



CONTINUING TRAINING OF ADMINISTRATIVE TECHNICIANS IN EDUCATION: ALIENATION OR EMANCIPATION?

FORMAÇÃO CONTINUADA DOS TÉCNICOS ADMINISTRATIVOS EM EDUCAÇÃO: ALIENAÇÃO OU EMANCIPAÇÃO?

FORMACIÓN CONTINUADA DE TÉCNICOS ADMINISTRATIVOS EN EDUCACIÓN: ¿ALIENACIÓN O EMANCIPACIÓN?



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ABSTRACT

This study stems from research conducted during the master's program on the continuing education of Administrative Technicians in Education (TAEs) working in public higher education institutions in Brazil. Its overall objective was to analyze the meaning and functionality of the continuing education policy for TAEs at UnB. The methodology was based on dialectical historical materialism, and the data were analyzed using Critical Discourse Analysis. The findings indicated that most TAEs consider the courses offered by the Annual Training Plans as a means of acquiring new knowledge and skills for work, and that the institution limits itself to offering courses that emphasize the technical nature of education. The conclusions lead us to believe that the study contributes to promoting debate in the field of continuing education for TAEs and highlights the need to implement public, educational, and institutional policies that highlight the nature of education as a liberating and emancipating action for these individuals.

Keywords: Continuing Education. Educational Policy. Administrative Technicians in Education. Emancipation.

RESUMO

Este estudo é fruto das investigações realizadas no mestrado acerca da formação continuada dos Técnicos Administrativos em Educação (TAE's) que atuam nas Instituições de Ensino Superior públicas do Brasil. Teve como objetivo geral analisar o sentido e a funcionalidade da política de formação continuada dos TAE's da UnB. A metodologia pautou-se na aproximação ao materialismo histórico dialético e os dados foram analisados com base na Análise do Discurso Crítica. Os achados apontaram que a maioria dos TAE's considera os cursos ofertados pelos Planos Anuais de Capacitação como uma forma de aprendizagem de novos conhecimentos e habilidades para o trabalho e que a instituição se limita a ofertar cursos que evidenciam o caráter tecnicista da educação. As conclusões nos levam a acreditar que o estudo contribui para promover o debate no campo da formação continuada dos TAE's e ressaltar a necessidade de implementação de políticas públicas, educacionais

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e institucionais que evidenciem o caráter da educação enquanto ação libertadora e emancipadora para esses sujeitos.

Palavras-chave: Formação Continuada. Política Educacional. Técnicos Administrativos em Educação. Emancipação.

RESUMEN

Este estudo é fruto das investigações realizadas no mestrado acerca da formação continuada dos Técnicos Administrativos em Educação (TAE's) que atuam nas Instituições de Ensino Superior públicas do Brasil. Teve como objetivo geral analisar o sentido e a funcionalidade da política de formação continuada dos TAE's da UnB. A metodologia pautou-se na aproximação ao materialismo histórico dialético e os dados foram analisados com base na Análise do Discurso Crítica. Os achados apontaram que a maioria dos TAE's considera os cursos ofertados pelos Planos Anuais de Capacitação como uma forma de aprendizagem de novos conhecimentos e habilidades para o trabalho e que a instituição se limita a ofertar cursos que evidenciam o caráter tecnicista da educação. As conclusões nos levam a acreditar que o estudo contribui para promover o debate no campo da formação continuada dos TAE's e ressaltar a necessidade de implementação de políticas públicas, educacionais e institucionais que evidenciem o caráter da educação enquanto ação libertadora e emancipadora para esses sujeitos.

Palabras clave: Formación Continuada. Política Educacional. Técnicos Administrativos em Educação. Emancipação.



