

ARTICLE

THE BASIC, TECHNICAL AND TECHNOLOGICAL EDUCATION TEACHER: INSTITUTIONALITY THAT RESEMBLES A PLATYPUS? STRUGGLE FRONTS IN THE TURNS OF A KALEIDOSCOPE^{1;2}

IVAN LUIS DOS SANTOS¹

ORCID: <https://orcid.org/0000-0001-6056-8771>

<ivan.santos@ifsp.edu.br>

KELMA CRISTINA DE FREITAS¹

ORCID: <https://orcid.org/0000-0001-5846-6792>

<kelma@ifsp.edu.br>

¹ Instituto Federal de Educação, Ciência e Tecnologia de São Paulo – IFSP. São Paulo, SP, Brasil.

ABSTRACT: This article aims to analyze, in the historical context, the implementation of the Federal Institutes (FIs) and the creation of the career of the Basic, Technical and Technological Education Teacher (EBTT), seeking to problematize the teaching work in its complexity. We used an integrative review of the literature on the subject. The results show that the FIs occupy a prominent role in the Brazilian educational system, by offering a proposal of verticalized academic action, anchored in the indivisibility between research and extension, and materialized by the creation of the EBTT career. The latter, in turn, is part of a spectrum that can oscillate between the poles of innovation-precariousness, especially when observed considering the demands of the neoliberal political project. In this sense, we draw readers' attention to the need for two struggle fronts, which corroborate the strengthening of the EBTT's professor identity and the desired project in the law of creation of FIs. They are: 1) Consolidation of a political-pedagogical training, based on the structuring foundations and educational principles of the institution; 2) The construction of a "resistance from within", which unfolds in the critical re-elaboration of public knowledge, through teaching, research and extension actions, as well as, in the imbrication with the agendas of social movements, unions, and scientific, political, artistic and cultural organizations.

Keywords: federal institutes, EBTT career, verticalized academic action, innovation, precariousness.

O PROFESSOR DO ENSINO BÁSICO, TÉCNICO E TECNOLÓGICO: INSTITUCIONALIDADE ORNITORRINCA? FRENTES DE LUTAS NOS GIROS DE UM CALEIDOSCÓPIO

RESUMO: O presente artigo tem por objetivo analisar, no contexto histórico, a implantação dos Institutos Federais (IFs) e a criação da carreira do professor do Ensino Básico, Técnico e Tecnológico (EBTT), buscando problematizar o trabalho docente em sua complexidade. Recorremos a uma revisão integrativa da literatura sobre o tema. Os resultados obtidos mostram que os IFs passam a ocupar papel

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de destaque no sistema educacional brasileiro ao oferecer uma proposta de atuação acadêmica verticalizada, ancorada na indissociabilidade entre ensino, pesquisa e extensão, e materializada a partir da criação da carreira de professor do EBT^T. Esta última, por sua vez, insere-se num espectro que pode oscilar entre os polos da inovação-precarização, sobretudo quando observada frente às demandas do projeto político neoliberal. Nesse sentido, chamamos a atenção para a necessidade de duas frentes de lutas que corroborem com o fortalecimento da identidade do docente do EBT^T e do projeto desejado na lei de criação dos IFs. São elas: consolidação de uma formação político-pedagógica baseada nos fundamentos estruturantes e princípios educativos da instituição; a construção de uma “resistência por dentro”, que se desdobra na reelaboração crítica do conhecimento público por meio das ações de ensino, pesquisa e extensão, bem como na imbricação com as pautas dos movimentos sociais, sindicatos, organizações científicas, políticas, artísticas e culturais.

Palavras-chave: institutos federais, carreira EBT^T, atuação acadêmica verticalizada, inovação, precarização.

