized the bibliographic research to build the theoretical arsenal of this production, because in line with Gil (2019) this type of investigation is configured as *conditio sine qua non* for the expansion of other possibilities and investigative-academic itineraries. That said, Sousa, Oliveira and Alves (2021), glimpses that the bibliographical research has as its driving force, to assist the researcher with regard to the delimitation of the theme and the contextualization of the state of the art.

Moreover, in relation to technical procedures, it was also essential to use documentary research, circumscribed by means of consultation to laws, decrees, resolutions, ordinances and by the analysis of news, given that, according to Severino (2018), this type of academic-scientific investigation brings a multiplicity of documentation (SEVERINO, 2018). Strictly speaking, we opted for the qualitative approach, since it is the one that most assists us in understanding social phenomena (CRESWELL; CRESWELL, 2021). Thus, regarding the view of the object of study, we envisioned the historical-dialectical materialist method, considering an analysis through the perspective of the totality of the state of the art (FOSS, 2018). That is, in the present study we sought to build an itinerary that would account for the origin of vocational education and its unfoldings in technological scope as an indivisible, inalienable and universal right. Therefore, the dialectic is configured from the interpretation of reality, understanding that all phenomena are in essence, contradictory and organically united and indissoluble (PRADANOV; FREITAS, 2013). In light of the above, we assimilate that dialectics emphasizes the qualitative vicissitudes of social phenomena, to the detriment of the superiority and defense of the quantitative approach as the norm (Ibid.). In the meantime, our approach is not engendered solely in the positivist perspective, which is reduced to quantitative procedures. However, it is based on the assumption of the interrelation and contradiction of the societal dynamics inherent to each phenomenon.

Therefore, Marxist dialectics allows us to start from the general to the specific, to enable a broad view of the phenomenon, based on a plurality of approaches, interpreting the *sui generis* realities. Still about these approaches, we agree with Chizzotti (2010), when conceiving the object of study as a phenomenon imbued with meanings and historical-social relations, to the detriment of an inert and neutral conception. This academic-scientific production originated from a teacher training course, called Professional and Technological Education (EFA) in Brazil, with a workload of 320/h, provided by the Itavianas Professionalizing Center, Uninter/Itapipoca (CE), in the modality of Distance Education (DE), from January to June 2021. *Data venia*, the authors who contributed to this undertaking were student-components, participating actively in the consultation of at least 30 available documents, including books, articles, book chapters, monographs, theses and dissertations, and they elaborated summaries, reviews, annotations and notes that could be inserted in this work. Besides the contributions in text revision, ABNT standardization and plagiarism analysis. Strictly speaking, as far as orthographic aspects in direct citations are concerned, they faithfully respect the normative aspects of the time when the works were elaborated and published.

Work and Education

From Libâneo's (1991) perspective, both work and education exist from the origin of the human being on earth. Therefore, the primitive manifestations of informal and unintentional education occurred in prehistory, a period when there were not yet organized societies, however, only limited scattered human groupings. In the Brazilian context, Professional and Technological Education officially emerged through Decree No. 7,566, of September 23, 1909, supported by President Nilo Peçanha, who had taken over after Afonso Pena died that same year. In turn, Cury (2002) states that, contemporaneously, education is an unfolding of social rights, defending the value of

equality and equity among citizens. In these terms, Brandão (1995) makes a reflection when he points out that education may conceive types of men, creating the knowledge that legitimates them. In this sense, the author approaches the concept of education in a broad way, casting it as a privileged space of power and societal influence. Strictly speaking, the Brazilian Federal Constitution of 1988 conceives formalized education as a right of all citizens, being a duty of the Public Power and of the family. That said, it should be promoted and encouraged in collaboration with civil society (BRASIL, 1988). The Law of Directives and Bases for National Education (LDB), nº 9.394/96, highlights that education, in a broad perspective, will cover the formative processes that will develop in family life, in human coexistence, in labor processes, in teaching and research establishments, in social movements, and in the organizations of the society (BRASIL, 1996). Therefore, regarding work, Costa (1996), understands that this category emerges as a fundamental element due to the human need to transform the natural world, producing material and symbolic goods and services required for life and for socio-cultural reproduction. In short, we perceive the human being as historical. In this way, he has no generic essence, since his constitution is based on the labor process, relating to nature, through transformation and/or reproduction. Work, based on its social representations, for a long time was understood in its negative connotation as a punishment, distant and discrepant from its positive meaning of labor. About this, Albornoz (1992) stated that:

