

International Journal of Human Sciences Research

SOCIAL ASCENSION AND PROFESSIONAL AND TECHNOLOGICAL EDUCATION: AN ANALYSIS OF THE TECHNICAL COURSE OFFER IN A REMOTE UNIT

Silvana Parreira Barbosa

State Department of Education of the
Federal District, Professional Education
Center: Escola Técnica de Planaltina
Brasília – Distrito Federal
<https://orcid.org/0000-0002-2977-9455>

Joesse Maria de Assis Teixeira Kluge Pereira

State Department of Education of the
Federal District, Professional Education
Center: Escola Técnica de Planaltina
Brasília – Distrito Federal
<https://orcid.org/0000-0002-6049-0414>

Elias Batista dos Santos

State Department of Education of the
Federal District, Professional Education
Center: Escola Técnica de Planaltina;
Faculdade Projeção - FAPRO
Brasília – Distrito Federal
<https://orcid.org/0000-0003-4224-5180>

Paulo César Ramos Araújo

State Department of Education of the
Federal District, Professional Education
Center: Escola Técnica de Planaltina
Brasília – Distrito Federal
<https://orcid.org/0000-0002-2179-8221>

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



Abstract: The offer of a High School Vocational and Technological Education course by the State Department of Education of the Federal District was evaluated for a vulnerable community in the 2016/2019 quadrennium, based on the decentralization of the Teaching Institution and with resources from, mainly from the National Program for Access to Technical Education and Employment (PRONATEC). Descriptive research was carried out, with a qualitative approach, but not exclusively, characterized as documentary research, with the mapping of: vacancies offered; subprograms; percentage of students enrolled, withdrawals, dropouts, conclusions and situation until Dec/2019 in the Technical course in Oral Health, offered at the CEF Miguel Arcanjo Remote Unit, from the Vocational Education Center – Planaltina Technical School, in Brasília (DF). The analysis of the information made it possible to identify that, for that course, 159 vacancies were made available, distributed in three specific offers: ‘Subsequente, MedioTec’ and ‘Mulheres Mil’, with 100% of the vacancies filled. Throughout the research, a decrease was observed in the number of students who dropped out or dropped out of the course. Of the students enrolled in 2016, 95% successfully completed supervised practical activities (APS) by June/2019. The students, from the 2017 and 2018 classes, completed theoretical curricular components in Dec/2019 and March/2020, respectively. In view of the results obtained, it can be inferred that the decentralization of CEPs is an important and viable need in the provision of Vocational and Technological Education of Middle Level in locations with vulnerable populations, since there is a possibility of social ascension, directly influencing the socioeconomic and emotional life of these students and their families, providing opportunities for them to enter the world

of work with better wages, dignity and citizenship, in addition to enabling the reduction of regional unemployment rates and favoring the local commerce where they are inserted.

Keywords: Professional and Technological Education, Professional Education Center, Oral Health Technician.

INTRODUCTION

The search for improving the quality of Vocational and Technological Education is an indispensable condition for professional success in a class society ruled by competition, technological innovation and with the growing demands of quality, productivity and knowledge to the detriment of human development and planetary sustainability. In this sense, the Vocational Education Center – Escola Técnica de Planaltina (CEP-ETP) has a critical-reflexive view of the social reality in which it is inserted and its commitment is focused on training professionals and meeting the needs of protection, prevention, recovery, rehabilitation of the population’s health and quality of life (DISTRITO FEDERAL, 2020, p. 8). It is believed that from professional training, people envision possibilities for social advancement and, consequently, improvement in the quality of personal, family life and even the adjacent neighborhood.

