

EVALUATION OF PROFESSIONAL EDUCATION POLICIES: THE STATE OF KNOWLEDGE IN THE ANNALS OF THE COLLOQUIUM THE PRODUCTION OF KNOWLEDGE IN PROFESSIONAL EDUCATION (2013 – 2023)



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ABSTRACT

This article aims to present an analysis of the scientific works published in the Annals of the Colloquium The Production of Knowledge in Professional Education, which deal with the evaluation of policies in Professional Education. Based on authors in the field of Professional Education (Moura, 2015; Ciavatta, 2023; Ferreti, 2010; among others), a study of the State of Knowledge type (Morosini; Fernandes, 2014) as a methodological conduct, under the bias of a qualitative approach. As a result, the importance and need for the process of evaluating policies in Professional Education was ratified, with a view to a critical reflection on the interrelationship between education and work, considering the complex nuances emerging from this dynamic, especially in the light of the social reconfigurations that have manifested themselves over the years.

Keywords: Professional Education. State of Knowledge. Evaluation of Professional Education Policies. Colloquium on Professional Education.

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INTRODUCTION

Professional Education is a field of knowledge that makes up the broader area of education, tracing an interface with others in the same area, such as the school curriculum, and the world of work, configuring itself as powerful in the economic, social and cultural development of citizens. Considering the potential of this area, in the first decades of the twenty-first century, governments have implemented policies to promote access to this type of education, fostering its quality and increasing supply, through professional training programs, development of curricula aligned with the demands of the labor market, and increased investments in infrastructure and educational resources.

In Rio Grande do Norte, the Federal Institute of Education, Science and Technology is one of the institutions that has been transformed with the implementation of these policies, having expanded its fields of action and, consequently, its offer of vacancies and the diversity of its courses. In addition, it implemented a set of *stricto sensu* graduate programs, with emphasis on the Graduate Program in Professional Education - PPGE. Since 2013, IFRN has promoted a national and international event called Colloquium on the Production of Knowledge in Professional Education, based on the PPGE, which has been a space for the dissemination of research on specific themes in the field of knowledge, with the intention of contributing to the elevation of the social quality of Professional Education. contemplating its correlations with Basic Education and Youth and Adult Education, in school and non-school spaces, through the production of knowledge that contemplates the field of study of policies, teacher training, pedagogical practices and the history of Professional Education, thus contributing to the consolidation of the aforementioned epistemic field, Professional Education.

When considering the relevance of the aforementioned event for the area in question and the production of knowledge, discussing the different scopes of this epistemic field, what have scientific productions revealed about the evaluations of the policies that permeate Professional Education?

In this sense, this paper aims to analyze the works registered in the Annals of the aforementioned event, Colloquium on the Production of Knowledge in Professional Education, which address the theme of the evaluation of Professional Education policies, in the time frame from 2013 to 2023. Based on the methodological dictates of the bibliographic research, a state of knowledge was carried out with the academic articles

published in the Colloquium, contemplating the publications of its 6 editions, which justifies the cut of the announced time.

Thus, this article is organized, in addition to the introduction, with a section of theoretical foundation, in which the concept and specificities of Professional Education (PE) are addressed, and the main policies that govern the aforementioned teaching modality are presented. Subsequently, the section that explains the methodological procedures applied in the research is presented. Next, a section is presented with the set of selected works and reflections on the theme of evaluations of policies for PE. Finally, the final considerations present an overview of what is dealt with throughout the text, evidencing the understanding and reflections developed from the analyses carried out.

PROFESSIONAL EDUCATION: BETWEEN FIELD OF KNOWLEDGE AND TEACHING MODALITY

Professional and Technological Education is understood as a ⁴modality of education that aims mainly at training for the performance of professions, fostering the insertion and performance of the individual "in the world of work and in life in society".