Segundo a tradição judaico-cristã, o trabalho era apresentado como forma de castigo: como o homem e a mulher perderam a inocência original do paraíso, teriam, respectivamente, de ganhar o pão com o suor do próprio rosto e passar pelas dores do parto. O trabalho era entendido como punição para os pecados; sendo parte desse mundo mortal e imperfeito, o trabalho não era digno por si mesmo. Para os cristãos, o trabalho era o resultado da vontade de Deus, não uma atitude voluntária. Esta postura, porém, não era hegemônica. Para as seitas rebeldes à Igreja de Roma, nos séculos XI ao XIV, o trabalho era entendido como uma tarefa “penosa e humilhante, devendo ser procurado como penitência para o orgulho da carne (ALBORNOZ, 1992, p. 52).

In view of this, the author reports that since the Renaissance, with anthropocentrism, which places man at the center of the human universe, these beings start to have an active voice, constituting and creating the world that mediates them. In this perspective, the foundations that lead man to work are in the work itself and not external to it. Therefore, work did not fall exclusively on slaves, since it was possible to have the option of accepting it or not, even free men, were performed by free and white people who needed the labor for their subsistence. Frigotto and Ciavatta (2006) realize that, contemporarily, it is still strong in the social imaginary, the conception of superiority of intellectual work, to the detriment of professions that deal with material work. In the meantime, the idea alluded to is substantiated based on the product of social and historical relations determined by human beings. Cury (2002) states in detail that work is an economic and social right. Dore (1983) points out that, during Getúlio Vargas' Provisional Government (1930-1937), deep and expressive changes occurred in relation to the tightening of ties between education in the professional perspective and its preparatory dimension for industry. Data venia, a set of centralizing measures was adopted, such as the elimination of the Assemblies of the Federative Units (UF), of the Municipal Chambers and of political parties, and ministers of Vargas' trust were appointed to act as intervenors in the UF. Subsequently, Dore (1983) conceives that the country's closing process was accompanied by a conservative modernization, with the emergence of union and labor protection legislation. In the face of the above, this centralization of power provided a passive revolution or a revolution made "from above", to the detriment of popular participation in political decisions.

Work and education: notes and genealogical weavings of the Brazilian legal system: Souza and Benites (2019) bring up that, EFA has gained new layouts through the creation of educational public policies in the last two decades, preponderantly, in the governments

of the Workers' Party (PT), initiating the foundation of the Federal Institutes of Education, Science and Technology, instituted by the Federal Network of Professional, Scientific and Technological Education, through the provision of Law No. 11.892, of December 29, 2008. Therefore, the Petista era, represented by the then President of the Federative Republic of Brazil, Luís Inácio Lula da Silva, gave greater spotlight to this modality of education in the actions and strategies of this government. In this context, the law established, through its Article 1, that at the federal level, the Network of Vocational, Scientific and Technological Education will be composed of the Federal Institutes of Education, Science and Technology - Federal Institutes; the Federal Technological University of Parana - UTFPR; the Federal Centers of Technological Education Celso Suckow da Fonseca - CEFET-RJ and Minas Gerais - CEFET-MG; the Technical Schools linked to the Federal Universities and the Pedro II College (BRASIL, 2006). In view of the above, the educational establishments alluded to, have a legal nature autarchic, being holders of autonomy in the administrative, patrimonial, financial, didactic-pedagogical and disciplinary (Ibid.) Moreover, it is unfortunate that the Federal Institutes are units that view offer higher education, basic and professional, based on the perspective pluricurricular and multicampi, in specific educational modalities, combining knowledge and technical and technological knowledge with its pedagogical praxis. In this amalgam, the contribution of the Law nº 11.892/2008 is inescapable, given that it creates 38 Federal Institutes throughout the country, as shown in Chart 1, which addresses the transformation and creation of all educational units in 2008, namely:

In short, the formulation and reformulation of public policies for vocational and technological education is thought based on the corollary of the operational vicissitudes in the national productive system, in which the reconfiguration is sought for an innovative bias in relation to this type of education, in accordance with the demands of this century. Souza (2020) stated that, currently, the EFA is configured under a new institutionality, oriented to the production of technical and technological innovations, *pari passu* that encourages the possibilities of integration and economic competition, nationally and internationally. Underlying this, the EFA curricula are at the service of the economic and geopolitical competition, aiming to solve the national dependence on technology from developed countries (IBAÑEZ, 2014). In relation to the premises listed, it is undeniable that in Brazil, many young people start their work activities early, due to the need to help with expenses at home. In this sense, EFA is taken as an object that ensures the right of the worker to actually work. From this perspective, Braga (2020, p. 50) pronounced that:

A educação profissional também assumiu uma posição secundária dentro do nosso sistema educacional. Uma clara divisão se formou: o ensino acadêmico reservado para as classes mais abastadas, visando à formação para o ensino superior; o ensino profissionalizante, desde o nível médio, é ofertado para aqueles cuja entrada no mercado de trabalho acontece precocemente, marcantemente filhos de trabalhadores e das camadas mais pobres da população.