EL PROFESOR DE ENSEÑANZA BÁSICA, TÉCNICO Y TECNOLÓGICO: ¿INSTITUCIONALIDAD ORNITORRINCA? FRENTE DE LUCHA EN LOS GIROS DE UN CALEIDOSCOPIO

RESUMEN: El presente artículo tiene por objetivo analizar, en el contexto histórico, la implantación de los Institutos Federales (IFs) y la creación de la carrera del profesor de Enseñanza Básica, Técnico y Tecnológico (EBT^T), buscando problematizar el trabajo docente en su complejidad. Recurrimos a una revisión integradora de la literatura sobre el tema. Los resultados obtenidos muestran que los IFs pasan a ocupar papel de destaque en el sistema educativo brasileño, al ofrecer una propuesta de actuación académica verticalizada, anclada en la indisociabilidad entre enseñanza, investigación y extensión, y se materializa a partir de la creación de la carrera EBT^T. Esta última, a su vez, se inserta en un espectro que puede oscilar entre los polos de la innovación-precarización, sobre todo cuando se observa frente a las demandas del proyecto político neoliberal. En este sentido, llamamos la atención sobre la necesidad de dos frentes de luchas, que corroboren con el fortalecimiento de la identidad del profesor EBT^T y del proyecto deseado en la ley de creación de los IFs. Son ellas: 1) Consolidación de una formación político-pedagógica, basada en los fundamentos estructurantes y principios educativos de la institución; 2) la construcción de una "resistencia por dentro", que se despliega en la reelaboración crítica del conocimiento público, por medio de las acciones de enseñanza, investigación y extensión, así como en la imbricación con las pautas de los movimientos sociales, sindicatos, organizaciones científicas, políticas, artísticas y culturales.

Palabras clave: institutos federales, carrera EBT^T, actuación académica verticalizada, innovación, precarización.

INTRODUCTION: A NOD TO DIALOGUE

The Basic, Technical and Technological Education (EBT^T-*Ensino Básico, Técnico e Tecnológico*) teacher career was created to meet a new institutional framework designed for Federal Institutes (FIs). Since its creation, we have observed tensions and contradictions regarding the debate on this new career. In the historical context, this article aims to analyze the implementation of FIs and the creation of the EBT^T educator career, seeking to problematize teaching work in view of the complexity of an institution that houses everything from basic education to *stricto sensu* postgraduate programs. To this end, we resort to a dialogue with the literature through an integrative review (Rodrigues; Sachinski; Martins, 2022) on the subject, starting from the conjunctural aspects of the installation of educational policies in Brazil and the work and identity of teachers.

First, we will review some of the elements that were present in the establishment of the Federal Network of Professional, Scientific, and Technological Education (RFEPCT-*Rede Federal de Educação Profissional, Científica e Tecnológica*), highlighting the proposal for verticalized academic activity of the FIs, anchored in the inseparability of teaching, research and extension. Then, we will discuss the

career of the EBT^T teacher, reflecting on the work and identity of this teacher in the face of new institutional demands. We propose a look at EBT^T teaching, interpreting it from a spectrum that can oscillate between the poles of innovation and precariousness, and whose transition between both is made by a teacher still constituting his/her identity. Also, we add to this debate the current situation of neoliberal capitalism, which acts in an incalculable way to weaken labor relations and, consequently, teach work within the scope of the IFs.

Finally, we tested perspectives for action through the institutional policy of the IFs towards overcoming some of the contradictions established in the set of teaching relationships at the EBT^T. To this end, our reference is the project intended in the law that created the IFs, especially in the incorporation of social sectors that have historically been excluded from a free, referenced and quality public education. In this sense, we listed two fronts of struggle: the consolidation of a political-pedagogical formation based on the structuring foundations and educational principles of the institution; and the construction of an “internal resistance”, which unfolds in the critical reworking of public knowledge through teaching, research and extension actions, as well as in the interconnection with the agendas of social movements, unions, scientific, political, artistic and cultural organizations. Once interconnected, these fronts can place the EBT^T worker as a protagonist in the construction of a school project based on their interests.