The re-signification of the CEP-ETP Pedagogical Proposal carries the mark that identifies the essence of collaborative work, based on a perspective of participatory management, proactive and committed to the subject who learns, constituting itself as a lever for the successful pedagogical actions developed by this Institution of Vocational Education throughout its history. The assumption of work as an educational principle implies considering the subject who learns as a producer of his reality and, therefore, he appropriates it and can transform it at the same

time he transforms himself. This pedagogical posture is anchored in a dialectical conception of the relationship between the world of work and social practice in which practical activities constitute essential strategies for the student's professional qualification. All this, based on the reorganization of the curricula in an autochthonous process (SANTOS, 2013), continuous, democratic, collective and formative, which guarantees the subject who learns access to different references for reading the world, with diversified, plural experiences and a reconstruction critique of specific knowledge in each area of knowledge (DISTRITO FEDERAL, 2020, p. 13). This resignification of the Pedagogical Proposal, in addition to its essence anchored in collaborative work, also involves, among other actions, the decentralization of the offer of Vocational and Technological Education, as one of the possibilities for the school to go where the presence of the State is necessary as Professional Education, of quality in order to create possibilities for changes in the lives of the population in situations of vulnerability.

In view of the above, this study aimed to evaluate the offer by the State Department of Education of the Federal District (SEEDF) of the Technical Course in Oral Health at the CEF Miguel Arcanjo Remote Unit, linked to the Professional Education Center - Technical School of Planaltina, for the community in vulnerability situation in the 2016/2019 quadrennium, based on the decentralization of the Educational Institution and with resources coming mainly from PRONATEC.

STATE OF ART

The present work arose from considerations of the CEP-ETP team, which treats Vocational and Technological Education as a possibility to help the citizen to constitute himself as the author of his personal and professional development and, competent to manage

the process of improving his quality of life. According to Freire (1998),

To Know, in the human dimension, which interests us here, whatever the level at which it takes place, is not the act through which a subject, transformed into an object, receives, docilely and passively, the contents that another gives or imposes on him. Knowledge, on the contrary, requires a curious presence of the subject in the face of the world. It requires its transforming action on reality. It demands a constant search: Knowing is the task of subjects, not objects. And it is as a subject and only as a subject that man can really know (FREIRE, 1988, p. 27).

Therefore, it is believed that the process of democratization of technical knowledge is inseparable from teaching and research, recognizing that research and work constitute the basis of the educational process.

Thus, the theoretical basis that guided the elaboration of this work is centered on the systemic-constructivist and ecosystem approach, which allows going beyond the biological model, as well as the model of social modeling, where everything is from the outside, everything is social. According to González Rey (2003), subjectivity is understood as processuality, breaking both with its representation as something inherent to the individual and with dichotomies: individual/social, cognitive/affective, conscious/unconscious. Therefore, it is possible to consider both individual and social commitments. This perspective is interesting as it allows us to take a contextualized approach to the systemic meaning, that is, to move from the concern with the product to the concern with the encounter between the subject and the product in a historical-cultural context.

For Bateson (1979), from ecosystem epistemology, he proposes the view of the context, opposing that separate view, that is, dichotomized of the individual and

the environment. It is interesting that the context will indicate a living set, which is the ecosystem, which is composed of an organism and its environment, and they are inseparable, that is, they are linked by constancy in the relationship. This thought corroborates the epistemological foundations of Morin's complexity (1996), which deals with the challenge of not separating the object from its environment, of not being reductive and disjunctive; that complexity is a challenge that reality brings us, since reality is complex. Equally, assuming the paradigm of complexity in the approach of Vocational and Technological Education permeates precisely in not losing sight of the dimensions that the aforementioned theme involves, the degree of complexity that will involve possibilities of changes in the reality of life of people who are in a situation of vulnerability.

It is known that the family, through its daily actions, contributes to the process of inserting its members into the formal or informal world of work. In addition, the family can constitute itself as the author of primary social relations, directly influencing how the young, adult or elderly position themselves in the face of the most different types of work, forms of work existing in today's society. It is known that healthy family relationships (OLIVEIRA, 2022), from the birth of the child, serve as a factor of protection and perpetuation throughout life and, in a very particular way, for the future worker in their work relationships.