When we bring up, a revisit to the origin of the institutionalization of the Brazilian public school, which emerges between the nineteenth century and the beginning of the twentieth century, we come across the clear subdivision between the educational approach, since it guides to the manual/technical work in front of the working class, while the intellectual work is intended to form the ruling-hegemonic class, making it able to act in the decision-making bodies (SILVA, 2017). In light of the above, in that context, this split existed as a way to propagate the status quo, allowing the dominant class to remain in power. Frigotto and Ciavatta (2006) state that professional schools had their genesis based on charitable works for the poor and orphans, detached from the meaning of work as a driving force and above all, a product of social relations and mediations. However, these conceptions reconfigured themselves through gradual vicissitudes, starting with the composition of 19 educational establishments. That said, the federal network of vocational education emerged in 1909, under the sieve of the President of the Federative Republic of Brazil,

Chart 1. Genesis of the Federal Institutes through transformations and integrations

1	Acre, mediante transformação da Escola Técnica Federal do Acre
2	Alagoas, mediante integração do Centro Federal de Educação Tecnológica de Alagoas e da Escola Agrotécnica Federal de Satuba
3	Amapá, mediante transformação da Escola Técnica Federal do Amapá
4	Amazonas, mediante integração do Centro Federal de Educação Tecnológica do Amazonas e das Escolas Agrotécnicas Federais de Manaus e de São Gabriel da Cachoeira
5	Bahia, mediante transformação do Centro Federal de Educação Tecnológica da Bahia
6	Baiano, mediante integração das Escolas Agrotécnicas Federais de Catu, de Guanambi, de Santa Inês e de Senhor do Bonfim
7	Brasília, mediante transformação da Escola Técnica Federal de Brasília
8	Ceará, mediante integração do Centro Federal de Educação Tecnológica do Ceará e das Escolas Agrotécnicas Federais de Crato e de Iguatu
9	Espírito Santo, mediante integração do Centro Federal de Educação Tecnológica do Espírito Santo e das Escolas Agrotécnicas Federais de Alegre, de Colatina e de Santa Teresa
10	Goiás, mediante transformação do Centro Federal de Educação Tecnológica de Goiás
11	Goiano, mediante integração dos Centros Federais de Educação Tecnológica de Rio Verde e de Urutaí, e da Escola Agrotécnica Federal de Ceres
12	Maranhão, mediante integração do Centro Federal de Educação Tecnológica do Maranhão e das Escolas Agrotécnicas Federais de Codó, de São Luís e de São Raimundo das Mangabeiras
13	Minas Gerais, mediante integração dos Centros Federais de Educação Tecnológica de Ouro Preto e de Bambuí, e da Escola Agrotécnica Federal de São João Evangelista
14	Norte de Minas Gerais, mediante integração do Centro Federal de Educação Tecnológica de Januária e da Escola Agrotécnica Federal de Salinas
15	Sudeste de Minas Gerais, mediante integração do Centro Federal de Educação Tecnológica de Rio Pomba e da Escola Agrotécnica Federal de Barbacena
16	Sul de Minas Gerais, mediante integração das Escolas Agrotécnicas Federais de Inconfidentes, de Machado e de Muzambinho
17	Triângulo Mineiro, mediante integração do Centro Federal de Educação Tecnológica de Uberaba e da Escola Agrotécnica Federal de Uberlândia
18	Mato Grosso, mediante integração dos Centros Federais de Educação Tecnológica de Mato Grosso e de Cuiabá, e da Escola Agrotécnica Federal de Cáceres
19	Mato Grosso do Sul, mediante integração da Escola Técnica Federal de Mato Grosso do Sul e da Escola Agrotécnica Federal de Nova Andradina
20	Pará, mediante integração do Centro Federal de Educação Tecnológica do Pará e das Escolas Agrotécnicas Federais de Castanhal e de Marabá
21	Paraíba, mediante integração do Centro Federal de Educação Tecnológica da Paraíba e da Escola Agrotécnica Federal de Sousa
22	Pernambuco, mediante integração do Centro Federal de Educação Tecnológica de Pernambuco e das Escolas Agrotécnicas Federais de Barreiros, de Belo Jardim e de Vitória de Santo Antão
23	Sertão Pernambucano, mediante transformação do Centro Federal de Educação Tecnológica de Petrolina
24	Piauí, mediante transformação do Centro Federal de Educação Tecnológica do Piauí
25	Paraná, mediante transformação da Escola Técnica da Universidade Federal do Paraná
26	Rio de Janeiro, mediante transformação do Centro Federal de Educação Tecnológica de Química de Nilópolis
27	Fluminense, mediante transformação do Centro Federal de Educação Tecnológica de Campos
28	Rio Grande do Norte, mediante transformação do Centro Federal de Educação Tecnológica do Rio Grande do Norte
29	Rio Grande do Sul, mediante integração do Centro Federal de Educação Tecnológica de Bento Gonçalves, da Escola Técnica Federal de Canoas e da Escola Agrotécnica Federal de Sertão
30	Instituto Federal Farroupilha, mediante integração do Centro Federal de Educação Tecnológica de São Vicente do Sul e da Escola Agrotécnica Federal de Alegrete
31	Sul-rio-grandense, mediante transformação do Centro Federal de Educação Tecnológica de Pelotas;
32	Rondônia, mediante integração da Escola Técnica Federal de Rondônia e da Escola Agrotécnica Federal de Colorado do Oeste
33	Roraima, mediante transformação do Centro Federal de Educação Tecnológica de Roraima
34	Santa Catarina, mediante transformação do Centro Federal de Educação Tecnológica de Santa Catarina
35	Catarinense, mediante integração das Escolas Agrotécnicas Federais de Concórdia, de Rio do Sul e de Sombrio;
36	São Paulo, mediante transformação do Centro Federal de Educação Tecnológica de São Paulo
37	Sergipe, mediante integração do Centro Federal de Educação Tecnológica de Sergipe e da Escola Agrotécnica Federal de São Cristóvão
38	Tocantins, mediante integração da Escola Técnica Federal de Palmas e da Escola Agrotécnica Federal de Araguatins