The authors Gruber, Allain, Wollinger (2019) understand Professional and Technological Education as that which

[...] identifies itself through training for Work. This, in turn, can be defined, according to the contributions of the Brazilian philosopher Álvaro Vieira Pinto (2005) (reader, among others, of Marx), as the social exercise of technique. One of the privileged meanings of Technology, in the author's work, is not that of a product of techniques, but of technology as a study or science of Technology, which also gives meaning to what is called Technological Education (Gruber; Allain; Wollinger, 2019, p. 124).

This terminology in the Brazilian context began to be registered as a teaching modality in the text of the Law of Guidelines and Bases of Education (LDB), in 1996, being, therefore, a relatively recent terminology, since, in the nineteenth century and a good part of the twentieth century, the terminology Professional Training was used (Ferreti, 2010), when the focus was on "know-how", then starting to highlight the "integral training of the professional." (Militão, 2000, p. 133).

In this historical process, Professional Education is constituting a field of knowledge, beyond a mere modality, with authors who point out the relevance of the

⁴ <http://portal.mec.gov.br/educacao-profissional-e-tecnologica-ept>

worker's education from a humane, critical and transformative perspective and who point out the need to consider the individual in his various dimensions, understanding work as a principle, integrating education and work from the Marxist and Gramscian conception. Thus, education manifests itself in the various fields of knowledge of the being, and is therefore understood as omnilateral.

For Manacorda (2007), this omnilaterality in the educational process refers to the development of all human faculties (intellectual, professional, physical, cultural, moral, aesthetic, affective, among others), which make up the being in its holisticity.

The teaching modality, therefore, comes to be understood as an epistemic field, based on the process of human formation, on the articulation between work and education, considering work as a vital activity for individuals and education as an intellectual and manual process, of preparation for the world of work and articulator of the social life of the subjects.

For Moura (2015), Professional Education presents itself as an essential means of changing life, mainly through the transformation of the individual's consciousness, and this is also configured as a challenge, as their professional performance is intrinsically linked to their social being and their sense of responsibility, evidencing an emancipated subject posture with awareness of their class.

The world of work demands autonomous individuals who can work in an environment of knowledge generation and also of transfer to other contexts in constant transformation. However, it is necessary for these professionals to go beyond these limits and, by achieving true autonomy, to be able to act from the perspective of social transformation oriented to meeting the interests and needs of the working classes (Moura, 2015, p. 28).

Thus, the policies that support PE must have as a premise the promotion of this class consciousness and social responsibility, linked to an education for work that considers the individual in his human totality and his context. Such provisions were articulated at the national level, from 1961 onwards, with the LDB, Law No. 4,024, driven by the economic demands of the time that required an educational system capable of preparing workers for the productive sector.

For Ciavatta (2023), the historical trajectory of the policy in this field of knowledge shows a continuous movement of valorization and expansion, for the most part, with a focus on integral education and social inclusion. In the 1970s and 1980s, the productive restructuring reverberated significant changes in the conception and execution of work

activities, with new expectations and demands for the education of the working class. After the 1988 Constitution, there was a renewed focus on the articulation between Professional Education and Basic Education.

However, it was in 1996, with the Law of Guidelines and Bases (LDB) approved, that this modality of education – as it is dealt with in the Law – was reorganized, establishing guidelines for its integration with regular education, opening possibilities for technical training to be articulated with High School, although there were still challenges to be overcome. In 1997, the Professional Education Expansion Program (PROEP) was created, aimed at expanding the Federal Network of Professional and Technological Education.

In 2004, Decree No. 5,154 was published, which regulates paragraph 2 of article 36 and articles 39 to 41 of the LDB, which deal with PE. The Decree allows integrated training and repeals the previous legislation (Decree 2.208/97, which limited the offer of PE to the concomitant or sequential format) allowing integrated training (propaedeutic training integrated with specific training in the professional area). In 2008, the Federal Network of Professional, Scientific and Technological Education was established, which encompasses the Federal Institutes, Federal Centers for Technological Education (CEFETs) and Technical Schools Linked to Universities.