1 INTRODUCTION

This study is an excerpt from our master's research that started from the questioning about the meaning and functionality of the continuing education policy of administrative technical servers (TAE's) of the University of Brasilia. These professionals act in an invisible way without having the opportunity to enjoy what these same institutions prophesy: a quality and emancipatory education, through scientific knowledge. The general objective of the research was to analyze the meaning and functionality of the policy of continuing education of the administrative technical servants of the University of Brasilia. The methodology, of a qualitative nature, was based on the approximation to dialectical historical materialism, based on the case study. The documentary research was used to learn about the relevant legislation as well as the training actions implemented by Procap/UnB. A semi-structured questionnaire consisting of open and closed questions was also applied to the administrative technicians of UnB. For analysis of the It enables reflection and understanding on specific social and political situations regarding the inequalities inflicted on the less favored, allowing the unveiling of hegemonic ideologies and practices of abuse of power.

The theoretical foundation was based on Antunes (2012), Mészáros (2008), Paro (2013) and others, in order to achieve scientific rigor for this investigation. The results showed that most administrative technicians consider the courses offered by the Annual Training Plans (PAC's) as a way of learning new knowledge, skills and competencies for the activities they develop at work or as a possibility of functional advancement. On the other hand, the Procap/UnB institution is limited to offering courses that show the technicist character of education, reinforcing the alienating nature of the educational policy offered to administrative technicians in education at the University of Brasilia. The conclusions lead us to believe that the study contributes to promote the debate in the field of continuing education of Administrative Technicians in Education (TAE's) and to highlight the need to implement public, educational and institutional policies that highlight the character of education as a liberating and emancipatory action for these subjects.

2 METHODOLOGY

In our studies on critical thinking, we realized that this would be a way of approaching the subject to be investigated, which would make it possible to meet the general objective of this research, that is, to analyze the meaning and functionality of the continuing education of the administrative technical servers of the University of Brasilia.

Thus, the use of the theoretical approach based on dialectical historical materialism was confirmed as more appropriate for understanding the dynamics and the great

transformations of history and human societies, since it understands the importance of historical evolution and the social practice of men as factors that enable the understanding of the current context.

Thus, by proposing to investigate the continuing education of TAE's and how it materializes as a public policy, we approach the theory of the social being created by Marx in order to know the essence of the object investigated, a logic necessary for the understanding of the current context. In this conception, reality or the concrete is constituted as the articulated whole conceived after successive approximations of the object, in a constant movement of coming and going, in order to reach its essence and understand its totality.

Through Documentary Research (Marconi and Lakatos, 2015), it was possible to analyze the legislation that governs the personnel development policy of the direct, autarchic and foundational federal public administration pertinent to the regulation of the continuing education of federal public servants and, specifically within the scope of UnB, the Annual Training Plans offered to active TAE's, obeying the time frame from 2014 to 2018. The methodology was also characterized as a case study within the University of Brasilia, because according to Triviños (1987), this option fits into the qualitative approach when one intends to capture not only the appearance of the fact, but its origin and its changes.

Thus, we chose to send a questionnaire via electronic mail to all TAE's linked to Sintfub³, along with a brief presentation of the purpose and objectives of the research. To support this option, we find in Moroz and Gianfaldoni (2002), the understanding that this data collection instrument "has the advantage of being able to be used in a large number of people at the same time" and, Marconi and Lakatos (2003, p. 201) that the questionnaire is a "[...] ordered series of questions, answered in writing without the presence of the researcher". It should be noted that we consider it important to map the degree of qualification of UnB's administrative technical servants because we understand that this is a source of inspiration for investment in public policies for continuing education offered within the scope of Procap/UnB. However, there is a consensus on the need to deepen the investigation on the factors that prevent TAEs from continuing their academic training and that such mapping gives visibility in order to allow the University to reflect on the case.

For the generation and analysis of the data produced, the Critical Discourse Analysis (CDA) proposed by Fairclough (2001) was used, as it is a critical perspective, in which from the subjects' speech it is sought to unveil the senses and meanings that are beyond the

³ The list of electronic addresses of the technical administrative servers was obtained from Sintfub (Union of Workers of the University of Brasília Foundation) given that we were not successful with the Data Processing Center (CPD) and the DGP (Dean of Human Resources Management).



appearance and thus find the essence. In the case of this research, to find the real meaning of the courses offered by Procap for those surveyed.