Source: BRASIL (2006) Adapted by the authors

NiloPeçanha, through Decree No. 7.566, September 23, 1909. Soon, it foresaw that:

Considerando: que o aumento constante da população das cidades exige que se facilite às classes proletárias os meios de vencer as dificuldades sempre crescentes da lueta pela existencia: que para isso se torna necessario, não só habilitar os filhos dos desfavorecidos da fortuna com o indispensavel preparo tecnico e intelectual, como faze-los adquirir habitos de trabalho proficuo, que os afastara da ociosidade ignorante, escola do vicio e do crime; que é um dos primeiros deveres do Governo da Republica formar codadões uteis à Nação: Decreta: Art. 1º. Em cada uma das capitaes dos Estados da Republica o Governo Federal manterá, por intermedio do Ministerio da Agricultura, Industria e Comercio, uma Escola de Aprendizes Artifices, destinada ao ensino profissional primario gratuito (BRASIL, 1909, p.1)

Given the above, we can see that this education sui generis, was intended for the less fortunate, for less no longer citing the poor and orphans as before, we can see between the lines a welfare education and not as a right, and their establishments administered by the Union, which will have the physical structure, economic and human resources to carry out this enterprise in each Federation Unit (UF) States.

In this perspective, we conceive this legislation as based on selectivity and targeting of services, since in its 6th article the law proposes that only a certain public could enjoy this right, namely

Art. 6º. Serão admitidos os individuos que o requererem dentro do prazo marcado para a matricula e que possuiremas seguintes requisitos, preferidos os desfavorecidos da fortuna: a) idade de 10 annos no minimo e de 13 annos no maximo; b) não soffrer o candidato molestia infecto-contagiosa, nem ter defeitos que o impossibilitem para o aprendizado do officio

Another palliative change in relation to the function of professional education, we can view in front of the Reform Francisco Campos, which in 1931, give rise to the National Education Council (CNE) with the Decree No. 19.850 of the same year, establishing the modernization of Brazilian secondary education. Therefore, in accordance with Dallabrida (2009, p.1) adduces that with this standardization, there was:

[...] organicidade à cultura escolar do ensino secundário por meio da fixação de uma série de medidas, como o aumento do número de anos do curso secundário e sua divisão em dois ciclos, a seriação do currículo, a frequência obrigatória dos alunos às aulas, a imposição de um detalhado e regular sistema de avaliação discente e a reestruturação do sistema de inspeção federal.