FEDERAL INSTITUTES: THE HISTORICITY OF A NEW INSTITUTIONAL FRAMEWORK

We can say that the beginning of the federal network “[...]” dates back to the distant year of 1909, a period in which the then President of the Republic, Nilo Peçanha, created nineteen Schools for Apprentice Craftsmen in Brazil” (Figueiredo, 2015, p. 27). These schools were similar to the High Schools of Arts and Crafts³, but focused on industrial education and were maintained by the Brazilian State. The objective was to teach how to work, not in any space, but within the reality of an emerging industry and civil construction. In that same year, agricultural education was organized to train “[...] ‘chiefs of culture, administrators and foremen’” (Moura, 2007, p. 6). The trajectory of these schools is narrated by the author Margarete de Quevedo:

Seven years after their creation, the Apprentice Schools were transformed into Industrial High Schools and, in 1942, their name changed to Industrial and Technical Schools. In 1959, configured as autonomous agencies, the same schools began to be considered Federal Technical Schools and, in parallel with the historical process of the initially Apprentice Craftsman Schools, a network of Agricultural Schools – Federal Agrotechnical Schools – was established, based on the farm school model and linked to the Ministry of Agriculture, becoming the responsibility of the MEC in 1967 (Quevedo, 2016, p. 27).

During the military governments in Brazil, Law 5,692/71 (Brasil, 1971) introduced a reform that would establish the guidelines and bases for elementary, middle, and high school over the next two decades. In this law, high school was made equal to technical courses, as the intention was to universally professionalize high school, providing for mandatory vocational education. In practical terms, what we saw was the continued emphasis⁴ on preparatory education in schools aimed at the urban “middle classes” and national elites, which disregarded the content of the law and contributed to further deepening the structural dualism of Brazilian education (Munhoz; Melo-Silva, 2012).

In this context, the Federal Centers for Professional and Technological Education (Cefets - *Centros Federais de Educação Profissional e Tecnológica*) were created, since most public schools could not implement professional education due to lack of resources (Ribeiro; Cardoso, 2016). More specifically, in June 1978, with Law 6,545/78 (Brasil, 1978), some Federal Technical Schools (ETFs-*Escolas Técnicas*

³ The Arts and Crafts High Schools are institutions founded around the middle of the 19th century, in some Brazilian cities, generally by civil society associations, whose main activities are within the scope of professional education, also acting in industrial and cultural production (Vasconcelos, 2020).

⁴ Since the LDB – Law 4,024/61 (Brasil, 1961) – in practice also reproduced the duality between a type of education aimed at the popular classes and another intended for the dominant classes.

Federais) and Federal Agricultural Schools (EAFs-*Escolas Agrotécnicas Federais*) were transformed into Cefets. These centers had patrimonial, financial, administrative, disciplinary and didactic-pedagogical autonomy, and were federal autarchies. According to Brito and Caldas (2016), the creation of Cefets was a response to the demands for professional training resulting from the economic development established in the country in the late 1970s and early 1980s. Initially, only three institutions were transformed, giving rise to Cefet -PR, Cefet -MG and Cefet -RJ. According to Campello (2007), these schools are authorized to operate in higher education with an emphasis on short-term undergraduate courses in the training of technologists.

The network was expanded in 1994, during the Itamar Franco administration, when Law 8,948/94 (Brasil, 1994) was enacted, establishing the National System of Technological Education. This law provided for the gradual transformation of Federal Technical and Agricultural Schools into Cefets, a process called “cefetization” by some authors, where technical schools were qualified for Cefet status for didactic and technical reasons (Araújo, 2018; Campello, 2007). The responsibility of Cefets was to offer professional education through their different high school courses, including higher education courses linked to the technological area, in addition to *lato* and *stricto sensu* postgraduate courses. Decree 2,406/97 (Brasil, 1997b) established the basic characteristics of Cefets, emphasizing the provision of professional education; priority action in the technological area; the combination of theory and practice in teaching; and the provision of technological higher education, differentiating it from other forms of higher education (Campello, 2007).