Used in this study as a technique, the CDA constitutes an important reference in the academic field aiming to focus on the social analysis of discourses. To this end, the ADC provides them with a relevant role in social practices in order to develop critical social thinking, so necessary for the understanding of language in the current

The CDA also allowed us to analyze the discourse not only in terms of language, but above all in terms of what exists through it, that is, the power relations that permeate the various human manifestations.

3 THEORETICAL FRAMEWORK

Based on the theoretical contribution of Marx and Mészáros, Antunes (2012) stresses the need to promote the emancipation of labor, and it is not enough to suppress the State and deny capitalism. It is necessary to go beyond capital, which means to move forward towards a socio-historical transformation in its totality, where Education, understood in its broadest sense, can be the path capable of guiding the process of social transformation, in a radical way, with a view to overcoming the alienation of labor, which will guarantee full human emancipation.

Antunes (2012) leads us to reflect on the role of education as a *sine qua non* condition for us to achieve human emancipation by intervening in the limitations created by the capitalist system that superimposes the product of work on the human condition itself. This conception allows man to dream of a broad education not determined by capitalism (MÉSZÁROS, 2008). However, these limitations, while constituting instruments of control of production and the maintenance of the interests of capital, are legitimized by the values and morals of the capitalist system, preventing the achievement of human emancipation.

Such a conception allows Mészáros, cited by Antunes (2012), to conclude that the numerous educational reforms represent nothing but new strategies of capital itself to perpetuate its conservative status and even if education were thought of in its entirety, it alone could not be considered the "solution to all ills". The author justifies his position by considering that in the educational field there are multiple factors that contribute to the performance of students, such as the family, the individual-in-himself and, mainly, the public power in providing adequate working conditions and physical structures for this professional.

Bauer, Espíndola Fernandes, Lima and Rubens (2009), when publishing bibliographic studies on education and social movements, bring to the debate the relationships that are established between historicity, current problems and the interpretative possibilities of



education and social movements, composing a dossier with several reflections on the impacts of politics and economics on social life.

Among others, they bring an important discussion carried out by Dominguini and Ortigara (2009, p. 509-528) where the authors emphasize the importance of understanding that the material conditions and the action of man determine the social organization, allowing the elucidation of the paths taken by education in the capitalist era.

In this way, knowledge about the historical-ontological genesis of education will allow man to search for policies that lead him to emancipation, contrasting with the current educational model implemented by the capitalist system.

Therefore, it is up to education to contribute to the total overcoming of capital by opposing educational reformist strategies. Through the transformation in education, now understood as something "fully" experienced by man, Mészáros (ANTUNES, 2012) understands that individuals will be able, from a new social order, to redefine the course of their own lives, no longer in the condition of being exploited or alienated. Thus, this condition will allow the education professional to fulfill his role as an instrument of morality as man's self-mediation in his struggle for self-realization beyond the interests of capital.

From the reflections and analyses presented here, it is inferred that education is constituted as a field of struggle for the overcoming of the capitalist model in favor of a society no longer determined by the needs of the production of goods, by profit, by the alienating exploitation of labor. It is necessary for the State to reassume its place as an autonomous entity of its public policies and thus be able to define strategies that make it possible to assist schools and teachers in what they need, considering that education is not planned without taking into account the specificities of each place.

This character given to education places it on the level of any and all initiatives of social change with a view to human emancipation, which means creating a form of social consciousness that frees individuals from the restrictive limits imposed by the controlling action of capital. Thus, it would be possible for individuals to enjoy freedom in its entirety in order to make the learning process "their own life". Mészáros, according to Antunes (2012) points out that it is only in this broad sense of education that formal education can contribute to the overcoming of capital, fulfilling its necessary emancipatory aspirations, which requires a progressive and conscious exchange with comprehensive education processes such as our own life.