Table 2. Goals and strategies for Vocational and Technological Education in the National Education Plan (2014-2024)

META	ESTRATÉGIA
Meta 3: universalizar, até 2016, o atendimento escolar para toda a população de 15 (quinze) a 17 (dezessete) anos e elevar, até o final do período de vigência deste PNE, a taxa líquida de matrículas no ensino médio para 85% (oitenta e cinco por cento).	3.7) fomentar a expansão das matrículas gratuitas de ensino médio integrado à educação profissional, observando-se as peculiaridades das populações do campo, das comunidades indígenas e quilombolas e das pessoas com deficiência
META 8: elevar a escolaridade média da população de 18 (dezoito) a 29 (vinte e nove) anos, de modo a alcançar, no mínimo, 12 (doze) anos de estudo no último ano de vigência deste Plano, para as populações do campo, da região de menor escolaridade no País e dos 25% (vinte e cinco por cento) mais pobres, e igualar a escolaridade média entre negros e não negros declarados à Fundação Instituto Brasileiro de Geografia e Estatística - IBGE.	8.4) expandir a oferta gratuita de educação profissional técnica por parte das entidades privadas de serviço social e de formação profissional vinculadas ao sistema sindical, de forma concomitante ao ensino ofertado na rede escolar pública, para os segmentos populacionais considerados;
Meta 9: elevar a taxa de alfabetização da população com 15 (quinze) anos ou mais para 93,5% (noventa e três inteiros e cinco décimos por cento) até 2015 e, até o final da vigência deste PNE, erradicar o analfabetismo absoluto e reduzir em 50% (cinquenta por cento) a taxa de analfabetismo funcional.	9.11) implementar programas de capacitação tecnológica da população jovem e adulta, direcionados para os segmentos com baixos níveis de escolarização formal e para os (as) alunos (as) com deficiência, articulando os sistemas de ensino, a Rede Federal de Educação Profissional, Científica e Tecnológica, as universidades, as cooperativas e as associações, por meio de ações de extensão desenvolvidas em centros vocacionais tecnológicos, com tecnologias assistivas que favoreçam a efetiva inclusão social e produtiva dessa população;
Meta 10: oferecer, no mínimo, 25% (vinte e cinco por cento) das matrículas de educação de jovens e adultos, nos ensinos fundamental e médio, na forma integrada à educação profissional.	10.5) implantar programa nacional de reestruturação e aquisição de equipamentos voltados à expansão e à melhoria da rede física de escolas públicas que atuam na educação de jovens e adultos integrada à educação profissional, garantindo acessibilidade à pessoa com deficiência; 10.7) fomentar a produção de material didático, o desenvolvimento de currículos e metodologias específicas, os instrumentos de avaliação, o acesso a equipamentos e laboratórios e a formação continuada de docentes das redes públicas que atuam na educação de jovens e adultos articulada à educação profissional 10.9) institucionalizar programa nacional de assistência ao estudante, compreendendo ações de assistência social, financeira e de apoio psicopedagógico que contribuam para garantir o acesso, a permanência, a aprendizagem e a conclusão com êxito da educação de jovens e adultos articulada à educação profissional; 10.10) orientar a expansão da oferta de educação de jovens e adultos articulada à educação profissional, de modo a atender às pessoas privadas de liberdade nos estabelecimentos penais, assegurando-se formação específica dos professores e das professoras e implementação de diretrizes nacionais em regime de colaboração;
Meta 11: triplicar as matrículas da educação profissional técnica de nível médio, assegurando a qualidade da oferta e pelo menos 50% (cinquenta por cento) da expansão no segmento público.	11.1) expandir as matrículas de educação profissional técnica de nível médio na Rede Federal de Educação Profissional, Científica e Tecnológica, levando em consideração a responsabilidade dos Institutos na ordenação territorial, sua vinculação com arranjos produtivos, sociais e culturais locais e regionais, bem como a interiorização da educação profissional; 11.2) fomentar a expansão da oferta de educação profissional técnica de nível médio nas redes públicas estaduais de ensino; 11.3) fomentar a expansão da oferta de educação profissional técnica de nível médio na modalidade de educação a distância, com a finalidade de ampliar a oferta e democratizar o acesso à educação profissional pública e gratuita, assegurado padrão de qualidade; 11.4) estimular a expansão do estágio na educação profissional técnica de nível médio e do ensino médio regular, preservando-se seu caráter pedagógico integrado ao itinerário formativo do aluno, visando à formação de qualificações próprias da atividade profissional, à contextualização curricular e ao desenvolvimento da juventude; 11.6) ampliar a oferta de matrículas gratuitas de educação profissional técnica de nível médio pelas entidades privadas de formação profissional vinculadas ao sistema sindical e entidades sem fins lucrativos de atendimento à pessoa com deficiência, com atuação exclusiva na modalidade; 11.7) expandir a oferta de financiamento estudantil à educação profissional técnica de nível médio oferecida em instituições privadas de educação superior; 11.8) institucionalizar sistema de avaliação da qualidade da educação profissional técnica de nível médio das redes escolares públicas e privadas; 11.10) expandir a oferta de educação profissional técnica de nível médio para as pessoas com deficiência, transtornos globais do desenvolvimento e altas habilidades ou superdotação; 11.11) elevar gradualmente a taxa de conclusão média dos cursos técnicos de nível médio na Rede Federal de Educação Profissional, Científica e Tecnológica para 90% (noventa por cento) e elevar, nos cursos presenciais, a relação de alunos (as) por professor para 20 (vinte); 11.13) reduzir as desigualdades étnico-raciais e regionais no acesso e permanência na educação profissional técnica de nível médio, inclusive mediante a adoção de políticas afirmativas, na forma da lei; 11.14) estruturar sistema nacional de informação profissional, articulando a oferta de formação das instituições especializadas em educação profissional aos dados do mercado de trabalho e a consultas promovidas em entidades empresariais e de trabalhadores