It is for issues such as these that the CEP-ETP team believes in and, whenever possible, directs efforts that enable the decentralization of the EPT to places where the population is considered to be in a situation of vulnerability, considering that this is one of the possibilities of the State, based on formal education, to be present and to promote transformation in the lives of people at risk of social vulnerability.

DECENTRALIZATION OF VOCATIONAL EDUCATION AT SEEDF AND PRONATEC

The debate on Vocational and Technological Education in Brazil, specifically in the Federal District, helped with the decision-making of governments to invest in projects to expand the offer of professional training courses, both technical and Initial and Continuing Training (FIC), with the creation of promotion programs. Thus, in 2011, the Ministry of Education (MEC) instituted the National Program for Access to Technical Education and Employment (Pronatec), with the enactment of Law No. purpose of expanding the offer of professional and technological education, through programs, projects and technical and financial assistance actions.

In 2014, by means of decree number: 137, of June 25, 2014 (DISTRITO FEDERAL, 2014), the Secretary of Education of the Federal District, in the use of his powers, regulated within the scope of the Secretary of State for Education of the Federal District – SEEDF, the National Program for Access to Technical Education and Employment – PRONATEC, as a provider of Professional Education with the MEC. Currently, the National Program for Access to Technical Education and Employment - PRONATEC, in the Federal District, is regulated by decree, number: 127, of March 30, 2017 (DISTRITO FEDERAL, 2017).

The offer of Vocational and Technological Education of Secondary Level by Pronatec within the scope of SEEDF, currently, is mainly given to groups considered to be in a situation of social vulnerability, preferably attended by other social programs or referred by institutional bodies with exclusive demands for this service.

Because it is a public in a vulnerable situation, it is necessary to provide

opportunities for participants of the courses offered, learning situations that favor the application of new knowledge and the process of insertion in the context of the world of work, including training that makes it possible to follow the training itinerary in the same technological axis, as provided in the 4th PRONATEC Guide of FIC Courses (BRASIL, 2016a) and in the National Catalog of Technical Courses (BRASIL, 2016b).

To meet the supply demand, SEEDF has been looking for alternatives to expand Vocational Education in the Federal District. Thus, the decentralization of Vocational and Technological Education Centers has emerged as a possibility for greater coverage in the referred service.

The first SEEDF teaching institution, offering Professional Education, to join the decentralization process was the then Professional Education Center - Planaltina Health Technical School, today the Professional Education Center - Planaltina Technical School (CEP-ETP). Thus, in 2014, SEEDF, through the CEP-ETP and, with resources from PRONATEC, started the decentralized offer of FIC courses. However, it was in 2016 that decentralization took shape, since in addition to FIC courses, it also started to offer High School Technical courses, in addition to joining other subprograms linked to PRONATEC, such as EJA Interventivo, Pronatec Mulheres Mil, Pronatec Prison.

In 2016, with funds from PRONATEC, the CEP-ETP started offering High School Technical Professional Education at the Remote Unit - CEF Miguel Arcanjo, in the São Sebastião Administrative Region. In that year, the technical courses of secondary level in Nursing, Nutrition and Dietetics and Oral Health were offered.

In 2017, the aforementioned Remote Unit of the CEP-ETP, CEF Miguel Arcanjo,

also started to offer vacancies through MédioTEC, which is a federal government program linked to Pronatec, for technical courses in Nursing, Oral Health and Safety at Work.

Finally, in 2018, also in accordance with the resources made available by PRONATEC, the Remote Unit of the CEP-ETP - CEF Miguel Arcanjo offered vacancies for the technical course in Oral Health. This offer was made by the Thousand Women Program, which is also a federal government program linked to Pronatec and of exclusive demand.

METHODOLOGY

The study was carried out based on descriptive research, since it seeks to know and interpret reality, without interfering with it to modify it (RUDIO, 1995), with a qualitative approach, but not exclusively. As is known, the real purpose of qualitative research is not to number phenomena or people, but to explore the spectrum of opinions and different representations on the subject in question (GASKELL and MARTIN, 2002). According to Bogdan and Biklen (1994) and Ludke and André (1986), qualitative research has the natural environment as the direct source of data and the researcher as its main instrument.

