

Historical record about the state schools of professional education in Ceará



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Maria Francimar Teles de Souza

Master's student of the Graduate Program in Professional and Technological Education of the Federal Institute of the Sertão Pernambucano - ProfEPT/IFSertãoPE, Campus Salgueiro
E-mail: cimarsouzateles@gmail.com

Luciana Cavalcanti de Azevedo

Guiding Professor : Post-doctorate at the Institute of Energy and Nuclear Research (IPEN/Brazil)
E-mail: luciana.cavalcanti@ifsertao-pe.edu.br

ABSTRACT

The professional education network in the State of Ceará was implemented in 2008 through the Department of Education with the project of implementation of the State Schools of Professional Education, through State Law No. 14,273 of 2008. This article seeks to describe the organizational and functioning characteristics of these institutions in the State of Ceará. It is a work that is part of the Dissertation of the Master's Program in Professional and Technological Education in National Network – ProfEPT, in progress at the Federal Institute of

Science and Technology of the Sertão Pernambucano – IFSertãoPE. The data presented here were collected through bibliographical and documentary research, showing a little of the history, legislation, dynamics of operation and objectives of these educational institutions, which seek to carry out a work aimed at the integral formation of students with a view to developing a meaningful learning, capable of valuing culture and work, as well as a global understanding of production processes and scientific and technological knowledge. They are institutions that work in full shift with articulation between the disciplines of the technical base – professional axis and common base – disciplines of basic education. They use a management philosophy anchored in the Socio-Educational Business Technology - TESE, which served as the basis for the definition of the basic principles of the work, whose premises have as representative landmarks the connection between objectives, priorities and results expected by all members of the educational institution and the community.

Keywords: Professional Education, Integrated Curriculum, Ceará.

1 INTRODUCTION

The professional education network in the State of Ceará was implemented in 2008 through the Department of Education with the implementation project of the State Schools of Professional Education, through State Law No. 14,273 of 2008 and began with four technical courses: Informatics, Nursing, Tourism Guide and Work Safety, which inaugurated the union between High School and Technical Training for the world of work in the state schools of Ceará. For the choice of these courses, the socioeconomic profile of the municipalities and the development project of the state government were used as a parameter.

The proposal of the professional education network was to seek to expand the opportunities for professional qualification associated with formal basic education, having among its objectives to generate autonomous, responsible human beings imbued with a personal and professional



entrepreneurship beyond the world of work, involving a sustainable development of their community (CEARÁ, 2021), unlike when professional education emerged in Brazil, since it was understood as a training of labor, being very associated with the assistentialist and charitable character and directed to the unfortunate citizens of our country, associated with low-income individuals (GARCIA ET AL., 2018).

In Ceará, its central strategy was to integrate high school with technical professional training, with the provision of full-time education to young people from Ceará. It is a model of professional and technological education that was conceived as an opportunity to provide young people with effective access to meaningful learning, capable of valuing culture and work, as well as a global understanding of production processes and scientific and technological knowledge, in order to ensure the acquisition of skills and competencies essential for their personal and professional development (CEARÁ, 2021).

The students who migrated to these schools were enrolled in the schools of basic education and did so because they expressed interest and went through an internal selection, in which the student's academic record was the determining indicator of the approval to effect enrollment in the schools of integrated full-time professional education (XEREZ; COAST; SAINTS, 2017).

This work is part of the Dissertation of the Master's Program in Professional and Technological Education in National Network – ProfEPT, in progress at the Federal Institute of Science and Technology of the Sertão Pernambucano – IFSertãoPE and was developed from bibliographical and documentary research, with the objective of describing the organizational and functioning characteristics of the State Schools of Professional Education in the State of Ceará, showing a little of the history, legislation, dynamics of operation and objectives of these educational institutions.

2 METHODOLOGY

The data presented in this work were collected through bibliographical and documentary research, which were developed based on material already elaborated, consisting mainly of books, scientific articles and archival documents (GIL, 2008).

3 LITERATURE REVIEW

The Integrated High School in the State of Ceará is supported by Decree 5.154/2004 and is inspired by the essence of polytechnic education by announcing a theoretical-practical basis capable of incorporating professional and intellectual training to the various aspects of life, science, culture, technology, work and social practices. With this, it brings the promise of full formation, capable of forming beings of praxis, historically situated, aware of their social role and able to seek their own emancipation. On the other hand, it is observed that this education system has prepared, on a very unequal scale, more subjects to perform simple tasks and subservient to the productive forces than men



and women capable of integrating with social forces, assimilating the impacts of their actions within them (RIBEIRO et al (2020).