When discussing the role of emancipation in the life of the individual, we find in the studies carried out by Marx, the origins of this important concept. The term emancipation was



addressed by the author in an essay published in 1844 on the "Jewish question" in Germany politics and human emancipation.

When criticizing Bruno Bauer's analysis of the political emancipation of the Jews that came with the rise of the bourgeoisie, Marx considered that it was restricted only to the religious field and that it did not eliminate the social contradictions that determined the effective inequality between men, therefore it did not overcome class society. In this case, the bourgeois regime emancipated men from the relations of personal dependence peculiar to feudalism, but it did not promote legal freedom (everyone is equal before the law) nor did it eliminate the exploitation of man by man and, without this, human emancipation becomes impossible.

Thus, we can infer that for Marx (2010) the political revolution conquered through the rise of the bourgeois class produced only political emancipation, but this did not promote human emancipation, that is, the overcoming of class society. The only revolution capable of promoting emancipation would be in charge of the proletarian class.

Based on Marx's theoretical contribution, Mészáros (2008) stresses the need to promote the emancipation of labor, but it is necessary to go beyond capital, which means moving forward towards a socio-historical transformation in its totality, where Education, understood in its broadest sense, can be the path capable of guiding the process of social transformation, in a radical way, with a view to overcoming the alienation of labor, which will guarantee full human emancipation.

Therefore, one way to break with the perverse logic of capital would be to create a different educational alternative that allows man to have the freedom to choose, autonomously, how his contribution will be made to the process of changing society. To this end, it is necessary to create conditions to react to adverse situations in the face of the new alternatives of life, aware of their role in human development and, above all, aware that their education will never be completed and with the certainty that "the role of education, properly defined as the continuous development of socialist consistency, is undoubtedly a crucial component of this great transformative process". (ANTUNES, 2012, p. 117).

For Gramsci (1991), education should allow the subaltern class to develop a critical sense and thus be able to break with oppression and exploitation, the basis of the capitalist system. Only from the critical sense does the subject obtain human emancipation that would represent the end of exploitation and society divided by classes, and, consequently, the construction of a new, fairer society.

In this sense, the conception of education is undeniably linked to the need to overcome the alienation resulting from the socio-metabolic control of capital. This overcoming

presupposes the extinction of capitalism and the denial of everything that corrodes the essence of man, reducing him to a factory model, where his desires are disregarded and the exploitation of his labor force the only objective.

Therefore, it is up to education to contribute so that the overcoming of capital is done in a total and not partial way, as defended by Mészáros (2008) in the educational reformist strategies, and should promote the social clash against the shackles of the capitalist system:

Therefore, it is through this change in the conception of education, now understood as something "fully" lived by man, that Mészáros (2008) understands that individuals will be able, from a new social order, to define the course of their own lives, no longer in the condition of exploited or alienated, because they will produce to meet their effective human needs and not to meet the market and artificial needs defined by the greed of capital.

By highlighting the importance of education for human emancipation, since it is responsible for the integral development of man, Bottomore (1988) stated that the search for the development of skills and abilities for work would be a decrease in its power of transformation.

Thus, we believe that by investing in public policies that allow administrative technicians to continue their training in their own work environment, HEIs, and especially UnB, will be taking a step in opposition to the destructive order of capital towards the emancipation of these workers. Such an attitude will allow administrative technicians to benefit from the product of their work, that is, from the education produced and offered by HEIs that play an indispensable role in the development of a transforming, integral and democratic society.

4 RESULTS AND DISCUSSION

The University of Brasília, the locus of the research, consists of 4 campuses⁴: Brasília (Darcy Ribeiro Campus), Planaltina (UnB Planaltina College), Gama (UnB Gama College), Ceilândia (UnB Ceilândia College) and is currently developing a project to implement another campuses in Paranoá. This structure houses 14 (fourteen) Colleges, 12 (twelve) Institutes, 33 (thirty-three) Centers and 39 (thirty-nine) Nuclei that house hundreds of Departments and Laboratories where 3,177 (three thousand, one hundred and seventy-seven) TAE's develop their technical-administrative functions.