From 2011 onwards, the National Program for Access to Technical Education and Employment (Pronatec) was launched⁵, aiming to expand and democratize the offer of Professional and Technological Education; and in 2014, the National Education Plan (PNE 2014-2024), which establishes goals for the expansion of Professional Education, including the goal of expanding the offer of Technical Education at the Secondary Level.

Law 13.417 of 2017 implements what would come to be called "New High School", changing relevant aspects of this level of education such as the workload, the presence of disciplines such as Philosophy and Sociology, constituting this formative stage from itineraries focused on technical and professional areas, aiming to make this stage into something apparently more flexible, aligned with market needs. This legislation is a proposition to expand the integration between Basic Education and professional training.

⁵ National Program for Access to Technical Education and Employment – PRONATEC, is a program created in 2011 by the Federal Government, in order to expand the offer of Professional and Technological Education courses.

Thus, we observe that the history of Professional Education in Brazil has been constituted by moments of advances and others of setbacks, according to the values and social projects that predominate in each government and historical period, reflecting policies that aim (or not) at technical training integrated into the regular curriculum, which aim to meet market demands or demands from the world of work. Thus, studying these processes and the production of knowledge is essential for the strengthening of this epistemic field.

BUILDING PATHS: THE PRODUCTION OF KNOWLEDGE IN THE SPOTLIGHT

This paper takes as a methodological conduct the bibliographic research, through the state of knowledge, based on the studies of Morosini and Fernandes (2014), under a qualitative approach (Gibbs, 2009), since our gaze is focused on understanding concepts and evaluation processes related to the theme of PE policies, based on the publications present in the Annals of the Colloquium the Production of Knowledge in Professional Education, between the years 2013 and 2023.

According to Lakatos and Marconi (2003), the main purpose of bibliographic research is the collection and compilation of data, as well as the updating of knowledge already published about a problem, aiming to put the researcher in direct contact with the knowledge produced on the subject investigated. The State of Knowledge is "a research methodology that is based on the identification, registration, categorization that leads to reflection and synthesis on the scientific production of a given area, in a given space of time". (Morosini; Fernandes, 2014, p.102).

In terms of conduction, this type of research is organized into four complementary phases, namely: identification; registration; categorization; and synthesis (Morosini; Fernandes, 2014). To this end, we used the following descriptors to screen the texts: *Professional Education Policy(s)*; *Education Policy(s)*; *Policy(s)*; *Education for work*; and as an inclusion criterion, we chose the writings that addressed discussions in the field of evaluations of policies of and for the aforementioned field of knowledge, explaining the word *Evaluation* in its title, abstract or keywords, and therefore excluded the other works that did not meet this criterion.

The Colloquium The Production of Knowledge in Professional Education is a biennial event held by IFRN, through the Graduate Program in Professional Education – PPGE, created in 2011 with the objective of debating and disseminating research on

Professional Education and its intersections with Basic Education and the world of work. Throughout its editions, topics of relevance to the area of PE were discussed, such as educational policies, teacher training and the impacts of reforms on secondary education, and in 2021, the I Franco-Brazilian Symposium on Professional Education was incorporated into its program, expanding the debate at the international level. The 2023 edition celebrated the 10th anniversary of the PPGE, bringing together more than 500 participants, consolidating itself as an essential space for the exchange of knowledge and strengthening research in the area.

We identified in our survey that, at the inaugural Colloquium, in 2011, there were no publications of Annals of the event. In the second edition of the event, which took place in 2013, 81 works were presented, of which 43 were in the Line of *Policies in Professional Education*. In 2015, of the 104 studies published at the event, 47 belonged to this thematic axis. In 2017, 103 papers made up the event, and of these, 70 were in the field of *PE Policies*. In 2019, a total of 167 papers were published in the Colloquium, of which 71 are located in the line of *Policies in Professional Education*. In 2021, 149 productions were published, 49 of which were linked to the thematic axis of *Policies in Professional Education*. In 2023, the last edition of the event, 190 works were published, among which 49 are linked to the thematic axis of *policies and praxis in Professional Education*.