The technical professional education of medium level, in turn, is regulated by Resolution No. 413/2006 of the Council of Education of Ceará – CEC, as a modality that, integrated to the different forms of education, aims to provide qualification, qualification and specialization of young people and adults, based on general and specific competencies and skills for the exercise of productive activities, social and artistic-cultural (CEARÁ, 2021).

This resolution also lists the guiding principles of mid-level technical professional education, in addition to those already established in article 3 of Law No. 9,394/1996:

- I - Articulation with high school in an integrated, concomitant or subsequent way;
- II - Respect for aesthetic, political and ethical values;
- III - Development of skills for laborability;
- IV - Flexibility, interdisciplinarity and contextualization;
- V - Specificity of professional profiles;
- VI - Permanent updating of courses and curricula;
- VII - Autonomy of the school in the elaboration of its pedagogical project (CEARÁ, 2006, Art. 2º).

It is an education that seeks to expand the opportunities for professional qualification associated with formal basic education, having among its objectives to generate autonomous, responsible human beings and imbued with a personal and professional entrepreneurship beyond the world of work, involving a sustainable development of their community (CEARÁ, 2021).

All this is in accordance with Resolution No. 06/2012, which brings the national curricular guidelines for technical professional education of medium level and which defines, in its article 5, the purpose of technical courses of medium level: "to provide the student with knowledge, knowledge and professional skills necessary for the professional exercise and citizenship, based on the scientific-technological foundations, socio-historical and cultural" (BRASIL, 2012, p. 2).

In this way, professional education in technical courses needs to provide the opportunity to develop the necessary skills beyond a job opportunity, providing tools for reflection and action in order to create survival adaptations in a world that is constantly changing. Thus, as the development of strategies throughout professional education, making students can evolve in analytical thinking, critical, reconsidering attitudes and values (DEPRESBITERIS, 2016).

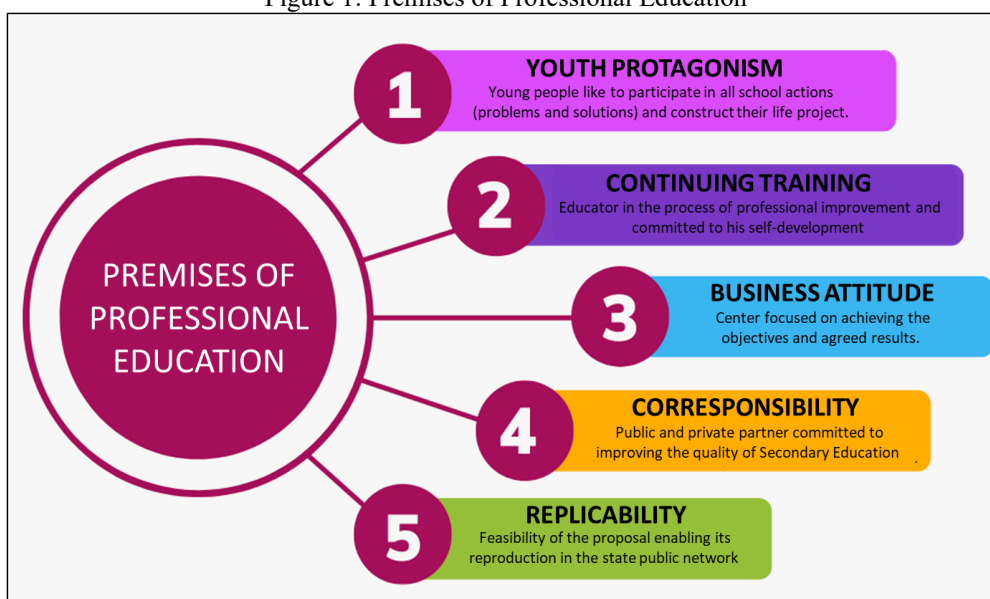
In this perspective, a great reference for the implementation of the State Schools of Professional Education in the State of Ceará was the experience of the Development Program of the Experimental Teaching Centers - PROCENTRO of Pernambuco, which used a management philosophy called TESE - Socio-Educational Business Technology and served as a basis for the definition of the basic principles of work in the state schools of professional education (CEARÁ, 2021).