Although the questionnaire was sent by e-mail to all TAEs linked to Sintfub (Union of Workers of the University of Brasília Foundation), only 36 (thirty-six) agreed to participate in the research. Even though this is considered a small number compared to the number of

⁴ <http://www.unb.br/a-unb/historia?menu=423>



administrative technicians at the University of Brasilia, we believe that this is a representative sample because "an ideal sample in qualitative research does not meet numerical criteria, but is one that reflects the multiple dimensions of the totality" (MINAYO, 1998, p. 196).

Thus, the collective of subjects of this research is made up of 36 (thirty-six) administrative technicians (TAE's) belonging to the active staff of UnB who carry out their activities in the oldest campus of the Institution, the Darcy Ribeiro Campus, located in the North Wing. They were willing to answer, electronically, the questionnaire composed of open and closed questions that served as the basis for the data of this research.

According to the structure of the questionnaire, after agreeing to participate in the research (Appendix A), the participants needed to fill out the first block called "Identification", where they were allowed to know where they live, the year of birth as well as their marital status. The first block of the questionnaire consisted of questions that aimed to identify the participant with regard to the age group and year of admission to UnB. Thus, according to the age group of the research participants, we found that most were between twenty-seven and forty-eight years old and that they entered UnB in 2010.

The second block of the questionnaire corresponds to part of the participants' Academic Background. We found that of the respondents, 11 (eleven) had a Master's degree and 6 had a doctorate. The question asked for the last training of the researched, which implies that if we add the 11 masters with the 6 doctors, the volume approaches 50% of those researched, confirming the high level of schooling. In the questionnaire, the participants were also asked to indicate, if applicable, the area of training at the (Undergraduate) level. It was found that the participants completed their undergraduate degrees in several areas of knowledge, especially Human Resources Management, Accounting, Administration, Psychology and Library Science.

After identifying the area of knowledge at the undergraduate level, the participants were encouraged to inform, if applicable, if they had attended any specialization course. This time, it was found that although the participants with a title of specialists have continued their studies in various areas of knowledge, the specialization in Distance Education and People Management were the courses that stood out the most in the training of the researched, which in a way, in addition to being important for the good development of the public service, are also excellent courses for mobilizing awareness, autonomy and emancipation in the investigated civil servants.

Regarding the participants with a Master's degree, the research pointed out that of the 3100 TAE's active at UnB, 356 had completed the Master's degree in various areas of knowledge, predominantly in the areas of Education and Political Science. This number



reduces drastically when it comes to participants with a PhD. Only 4 were pursuing their PhD in the areas of Health Science and Technology, Social Policy, Physics, and Chemical and Biological Technologies, while 2 had completed the course, one in Social, Work, and Organizational Psychology and the other in Chemistry.

In addition to the subjects researched, UnB presents a statistic, available on the DGP⁵ website, of about 52 (fifty-two) civil servants with training in Elementary School. It is worth noting that most of them exceed 56 years of age, which leads us to deduce that they are civil servants close to 30 years of service and that for some reason that we still do not know, they did not continue their training.

Also according to the records of the DGP/UnB, the University of Brasília has 436 TAE's with high school education. It was observed that most TAE's who have schooling up to high school are in the age group above 45 (forty-five) years, however it was not possible to know why they did not continue their academic training.

We consider it pertinent to inform that in 2019 UnB had about 681 administrative technical servers with complete higher education who did not continue their studies. These civil servants were born in the second half of the twentieth century, a time that marks two important moments for public universities in Brazil: the first refers to the expansion of public universities on university campuses, democratizing access to higher education; the second, the foundation of the University of Brasilia, requiring a staff of professionals with higher education to assume the management positions of this Institution.