The present investigation is characterized as documentary research, insofar as it promotes a discussion, in the methodological context, and allows relating dimensions of time to social understanding (CELLARD, 2008; LUDKE and ANDRÉ, 1986). It counted on the mapping, for the four-year period 2016/2019, of vacancies offered; number of students enrolled, graduating and in progress, including the expected completion date, carried out in February 2019.

The instruments used to carry out the data collection were: enrollment forms completed by all students in the 2016/2019 quadrennium

and school transcripts, both documents made available by the CEP-ETP school secretary, in addition to the monthly attendance form available in the National System of Professional and Technological Education Information - SisTec.

The work was carried out from the data generated by the offer of vacancies in the Remote Unit of the CEP-ETP, CEF Miguel Arcanjo.

RESULTS

As it can be seen in Table 1, in the 2016-2019 quadrennium, 159 places were offered for the Technical Course in Oral Health, distributed into three specific offers: "Subsequente, MédioTec, Mulheres Mil". Of the total number of vacancies offered, 100% were filled and due to the specificity of the class in the last offer, there was a surplus in the number of enrolled students of 14%.

In 2016, 80 places were offered, drawn by the General Coordination of Pronatec, in the presence of representatives of the Regional Coordination of Education, the offering institution and the community present. The criterion to apply for the vacancy was to have completed high school or be attending the 2nd year of the same or the third segment of Youth and Adult Education (EJA), in addition to being a beneficiary of some social program. In 2017, 44 vacancies were offered

and the candidate for the vacancy must be attending the 2nd year of high school, since the offer was through the MedioTec federal program, be at least 16 years old at the time of enrollment, in addition to the benefit of the family. for some social program. In 2018, "PRONATEC/Mulheres Mil" offered 35 vacancies and the application criteria were: being a woman in a situation of vulnerability or having been referred by an institution demanding an exclusive offer, having completed high school, and being a beneficiary of some social programs.

Of the total number of students enrolled in 2016, who attended and completed the theoretical classes, 37.5% dropped out of the course or, for personal reasons, dropped out of it. While for the total of those enrolled in the 2017-2018 biennium, this percentage of locking was 25% and 27.5%, respectively. In this case, the main allegations of attending the course were: the difficulty in attending the technical course and higher education classes, simultaneously; entry into the world of work; distance and travel times; danger on the way between home and school. It is observed that the rate of students who dropped out of the course is lower among students linked to "MédioTec", followed by students linked to "Mulheres Mil", in comparison with the rates presented by students linked to subsequent. It is worth mentioning that the occurrence

Year of offer	Total vacancies offered	Total frequent students (%)	Linked subprogram
2016	80	62,5	"Subsequente"
2017	44	75	"MédioTec"
2018	35	72,5	"Mulheres Mil"

Table 1. Total vacancies offered at the Remote Unit of the Vocational Education Center - Technical School of Planaltina, for the Oral Health Technician Middle Level Technical Course, percentage of students who attended linked subprograms in the period evaluated for this study: 2016- 2019.

of greater retention or evasion among the students of the Subsequent may be related to the fact that they are already inserted in the world of work, being responsible for the support of the family and, thus, having difficulties in following the formation and conciliation of the schedules.

Of the total number of frequent students enrolled in 2016, 97.5% completed the course and the others, for personal reasons, are in the phase of completion of supervised practical activity (APS). It is important to highlight that, for these students, the fulfillment of the APS started after the completion of the curricular components of the theory, with the exception of the presentation of the Course Conclusion Work. It is worth mentioning that the PHC, at first, were performed only in pairs or trios and, according to the availability of a vacancy in the public institution offering PHC, the student had to wait for the vacancy. Another important fact was that due to work or college hours or family issues, some students were only available on the night shift (7:00 pm to 10:00 pm), a fact that brought to the technical-pedagogical team of the CEF Miguel Arcanjo Remote Unit of the CEP-ETP the need to seek and establish partnerships to offer PHC at night, with a view to minimizing possible losses in the training time of these students.