During the government of Fernando Henrique Cardoso, the Law of Guidelines and Bases for National Education (LDB-*Lei de Diretrizes e Bases da Educação Nacional*), Law 9,394/96 (Brasil, 1996), was approved, which restructured the Brazilian education system. From that moment on, education in Brazil began to be divided into two levels: basic education – eight years of elementary school⁵ plus three years of high school – and higher education. According to Viamonte (2011), professional education was not included in either of the two levels, and therefore was not part of the structure of Brazilian regular education. It did not offer conditions for students to continue their studies, once again marking the duality between professional and preparatory education. In article 40 of the same LDB, we can see this separation: “[...] Professional education will be developed in conjunction with regular education or through different continuing education strategies, in specialized institutions or in the workplace” (Brasil, 1996).

In April 1997, to regulate Law 9,394/96 for vocational education, Decree 2,208/97 was presented, which indicates the following description in its article 5: “[...] vocational education at the technical level will have its curricular organization and will be independent of high school, and may be offered concomitantly or sequentially with it” (Brasil, 1997a). According to Santos (2017), such determinations made it impossible to integrate the vocational modality with high school.

In 2004, Decree 2,208/97 was replaced by Decree 5,154/04 (Brasil, 2004), during the government of President Luiz Inácio Lula da Silva, and the debate on the non-separation between high school and vocational education had already begun. This new legal determination resumed the possibility of integrating high school with secondary-level vocational education, in a concept different from Federal Law 5,692/71. More specifically, with Decree 5,154/04, the exclusivity of offering technical courses that had been imposed on technical schools until then was dismantled. The stimulus for integrated training began to be observed, as well as the expansion of the number of federal schools of Professional and Technological Education (EPT-*Educação Profissional e Tecnológica*).

Regarding the process of expanding the federal network, it is important to note that, in the early 2000s, the network had 144 units in several states of the country, with different formats of course offerings, verticalized academic activities, and greater or lesser social participation. A set of isolated institutions took care of professional education⁶ (Oliveira Júnior, 2020). The restructuring of the federal network began to take place during the first term of the Lula government, when new directions for

⁵ Law 11,274 of 2006 (Brasil, 2006) changed the wording of articles 29, 30, 32 and 87 of Law 9,394 of 1996, establishing a duration of nine years for elementary education, divided into Initial Years – 1st, 2nd, 3rd, 4th, 5th years – and Final Years – 6th, 7th, 8th, 9th years.

⁶ The network was formed by: 37 Uneds, 33 Cefets, 1 ETF, 36 EAFs, 1 Technological University with 6 campuses, and 31 technical schools linked to universities (Oliveira Júnior, 2020).

professional education were presented and a set of changes for this segment were debated. The expansion of the federal EPT network began legally with the approval of Law 11,195/05 (Brasil, 2005) and with the repeal of paragraph 5 of article 3 of Law 8,948/94, which would come into force with the following text:

§ 5. The expansion of the supply of professional education, through the creation of new teaching units by the Union, will occur, preferably, in partnership with States, Municipalities, the Federal District, the productive sector or non-governmental organizations, which will be responsible for the maintenance and management of the new teaching establishments (Brasil, 1994, p. 1).

In 2005, the first phase of the Expansion Plan for the Federal Network of Professional and Technological Education provided for the construction of new teaching units – 5 ETFs, 4 EAFs and 33 Decentralized Teaching Units (Uneds) –, covering 23 units of the federation with the installation of at least one federal institution of technological education (Oliveira Júnior, 2020). This construction of new units aimed to serve the states of the Federation that did not yet have federal EPT institutions, such as Acre, Amapá, Mato Grosso do Sul and the Federal District. The Cefets closest to these locations were designated to carry out this expansion. According to Pacheco (2010), the priority was to serve the municipalities in the interior that were centers of influence for other municipalities, as well as the outskirts of urban centers – interiorization of professional education. The second phase of the Expansion Plan began in 2007 and had as its motto “A technical school in each hub city in the country”, with the forecast of building 146 new units over a three-year period⁷ (Oliveira Júnior, 2020).