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<p>Meta 12: elevar a taxa bruta de matrícula na educação superior para 50% (cinquenta por cento) e a taxa líquida para 33% (trinta e três por cento) da população de 18 (dezoito) a 24 (vinte e quatro) anos, assegurada a qualidade da oferta e expansão para, pelo menos, 40% (quarenta por cento) das novas matrículas, no segmento pública</p>	<p>12.2) ampliar a oferta de vagas, por meio da expansão e interiorização da rede federal de educação superior, da Rede Federal de Educação Profissional, Científica e Tecnológica e do sistema Universidade Aberta do Brasil, considerando a densidade populacional, a oferta de vagas públicas em relação à população na idade de referência e observadas as características regionais das micro e mesorregiões definidas pela Fundação Instituto Brasileiro de Geografia e Estatística - IBGE, uniformizando a expansão no território nacional;</p>
<p>Meta 15: garantir, em regime de colaboração entre a União, os Estados, o Distrito Federal e os Municípios, no prazo de 1 (um) ano de vigência deste PNE, política nacional de formação dos profissionais da educação de que tratam os incisos I, II e III do caput do art. 61 da Lei nº 9.394, de 20 de dezembro de 1996, assegurado que todos os professores e as professoras da educação básica possuam formação específica de nível superior, obtida em curso de licenciatura na área de conhecimento em que atuam.</p>	<p>5.13) desenvolver modelos de formação docente para a educação profissional que valorizem a experiência prática, por meio da oferta, nas redes federal e estaduais de educação profissional, de cursos voltados à complementação e certificação didático-pedagógica de profissionais experientes.</p>

Source: BRASIL (2014), adapted by the authors

In this vein, the author ensures that this reform marked a significant process of social-historical inflection the constitution of developments of secondary education in Brazil, breaking with secular models in this stage of schooling. Romanelli (1980), states that in the 1930's, the organic conceptions of teaching began, to the detriment of fragmented ideas of the educational system in Brazil, considering that a liberal current of hegemonic teachers got the Constitution of 1934 to assume the prerogative so claimed, of the State to be in charge of the elaboration of a law of directives and bases of the national education that would wash in consideration a curricular standardization for the 26 states that compose Brazil and the Federal District. From this perspective, it was only 13 years later that the law was enacted, in 1961. The Capanema Reform, since 1942, comprises the set of "Organic Teaching Laws", which regulate the structure, organization and operation of secondary education and commercial vocational education. In this same amalgam, other norms emerged, such as Law No. 4,048 of January 22, 1942, which gave rise to the National Service of Industrial Learning (SENAI) and the creation of the National Service of Commercial Learning (SENAC), through Decree-Law No. 8,621 of January 10, 1946. The first LDB, despatched with Law 4.024/61, instituted that High School would be given in two cycles, namely: junior high and high school, covering secondary, technical and teacher-training courses for primary and pre-primary education (BRASIL, 1961).