The expressive number of productions that address the theme highlights the importance of the policy in the field of knowledge of PE, taking into account the legal and organizational outline that this instrument provides in the promotion and guarantee of this educational field, relating education to the world of work, through a human and integral formative process.

ANALYZING THE PRODUCTION OF KNOWLEDGE: WHAT THE LISTED WORKS SAY

Based on the criteria applied in the process of screening the works present in the annals of the aforementioned Colloquium, no works were identified in the 2023 years that met the chosen inclusion criterion, totaling a number of 19 selected articles, which present in their content an evaluative discussion on the policy(s) of Professional Education, they are exposed below, by year of publication, having highlighted in addition to their titles, the names of their authors.

Chart 1 - Articles analyzed

Year of Publication of the Annals	Job Title	Authors
2013	Evaluation and Reflection of Public Assistance Policies Student at the Federal Institute of Triângulo Mineiro/IFTM – Campus Patrocínio	Pâmela Junqueira Freitas; Nara Moreira; Gianna Andréia Ferreira Gobbi.
	Policies in Professional Education: An analysis of the perception of the Integrated Curriculum within the scope of the Integrated Technical Course in Mechanics of the Federal Institute of Paraná - Curitiba Campus	Adriano Willian da Silva; Caterine Pereira Moraz; Tatiani Daiana de Novaes.
	Integrated High School: challenges from conception to implementation	Hellen Vivian M. dos Anjos; Giuliana de Sá F. Barros; Patrícia Emanuelle Brito; Remi Castioni.
	The contradictions of a project for a Public Center for Professional Education	Marcelo Lima; Viviane Zandonade.
	Computer Teaching, PIBID and Initial Training: first approximations with the object of study	Maria de Lourdes Ribeiro Gaspar; Elisa Antonia Ribeiro; Kamilla Germano Silva
2015	PRONATEC and the proposal for action in EJA: some concerns about the directions of the PROEJA	Danilma de Medeiros Silva
	Participatory Management and Professional Education: the role of collegiate bodies and class councils in IFRN	Bernardino Galdino de Sena Neto; Suely Soares da Nóbrega
	SINAES in the Federal Institutes: adequacy and	Marcia Amaral Corrêa de Moraes; Josiane
	relevance in the context of institutional evaluation	Carolina Soares Ramos; Fabio Yoshimitsu Okuyama; Jaqueline Gomes Nunes; Gabrielli da Silva Pio
	Student Assistance: An evaluation and reflection of the Initiation Policy professional at the Federal Institute of Rio Grande Do Norte/IFRN – Campus Natal-Central	Frankleide Carlos; Andrezza Maria Batista do Nascimento Tavares.

2017	The Scientific Production on Policy Evaluation in Professional Education in the Public Service Journal	Shilton Roque dos Santos; Fabiana Teixeira Marcelino; Márcio Adriano de Azevedo.
	The Quality of Public Schools from the Opinion of High School Youngsters	Lucineide Inez da Silva Campos.
	Evaluation of the Vocational Education Policy: An objective study of the impacts on local development	Marcus Vinicius Duarte Sampaio; José Gomes Ferreira.
	Policy Evaluation in the Context of Professional Education: A Review	Fabiana Teixeira Marcelino; Shilton Roque dos Santos; Márcio Adriano de Azevedo.
	Between Being and Doing - Technical Training in Health Surveillance in the State of Ceará: A Look at Management and Professional Student Perspectives	Francisco Jadson Franco Moreira; Vanessa Alencar de Araújo; Daniel Silva Araújo.
	PROEJA at IFRN Campus Santa Cruz: Challenges to be overcome	Francisco das Chagas de Sena.
2019	The Configuration of the Vocational Education Policy in the Context of the Implementation of PRONATEC	Danilma de Medeiros Silva.
	The Alumni Monitoring Policy of the Federal Institute of Bahia: perspectives for an institutional evaluation	Etiene Santiago Carneiro; Carlos Alex de Cantuária Cypriano.
2021	Monitoring and Evaluation of Extension Projects at IFRN as a Public Policy Evaluation Tool	Bruna Lopes Tupinambá Coutinho; Márcio Adriano de Azevedo.
	Political Evaluation of the Right to Education in High School and Education. Professional Education: notes from an ongoing research	Yossonale Viana Alves; Márcio Adriano de Azevedo.