With the educational foundation built during his first presidential term, on December 29, 2008, and therefore already in his second term, President Luiz Inácio Lula da Silva sanctioned Law 11,892 (Brasil, 2008b), which created the FIs in Brazil as an EPT model. The aforementioned law instituted the RFEPCT, listing, in addition to the FIs, the following institutions as components of the network: the Federal Technological University of Paraná (UTFPR); Cefet-RJ, Cefet-MG; technical schools linked to federal universities and Colégio Pedro II. One of the objectives of this new education model was to expand the offer of technical courses, mainly in the form of integrated high school education, based on an education committed to social change. Eliezer Pacheco, Secretary of Professional and Technological Education (Setec) of the Ministry of Education (MEC) between 2005 and 2012 and one of those responsible for implementing the FIs project, highlights:

Education needs to be linked to the strategic objectives of a project that seeks not only inclusion in this unequal society, but the construction of a new society based on political, economic and social equality: a school linked to the world of work from a radically democratic and social justice perspective (Pacheco, 2010, p.8).

This new educational project transformed the Uneds, most of the Cefets, the EAFs and the technical schools linked to universities into decentralized units, now called Campuses. These campuses were created in all Brazilian states, covering regions where there was previously no federal public professional education (Romanelli, 2010).

According to article 8 of Law 11.892/08, the structure of FIs is divided into technical courses (50% of vacancies), preferably integrated with high school and adult education (EJA); undergraduate courses (20% of vacancies); technological degrees; and may also include specializations, professional master's degrees, and doctorates, focused primarily on applied research in technological innovation. According to data presented by the federal government, by 2023, the FIs network was composed of 682 units (campuses) associated with 38 Rectory Offices, 2 Cefets, UTFPR, 22 technical schools linked to federal universities, and Colégio Pedro II. In March 2024, President Lula, in his third term, announced the creation of one hundred new campuses, planned for the five regions of Brazil (IFSP, 2021).

⁷ During this period, Setec/MEC announced a program with technical criteria to organize the expansion. Among them, the following stood out: balanced territorial distribution of new teaching units; coverage of the largest number of mesoregions; alignment with local production arrangements; use of existing physical infrastructure; and identification of potential partnerships (Brazil, 2013).

FIs have come to occupy a prominent role in the Brazilian educational system by offering, within a single institution, different levels and modalities of education. As a result of this scope,

[...] professionals have the possibility, in the same institutional space, of building links at different levels and modalities of teaching, at different levels of professional training, seeking methodologies that best apply to each action, establishing the inseparability between teaching, research and extension (Pacheco, 2010, p. 27).

In addition to being in the same space, basic and higher education, “[...] the integrated curriculum in high school meets the needs of training for work, with the goal of overcoming the domination of workers and prospects for emancipation” (Ramos, 2010, p. 52). Under this dimension, work is taken as an educational principle, that is, as an element capable of educating the human species, making it, beyond a set of living animal beings, historical-social beings. This aspect is materialized in the curricula based on verticality and transversality.

Transversality is mainly related to the dialogue between education and technology, the latter being the cross-cutting element present in teaching, research and extension within FIs. Verticalization, on the other hand, is related to the offering of courses at different levels and modalities in the same institution, as well as the possibility of teaching at these different levels and modalities simultaneously.

Curricular integration in high school courses represents one of the main advances in the configuration of an emancipatory education in FIs (Zatti, 2016). According to Bonfim (2017), the institutes have managed to significantly achieve technological higher education, considerably incorporating the task of training teachers from undergraduate to postgraduate levels and also by offering courses in different areas, such as Human Sciences and Philosophy, in addition to engineering.