Pari passu, secondary education, in the technical modality, included industrial, agricultural and/or commercial courses, also taught in two cycles. Data venia, in 1971, the second LDB was conceived, through Law No. 5.692 of the same year, creating a single school of 1st and 2nd grades, aiming at the extinction of the dualism that permeated the high school and technical school. In short, the secondary school started to be in force with three years for the technical auxiliary modality or four years for the general technical one, aiming at professional qualification. Nevertheless, the immediacy of the formation engendered in a conservative ideology, reverberated in a mainly technicist curriculum, which indicated a linear relationship between the school-market and education-job binomials, disregarding other attitudinal, procedural, and conceptual dimensions of the educational phenomenon, inclusive, democratic, and unique to each applicant. In summary, in a colossally radical configuration, the high school was erected with the emerging professionalization as its main objective. A radice, the genesis of this second LDB, according to the Médici government, was the urgent need for qualified labor, hence the restructuring of secondary education when conceiving the educational reform. A pari, the educational legal system, in turn, met the demands of capital, since Brazil was inserted in the proposal of the economic miracle, with fruitful investments in industrialization and acceleration of local, regional and national economic growth. In these terms, Costa and Coutinho (2018) believe that the State's only interest was to train cheap labor, aiming to serve the dominant classes. Thus:

[...] entende-se que o ensino técnico no Brasil tem sua gênese constituída sob bases ideológicas discriminatórias e elitistas, pois se destinava a preparar as crianças da faixa etária entre 10 a 13 anos da camada periférica da sociedade brasileira, os chamados pobres e desfavorecidos da sorte, para o aprendizado de um

ofício, como um modo de salvar essas crianças das mazelas do mundo. Além disso, tinha um caráter disciplinador, visando a preencher o tempo ocioso dessas crianças, prevenindo-as, assim, da criminalidade. Vale destacar que esse aspecto traduz a ideia de que, caso os filhos dos proletários ficassem na ociosidade, poderiam tornar-se marginais. Isto é, a falta de uma ocupação profissionalizante seria possível causa para desvio de conduta dessas crianças. Contudo, o que de fato se objetivava era a qualificação da força de trabalho de baixo custo financeiro para a produção fabril e agropecuária da época (COSTA; COUTINHO, 2018, p.1635).

The pretensions of Law #5.692/71 went down the drain, since there was no financial or material investment in schools. However, with the advent of Law nº 7044/82, the previous law was altered, mitigating the devastating effects of compulsory professionalization. Data venia, Manfredi (2002) observed that technical schools are becoming more adequate spaces for technical-vocational training in specific contexts. Pari passu, the latter norm made professionalization in high school optional, restricting the offer of professional training only to those institutions specialized in this area. In this sense, we return to the archaic duality. However, without the constraints of the law, considering that in accordance with Article 3, § 2 "The preparation for work in high school may lead to professional training, at the discretion of the educational establishment" (BRASIL, 1982, p.1). Contemporarily, the LDB 9.394/96, brings a section about Secondary Technical Professional Education, showing that high school, as long as it meets the students' general education, may prepare those who are interested in the exercise of technical professions. In view of this, the contemporary LDB conceives professional and technological education, integrating it to the different levels and modalities of education and to the dimensions of work, science and technology (BRASIL, 1996). In these terms, EFA will consist of initial and continuing education or professional qualification, by medium-level technical professional education, and by graduate and post-graduate technological professional education (Ibid.). The Youth Statute is elaborated by means of Law No. 12.852, of August 5, 2013, bringing up Basic Education as a duty of the Public Power before all young people, including those who did not enjoy it at the proper age, in line with the Magna Carta of 1988 and the LBD 9.394/96. Data venia, these rules erupt as a legal instrument, normalizing the constitutional guarantees to the juvenile segment, articulating actions, proposals, activities, and ser vices according to the educational indicators, which discourse on the insertion or not of these individuals in the educational processes based on the professional perspective. It is worth mentioning that this statute characterizes youth through the age group of 15 to 29 years old (BRASIL, 2013). The Youth Statute expresses in its 9th article that any young Brazilian, "is entitled to professional and technological education, articulated with the different levels and modalities of education, work, science and technology, observed the current legislation" (BRASIL, 2013, p.3). The Public Authorities (Union, States, and Municipalities) should ensure the necessary means for its implementation and propose/create public policies that take into account the geographic, cultural, and human diversity aspects, since an overly generic legislation can sometimes compromise the access of certain peoples to social goods. For example, we can cite the realities of the riverside communities,

the caiçara (fisher) people, and the Indians, among other human-cultural manifestations. Nevertheless, lately, with the progressive growth in the supply of EFA enrollments in Brazil, Alves and Azevedo (2019) ask themselves about the effectiveness of this public policy, since from 2010 to 2014, it increased by more than 500,000 enrollments. However, this quantity does not represent a guarantee of effectiveness in the implementation of the law.