Source: prepared by the authors, 2024.

We observed that the theoretical foundation used in all productions takes for itself common authors who present themselves as a reference in the field of studies of the Professional Education policy, namely: Dourado (2011), Frigotto (1998), Frigotto and Ciavatta (2014), Kuenzer (2006), Moura (2007) and Ramos (2014), among others, which evidences an alignment in the conceptual conception of the area by the authors of the listed works, thus reverberating in the reflections made in his studies. From the perspective of guaranteeing and expanding access by all to education for the performance of the profession, these authors bring in their theoretical conceptions the premise of Professional Education, based on analyses, reflections and propositions based on policies and legal devices that structure this field of knowledge in the institutional sphere, regional and national.

Freitas, Moreira and Gobbi (2013), carried out an analysis of the public policies of the Student Assistance Program at IFTM, verifying in their studies whether the objectives of the program are being developed in order to reduce inequalities and encourage the permanence of students in higher education. As a result, the authors found the effectiveness of the program in promoting equal opportunities and improving the academic performance of the benefited students.

Silva, Moraz and Novaes (2013), examined the educational guidelines and the perception of students about the integration between common core and specific disciplines, in the context of integrated high school. The research highlights the importance of theoretical and practical integration for citizenship and professional training, revealing the need for greater pedagogical planning and teaching performance to make this integration effective in the technical course in Mechanics, at IFPR – Curitiba Campus.

By examining the contradictions and the need for greater planning and integration between Secondary Education and Vocational Education in the promotion of an omnilateral education of students, Anjos, Barros, Brito and Castioni (2013), reflected in their production on the analysis of the Vocational Education policy of the Lula government, highlighting the trajectory and challenges faced in the implementation of Integrated Secondary Education. Addressing the repeal of Decree 2.208/97 and the enactment of Decree 5.154/04, it is concluded that Integrated High School is a historical necessity that still needs to overcome political and pedagogical challenges to achieve its objectives.

Lima and Zandonade (2013) analyzed the practices of Professional Education, contrasting the private offer of qualification with the creation of a public center called "Fábrica do Trabalho". The study develops a critique of the commodification of professional education and presents the aforementioned center as a non-commercial public alternative for social inclusion through work in the defense of permanent and integrated policies of professional training, representing a republican effort to publicize the offer of professional qualification, with local pedagogical control and offering the citizen a critical and conscious access to the world of work.

Gaspar, Ribeiro and Silva (2013) investigated the impact of the Institutional Scholarship Program for Initiation to Teaching (PIBID) on the initial training and permanence of undergraduates at the Federal Institute of Minas Gerais. With emphasis on the teaching of Computing, under a qualitative approach and a theoretical-

bibliographic and field analysis, in the period from 2009 to 2013, it was concluded that PIBID promotes a new methodology of teaching and learning, standing out as an innovative approach to the initial training of teachers.

By dealing with the problem of Youth and Adult Education, under a dialectical approach, in view of the technical training provided by the National Program for Access to Technical Education and Employment - Pronatec, Silva (2015) developed a study questioning the effectiveness of Proeja in the face of the implementation of Pronatec, evidencing the rapid and insufficient training offered by the Initial and Continuing Education courses, which do not guarantee the effective insertion of students in the labor market.

Neto and Nóbrega (2015) analyzed the documents that guided the institutional practice of collegiate bodies and Class Councils at IFRN, explaining their methodology and evaluation with a view to the participation of the academic community in the construction of quality professional education. Discussing the historical and political aspects of democratic management in Brazilian education, the authors highlight the importance of participatory management as a way to improve the teaching and learning process in professional education.