This technology has as representative milestones the basic principles, which should connect to the objectives, priorities and results expected in the action plan of these schools, in addition to guiding the elaboration of the Action Programs of all the members of the educational institution: managers and educators (ICE, 2008).

The premises selected as starting points were: Youth Protagonism, Continuing Education, Business Attitude, Co-responsibility and Replicability, which are conceptualized in Figure 1 and should be used in line with management tools, especially the Pedagogy of Presence and Education through Work, but may vary according to the local reality, level of understanding and lived experiences:

Figure 1: Premises of Professional Education



Source: Adapted from ICE (2008, p. 21).

Thus, all state schools of professional education in Ceará use these premises to guide their work by adapting them to their reality, so as not to be concerned only with the amount of hours of students in school, but also with the quality of this time in school: "[...] The various experiences of integral education have in common both a quantitative dimension (more time in school and in the surroundings) and a qualitative dimension (the integral formation of the human being). These two dimensions are inseparable" (GADOTTI, 2009, p. 32).

They also use the so-called PDCA cycle to elaborate their Action Plan, which according to the fundamentals of Business Technology, is a strategic plan whose foundation is based on a humanistic management philosophy. Thus, the PDCA (Plan/Do/Check/Act) is one of the management methods that aim to control and obtain effective and reliable results in the activities of an organization, highlighting four important stages:



Plan – establish mission, vision, objectives, strategies that allow you to achieve the goals or results proposed.

Do (Execute) – put into practice, execute what was planned, educate in service.

Check (Verify, Evaluate) – monitor and evaluate processes and results, confronting them with the planned, adjusting or consolidating the information, generating reports.

Act – act in accordance with the assessed and the reports, develop new action plans, in order to improve quality, efficiency and effectiveness, improving execution and correcting any failures. In short, act corrective (ICE, 2008, p. 11).

Therefore, at the time of planning, the mission, strategies, objectives and expected results are defined; In the execution, what was defined in the initial planning stage is put into practice; in the evaluation, it is verified and evaluated whether the selected strategies are leading to the planned objectives, adjusting them when necessary; and in the action the adjustment is made and new action plans are elaborated, in order to improve the quality of education and collaborate for the effectiveness and efficiency of the intended action.

However, in all these stages it is necessary the effective participation of all those involved to obtain the expected results, because as proposed by the Basic Document of Technical Professional Education of High School Integrated to High School for integrated training to be an experience of participatory democracy and permanent recreation, it needs to be a collective action, since the integration movement is fundamentally interdisciplinary.

Thus, the ideas underway in schools can encompass projects that articulate art and science; scientific initiation projects; curricular components designed to understand the socio-political foundations of the professional area, among others.

Therefore, the student must have horizons capable of capturing the world beyond the school routines, the limits established and agreed by the school discipline, so that he can appropriate the theory and practice that make work a creative activity, fundamental to the human being (BRAZIL, 2007). For this, the curricula of the Professional Education courses have as a parameter the National Curricular Guidelines for Technical Professional Education of Middle Level (CEARÁ, 2021), with a curricular matrix that contemplates the learning areas described in Table 1:

Table 1: Learning Areas in the Curriculum Matrix

General Training	Disciplines of the Common National Base
Vocational training	Disciplines Related to Technical Courses
Diversified Part	Curriculum Focused on Citizen and Professional Training

Source: Adapted from CEARÁ (2020).



Thus, the curriculum of the EEEPs seeks to meet what is common and what is diverse, but also the specificities of each course, according to the choice of the students, contextualized in the local, social, school realities.

4 FINAL CONSIDERATIONS

Each vocational education school implemented by the government of the State of Ceará presents a reality of infrastructure, courses, faculty, student and functioning, but when it comes to the realization of the activities, all follow the guidelines issued by the Secretary of Education of the State of Ceará, based on the National Legislation.

The program began in 2008 with 25 schools and currently there are 118 EEEPs throughout the state, serving approximately 50,000 young people in its 53 courses offered in 94 municipalities. According to the Secretary of Education of Ceará, 61% of the students graduating from the EEEPs are inserted in the world of work or in some university (SAMPAIO, 2018).

There is no doubt that the professional schools are configured as a landmark for Ceará and a reference in national education, designing the possibility of a fairer future and with more opportunities for young people from Ceará.



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