Contemporary developments of public policies on vocational and technological education: A positive aspect in relation to EFA in Brazil was the elaboration of the National Program for Integration of Professional Education with Basic Education in the Modality of Youth and Adult Education (PROEJA) through Decree No. 5840 of June 13, 2006. From this angle, Article 1, in its paragraphs, states that this program must include courses and programs of professional education (EFA) of initial and continuing education of workers; technical professional education of medium level. This said, it is essential that this training considers the characteristics of the students attended, and can be articulated to the elementary school or high school, aiming to raise the level of education of the worker, in the case of initial and continued training of workers and high school, in an integrated or concomitant way (BRASIL, 2006). In light of the above, it is paramount to remember that PROEJA is only part of the network of federal institutions of professional education comprising the Federal Technological University of Paraná; the Federal Centers of Education, Science and Technology; the Federal Technical Schools; the Federal Agrotechnical Schools; the Technical Schools linked to the Federal Universities and the Pedro II College, including any other educational establishments that may be created (Ibid.) Contemporarily, we can trace the National Education Plan (PNE) created through Law No. 13.005, of June 25, 2014, as an emblematic public policy, which brings some strategies for the implementation of actions aimed at ensuring the right to professionalization, as follows: In short, the PNE 2014-2024 was structured through goals and strategies, seeking to monitor its implementation. Thus, this law can be defined as "the concrete demarcations of what is expected to be achieved in each dimension of Brazilian education" (BRASIL, 2015, p.12). Therefore, the strategies, discourse about "the paths that need to be built and traveled through public policies" (Ibid.). Moreover, the plan is based on 10 cross-cutting guidelines, intending to synthesize consensus regarding the great educational challenges in Brazil.

The State of the art, claims and final arguments: In summary, we recognize that an emancipatory and liberating EFA curriculum proposal implies the (re)integration and (re)formulation of political, epistemological, ethical, and pedagogical conceptions for a project that transcends the technicist reductionism. *Pari passu*, the curriculum must enable new paradigms of human formation and articulation to the enjoyment of the social right to basic education and professional training. This being said, a repoliticization that considers the dimensions of professional and human formation is required, without losing the perspective of totality, providing a curriculum capable of carrying out wide-ranging societal vicissitudes. In general, the construction of an innovation system in EFA emerges as a positive strategy, since educational institutions are essential spaces in the expansion and strengthening of this type of education. That said, the federal institutions that deal with this task assume the role of social actors in the production of working knowledge, mainly because they are institutions with emblematic capillarity in the national territory, dating from the expansion of the federal network of professional education. In short, considering that Brazilian society is inserted in the circuits of an exploitative slave regime (which succumbed only 130 years ago), a clear segmentation between manual and intellectual work still prevails. In view of this, the professions that used manual labor have historically been undervalued and exercised by people from the poor. However, intellectual labor was highly valued, directed to the bourgeois class (children of the elite), prepared to occupy the prerogative positions and functions of public service and administrators in the private sphere. We found that EFA can broaden the students' perspectives, representing a basic strategy for personal, professional, technical, and technological development of the individuals involved. Nevertheless, even though the EFA provides

greater employability, it is important to remember that education is not the only one with the capacity to generate income and work, given the dependence on the productive structure that can create alternatives and allocation of resources for this portfolio. In summary, despite the predominance of production and economic development that still persists in central countries, the investment in EFA has put Brazil in the spotlight regarding its productivity in technological innovations. In these weavings, when an increase in national production occurs, it is due to a series of legal, institutional and political factors that reverberate in socio-historical vicissitudes. This study had a contemplative character. However, at no time did we intend to exhaust the state of the art, given the multiplicity of areas to be researched. Thus, we propose that academic-scientific researchers question themselves about the EFA in Ceará, delimiting this unique context, taking into account the state and municipal legal provisions that make up this legal arsenal. Data *venia*, contemporaneously, the EFA is represented preponderantly by the Federal Institutes of Education, Science and Technology.

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