The majority of students entering in 2017 (approximately 52%), due to the pandemic caused by SARS CoV2, triggered in March 2020, finished their studies in November 2020, had their studies abbreviated since they were already entitled to what was published in the Federal Law No. 14040 (BRASIL, 2020), Technical Information No. 38 of the Federal District Education Council (CEDE, 2020) and Ordinance No. 342 of the Federal District Education Department (DISTRITO FEDERAL, 2020). Until December 2021, students entering in 2017 (approximately

7%) and 2018 (approximately 63%) were also entitled to the aforementioned benefit to shorten the course in question.

Due to situations arising with students entering the course in 2016 and aiming at speeding up the training of future technicians, for the groups entering in the years 2017 and 2018, the technical-pedagogical team chose to start PHC with students who already had the minimum requirements, namely: minimum age to enter the PHC scenario; success in the basic module and in the prerequisites for each APS module and time availability, thus starting, in the second half of 2018, the referral of students to comply with the APS's. This decision was important so that the student did not lose the link with the school during the PHC period and, if necessary, he could return to the laboratory of the Remote Unit to review the content that had difficulty in PHC, minimizing possible failures that occurred in his technical training. It is worth highlighting this important decision of the technical-pedagogical team, since the benefit of shortening the course was possible due to the fact that they had already attended PHC while attending the theoretical components. In addition to this fact, it was necessary for the student to maintain his bond with the school community from the beginning to the end of the course. We emphasize here that the total hours to be completed in PHC, according to the Curriculum Matrix of the Technical Course in Oral Health, authorized by the State Department of Education of the Federal District (Federal District, 2013a) and described in Annex II of Opinion No. 27/2013 of the Federal District Education Council (Distrito Federal, 2013b) is 330h, distributed as follows: 80h corresponding to the curricular components of the Basic Module, 100h referring to the components of the Module 1 and 150h of Module 2.

FINAL CONSIDERATIONS

In view of the results obtained in the evaluation of the offer by SEEDF of the Technical course in Oral Health in the 2016/2019 quadrennium, from the decentralization of the CEP-ETP with the institution of the CEF Miguel Arcanjo Remote Unit and resources from the Pronatec program, it can be inferred that the decentralization of CEPs is a necessity, which there is a possibility of implementation and it is important for the provision of Technical Vocational Education of Secondary Level in locations in situations of social vulnerability, since it can directly influence the socioeconomic and emotional lives of students in this situation as well as well as their families, providing opportunities for them to enter the world of work with better wages, dignity and citizenship.

It is interesting to point out that this fact also makes it possible to reduce regional unemployment rates and favors the local commerce where they are inserted. It can also be deduced that the issue of successful young people in Vocational Education becomes an example for their families and colleagues at the school where they attended Elementary School, even seeking integration between teaching and health.

It can also be inferred how important the effort of the technical-pedagogical and administrative team of the CEP-ETP, Pronatec and the Remote Unit in carrying out pedagogical activities to identify, analyze and correct existing flaws throughout the teaching-learning process was for the success of the works in the aforementioned Remote Unit, thus favoring the success of the decentralization of the offer of Professional Education in the Federal District, by SEEDF.

In view of the above, we believe that it is important to carry out studies that evaluate the feasibility and possibility of the State, from

the SEEDF to assume the decentralization of the CEP's and thus continue the offer of professional training, especially for regions where the community is in a situation of social vulnerability and without prospects of improving their quality of life. We also believe that their current life situation must be evaluated from the perspective of students who have completed the course.

REFERENCES

BATESON, Gregory. **Mind and nature**. Nova Iorque: E. P. Dutton, 1979.

BOGDAN, Robert; BIKLEN, Sari. **Investigação qualitativa em educação**. Tradução Maria João Alvarez, Sara Bahia dos Santos e Telmo Mourinho Baptista. Porto: Porto Editora, 1994.