Based on an analysis of the educational evaluation policy of SINAES in relation to the Federal Institutes of Education, Science and Technology, Moraes, Ramos, Okuyama and Nunes and Pio (2015), show the complexity and uniqueness of these institutions, which offer a verticalized education, ranging from basic education to graduate studies. As a result, gaps were identified in five of the ten evaluation dimensions proposed by SINAES, suggesting the need to adapt the evaluation instruments to better reflect the specificities of the Federal Institutes.

In order to ascertain to what extent the student's participation in the Professional Initiation Program contributes to their professional training and academic performance, Carlos and Tavares (2015) evaluated the Professional Initiation Program within the Public Policy of Student Assistance, focusing on the IFRN – Campus Natal Central, and examined the contribution of the program to the professional training and academic performance of students in situations of social vulnerability. As a result, they highlighted the effectiveness of the program in building an integral human education for the participating students.

Santos, Marcelino and Azevedo (2017) conducted a bibliographic survey of scientific production on the evaluation of public policies in professional education, analyzing articles from the repository of the Revista do Serviço Público, focusing on the conception of education, social quality and evaluation of public policies. A total of 23 articles were identified, of which only 4 dealt with Professional Education, thus revealing the need to broaden the scientific debate in this specific field due to the reduced number of publications.

Campos (2017) developed a study with young people enrolled in high school in the city of Olinda/PE, addressing the need for an in-depth analysis of the application of Law 13.415/2017, which reformed high school in Brazil, and its implications for professional education. Thinking about the quality of public schools and their implications for Professional Education, the author highlights the importance of adequate infrastructure, quality teaching and the supply of teaching materials, as well as the legislative changes that have impacted the training and perspectives of students in Professional Education.

Marcelino, Santos and Azevedo (2017) also focused on Law 13.415/2017, analyzing its impact on the structure and supply of technical courses, highlighting the challenges and opportunities that arise with the proposed changes. Based on a documentary and bibliographic analysis, they concluded that the reform of secondary education brings new perspectives to education, but also requires a significant adaptation of educational institutions to meet the new guidelines.

With the objective of investigating the main developments of the professional and technological education policy for the development of RN, focusing on the professional insertion and employability of graduates of the Federal Institute of Rio Grande do Norte (IFRN), Sampaio and Ferreira (2017) analyzed the effectiveness of the professional and technological education policies implemented by IFRN, highlighting the impact on the insertion of graduates in the world of work. The survey revealed that a significant proportion of graduates cannot find a job in the area of their training, evidencing challenges in adapting the courses to local demands and low economic dynamism, bringing to light the need for adjustments in the educational offer to better meet the specific needs of the municipalities and improve the absorption of graduates in the local labor market.

Moreira, Araújo and Araújo (2017) evaluated the process of professional training of health surveillance technicians in Ceará, analyzing both the students' perspective and the

management of health services, through a case study, qualitatively appreciated. Using semi-structured interviews and discourse analysis as research instruments, the authors concluded that the research contributed to the improvement of the technical training program in health surveillance at the School of Public Health of Ceará, highlighting the importance of politics, management and professional identity in the area.

Sena (2017) addresses in his studies the challenges and implications brought by Law 13.415/2017 for Professional Education in Brazil, highlighting the need for a solid basis for the implementation of PROEJA, emphasizing the importance of valuing students' life experiences and adapting assessment practices to make learning more meaningful for both teachers and students.

Silva (2019) carried out an evaluation of the Pronatec process, based on documentary research, taking as reference the organizational, political-social, ideological structure and the trajectory of the program, as well as the valuation of the fulfillment of its objectives and goals and the social and political consequences of the implementation of the program. In its analyses, it was identified that the implications of the implementation of this program presented a transformation in the high school curriculum, increasing the discrepancies between the public and private networks, instead of contributing to the improvement of the quality of education.