It is believed that for a renowned public Higher Education Institution such as the University of Brasilia, it would be a positive and instigating fact that it had a greater number of TAE's with academic training at least in higher education.

However, this is not the reality. When we mapped the degree of degree of the TAE's at UnB and found that most of them were unable to continue their academic training, although aware of the existence of multiple justifications for this situation, we understand that this is a source of inspiration for investment in public policies for continuing education offered within the scope of Procap/UnB. Therefore, it is necessary to deepen the investigation about the factors that prevent TAE's from continuing their academic training and that such mapping gives visibility in order to allow the University to reflect on the case.

5 FINAL CONSIDERATIONS

In view of the general objective of the research, to analyze the meaning and functionality of the policy of continuing education of the administrative technical servants of

⁵ This data can be accessed through the electronic address www.dgp.unb/dados-abertos.



the University of Brasília, and the mission of Procap (Training Coordination), to update the human resources of this Institution, aiming at the quality of its services, and by principles the improvement of the quality of life and professional qualification, the adequacy of the profile of civil servants and collaborators to the various organizational environments, the valorization of their participation in the programs of this University and the continuous process of training as a motivating agent of participation, it was found that the discourse of the (Procap) of the University of Brasília has strong indications of domination of the working class, which probably sees training and functional qualification as educational processes par excellence, facilitators of learning, growth and psychosocial and intellectual development of civil servants, but which in reality are closer to a process for the acquisition of skills and competences, in the form of the acquisition of effective, dynamic and fast tools that favor the capitalist system now implemented worldwide.

Regarding the participants' discourse, the data collected show that they are immersed in ideologies that naturalize the offer of courses aimed only at their development as workers to the detriment of what would be a development of the being as a whole, with a view to emancipation as well as the transformation of oneself, of the other and of society as a whole.

The financial, political and social system that plagues Brazil should be seen as a form of resistance in the face of the power of capitalism that destroys human relations, by inserting at its core the sense of competition and meritocracy.

In contrast to this perspective, the results of the research allowed us to verify that the current personnel development policy is restricted, for the most part, to the development of competencies to carry out activities, observing the institutional objectives. At this point, we want to emphasize that we understand the limits of Procap's action, since it fulfills the functions that have been delegated to it, therefore, it inevitably plans and enables training actions aimed at filling gaps in fundamental, managerial and specific competencies determined by the Federal Public Administration.

However, we believe that sticking only to this prerogative means reissuing versions of the PACs, year after year, which mostly do not arouse the interest of civil servants, except for those who need some short course for the purpose of functional progression. On the other hand, if, by identifying training needs and competence gaps indicated in the performance management processes, it also gives voice to UnB employees, it is likely that, spontaneously, the desire to learn something more than knowledge about their professional skills will jump out at the eyes of those who are in charge of this Coordination. From this, wouldn't it be the case to bring these aspirations to the attention of the competent bodies? I think that this would be the beginning of new possibilities for training and qualification actions.

This time, we consider that another subject has the conditions to change this panorama. We refer to the University of Brasília itself, which houses in its collective of servers approximately 3100 TAE's as workers with the potential to invest in serious and deep continuing education. Although historically, scientific knowledge has been a privileged form of knowledge due to the great importance it constitutes for the life of contemporary societies, it is necessary to socialize this right.

In this sense, we consider it necessary for the University to effectively assume its social function, that is, whether it is at the service of the training of specialized labor, as well as for the production of research for the capitalist market and the State, or whether it aims at the production and dissemination of scientific knowledge guided by popular demands and, above all, by social issues. At this point, it is appropriate to recall its self-denomination, "A transforming University, with the mission of producing, integrating and disseminating knowledge, forming towns people committed with the ethics the responsibility social and or sustainable development". (UnB website)⁶.

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⁶ <https://www.unb.br/a-unb?menu=423>



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