BRASIL, Ministério da Educação. **Guia Pronatec de Cursos FIC – Programa Nacional de Acesso ao Ensino Técnico e Emprego**. 4ª Edição, Brasília, 2016a.

BRASIL, Ministério da Educação. **Catálogo Nacional de Cursos Técnicos**. Brasília, 2016b.

BRASIL, Presidência da República. **LEI Nº 14.040, DE 18 DE AGOSTO DE 2020**. Estabelece normas educacionais excepcionais a serem adotadas durante o estado de calamidade pública reconhecido pelo Decreto Legislativo nº 6, de 20 de março de 2020; e altera a Lei nº 11.947, de 16 de junho de 2009. DOU Nº 159, seção 1, pág. 4, de 19/08/2020.

CELLARD, André. A análise documental. In: POUPART, Jean. et al. **A pesquisa qualitativa: enfoques epistemológicos e metodológicos**. Petrópolis, Vozes, 2008.

DISTRITO FEDERAL, Secretaria de Estado de Educação. **PORTARIA Nº 342, de 22 de outubro de 2020**. DODF nº 202 de 23/10/2020 p. 15.

DISTRITO FEDERAL, Conselho de Educação do Distrito Federal. **INFORMAÇÃO TÉCNICA Nº 38, de 01 de outubro de 2020**.

DISTRITO FEDERAL, Secretaria de Estado de Educação. **PORTARIA Nº 127, de 30 de março de 2017**. DODF Nº 63, seção 1, de 31/03/2017. p. 15 a 18.

DISTRITO FEDERAL, Secretaria de Estado de Educação. **PORTARIA Nº 137, de 25 de junho de 2014**. DODF Nº 129, seção 1, de 27/06/2014. p. 28 a 31.

DISTRITO FEDERAL, Secretaria de Estado de Educação. **PORTARIA Nº 56, de 27 de março de 2013**. DODF Nº 66, seção 1, de 1/4/2013, p. 16. 2013a.

DISTRITO FEDERAL, Conselho de Educação do Distrito Federal **Parecer Nº 27/2013** de 19 de fevereiro de 2013, Plano do Curso Técnico em Saúde Bucal. 2013b.

FREIRE, Paulo. **Extensão ou comunicação?** Rio de Janeiro: Paz e Terra, 1988.

GASKELL, George.; MARTIN, Bauer. **Pesquisa qualitativa com texto, imagem e som: um manual prático**. Petrópolis: Vozes, 2002.

GONZÁLEZ REY, Fernando Luis. **Sujeito e subjetividade: uma aproximação histórico-cultural**. São Paulo: Thomson Learning, 2003.

LUDKE, Menga e ANDRÉ, Marli. **Pesquisas em educação: abordagens qualitativas**. São Paulo: EPU, 1986. 99p

MORIN, Edgar. 2.ed. **O problema epistemológico da complexidade**. Lisboa: Publicações Europa-América, 1996.

OLIVEIRA, Marcus Solon Sá de. A afetividade familiar como instrumento de prevenção e auxílio no tratamento da depressão em filhos adolescentes. cap. 9, p. 122-125, DOI: 10.47573/aya.5379.2.55.9. In: SOARES, Adriano Mesquita. **Tópicos especiais em ciências da saúde: teoria, métodos e práticas 3** [recurso eletrônico]. / Adriano Mesquita Soares (organizador) - Ponta Grossa: Aya, 2022. 391 p. ISBN 978-65-5379-000-1.

RUDIO, Franz Victor. **Introdução ao projeto de pesquisa científica**. 21ª ed. Petrópolis: Vozes, 1995.

SUDBRACK, Maria de Fátima Olivier. Construindo redes sociais: metodologia de prevenção à drogadição e à marginalização de adolescentes de famílias de baixa renda. In: MACEDO, R.M. (org). **Família e Comunidade** (Coletâneas da ANPEPP, v.1, nº 2). São Paulo: Associação Nacional de Pesquisa e Pós-Graduação em Psicologia, 1997. 136p.