Carneiro and Cypriano (2019), also based on the dictates of documentary research, analyzed the effectiveness of the policies for monitoring graduates in the documents of the IF Baiano, with the intention of identifying how the egress policy of that institution contributes to institutional evaluation. The authors found that the follow-up of graduates is understood as an element of evaluation of the Professional Education offered, but the implementation of the policy is still a challenge, given the real absence of the mechanism to carry out this monitoring. Thus, they highlight the need to understand that this assistance to graduates makes it possible to reform the offer of courses and possible curricular updates, with the aim of a socially referenced quality education.

Coutinho and Azevedo (2021) in their study, proposed to analyze the evaluation of public policies at the institutional level, focusing on the monitoring and evaluation of extension projects at IFRN, in order to demonstrate how the monitoring and evaluation of policies can happen in the practice of different educational institutions. Based on the principles of bibliographic research, the need for constant monitoring and evaluation of extension projects was identified, in order to adequately develop activities within the due

time, mainly because this process is used as a tool for evaluating policies at the institutional level, which can be replicated in other institutions.

Alves and Azevedo (2021) evaluated in their research the educational policies aimed at High School and Professional Education, with the intention of verifying the effectiveness of the right to education. From a documentary research, they concluded that there is still much to be done to guarantee the effectiveness and the right to education, in the light of democracy and equity, mainly because this right in high school and professional education in the country is not a reality.

It is possible to observe, among the works analyzed, a representative number of studies developed within the scope of the Federal Institutes, being 09 of the 19 productions, which encompass discussions that permeate student assistance, student permanence, training for the world of work and humane and integral education. The policies that support such reflections foster the process of education for the world of work, considering the learner as an active being in the teaching and learning process, aware of his social role.

Law 13.415/2017, which deals with the so-called new High School, was presented as a discussion in the studies analyzed, in which the authors Campos (2017), Marcelino, Santos and Azevedo (2017), Sampaio and Ferreira (2017), Moreira, Araújo and Araújo (2017), Sena (2017), Silva (2019), Carneiro and Cypriano (2019) and Alves and Azevedo (2021); focused on the challenges and implications resulting from this device, and its interface with the implementation of PROEJA and the offer of technical courses. We understand that, for the authors, the new educational perspectives arising from the Law give rise to the need for relevant adaptations, among them, a practice that considers the experiences of students with a view to a more meaningful teaching and learning process.

The studies examined reinforce the premise of professional education, ratifying the educational process whether focusing on permanence programs or on the strengthening of Integrated High School, at the interface between technical professional education and propaedeutic education, through policies that support this modality of education.

Education and the World of Work are also presented as a theme among the analyzed writings, from the perspective that teaching stimulates social life and prepares for intellectual and operational professional performance, with work as a vital human activity, legally supported by policies that articulate educational guidelines with a view to an omnilateral education.

FINAL CONSIDERATIONS

The studies analyzed here explain a diversity of themes that support Professional Education under the motto of policy evaluation, ratifying the perspective of an integral and humane education, which articulates teaching and work, aiming to guarantee the right to human education

The studies indicate that policies in the educational sphere are presented as a type of governmental instrument that provides subsidies for the expansion and universalization of the teaching and learning process, at the federal, state or municipal levels. In the context of Professional Education, such instruments aim to guarantee the right to professionalization, which should and needs to be rethought from the context of society in which it is found.

From the analysis of the works, we understand that partnerships between governments, productive sectors and educational institutions can play a powerful and crucial role in strengthening Professional Education, favoring the development of compatible curricula for the world of work, the offer of internships and practical learning programs, as well as access to financial and technological resources.

Thus, we believe that investing in Professional Education, fostering policies to encourage this modality of teaching and epistemic field, is to boost beyond the economic aspect, scenarios of social justice and human development. By enabling all citizens to have access to learning and professional development opportunities, it becomes possible to envision the construction of more inclusive, prosperous and equitable societies for tomorrow.

In this sense, the process of evaluating policies in Professional Education is important and necessary, in the movement to (re)think the relationship between education and work, considering the nuances that emerge from such a relationship, from the social reconfigurations raised over the years.

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