Thus, we have a very complex institution, which offers everything from basic education to *stricto sensu* postgraduate programs (master's and doctorate degrees). According to the literature, this form of education may have been inspired by international models. Some authors, such as Araújo (2018) and Souza (2014), draw a parallel between the way FIs are organized and North American community colleges, in terms of the type of offering, teaching at different levels, and research. Araújo (2018) tells us that, in early 2007, the MEC and Setec conducted technical visits and comparative studies between Brazilian professional and technological education and North American community colleges. These studies resulted in a document called Comparative Study of American Community Colleges and Brazilian Professional and Technological Education, whose authors are two Americans and two Brazilians, specialists in professional and technological education and community colleges⁸.

Community colleges are educational institutions that charge tuition fees and offer courses of up to two years, in addition to providing professional certification programs. After completing these two years, students can transfer to another college to complete their studies and even pursue master's and doctoral degrees (Souza, 2014). These community colleges serve more than half of the American university population, and it is estimated that at least 100 million people have studied at these institutions since 1901 (Viebrantz, 2010). Like FIs, community colleges have a strong insertion in the productive context and a local social bias, in addition to stimulating applied research (Souza, 2014).

This inspiration from community colleges was a structural element for the transformation of federal technical schools into hybrid institutions, offering basic education and higher education. This concept is addressed by Araújo and Mourão (2021), for whom institutional hybridization is a process that merges basic, professional and higher education in the same teaching, research and extension space, with verticalization as an instrument that allows its operation.

⁸ We were unable to access this original document. We relied on research by Araújo (2018), who made the following mention in a footnote to his thesis: “In order to access this comparative study, the author of this research requested this document from the MEC on August 16, 2016 (Protocol 2064473) and from Setec/MEC on August 23, 2016 (Protocol 2016.0010.484977). However, we did not have access to the document. In 2017 (Protocols 23480020353201722, on 08/31/2017, and 23480023601201797, on 10/15/2017), we made another attempt with the CGU, through the Electronic System of the Citizen Information Service (www.esic.cgu.gov.br) and received the document that demonstrates that the articulators of the transformation of the FIs carried out a study of the Community Colleges and that this served as a model for the type of institution we have” (Araújo, 2018, p. 84).

We can use the following example to understand, in practice, how vertical education works for teachers: a teacher who entered the Federal Institute through a public selection process for the position of Biology teacher is qualified to teach the Biology curricular component to integrated high school classes. In addition, during the same school term, this teacher may also teach specific subjects of a concomitant/subsequent technical course, a Bachelor's degree in Biological Sciences, or any other bachelor's degree, undergraduate degree, *lato sensu* or *stricto sensu* postgraduate course – if the campus offers it. Thus, accumulating, simultaneously, different levels and modalities of education in her daily pedagogical practice. We understand that this is a great challenge for teachers, while the task of vertical education within the FIs was only possible through the creation of a new career, teaching at the EBT'T.

THE EBT'T TEACHER IN THE VERTICALIZATION PROJECT: INNOVATION OR PRECARIOUSNESS?

For the new institutionalization of the FIs and seeking to meet the demands of verticalized education, a teacher that had not yet been considered in Brazil was required. This teacher should have an academic background⁹ and develop a set of knowledge that would meet the needs of different modalities, levels of education, audiences and age groups, in addition to performing activities related to research, extension and administrative activities. Thus, starting in 2008, IFs teachers became part of the EBT'T teaching career, which originated almost simultaneously with its implementation (Dominik, 2017).

Before the EBT'T teacher, at Cefets, the teaching staff was composed of 1st and 2nd degree teaching careers with exclusive work in basic education, and higher education teaching careers, whose work was restricted to this same level of education. This division in the fields of teaching activity represented, among other problems, salary differences among the group of teachers. This was the context for the creation of the EBT'T teaching career.

Therefore, Law 11,784/08 (Brasil, 2008a) was responsible for the creation of a new career plan, which included technological education in the EBT'T Teaching Career and Positions Plan, replacing 1st and 2nd degree teaching and higher education:

Art. 105 - The Career and Position Plan for Basic, Technical and Technological Education Teachers is hereby structured, as of July 1, 2008, comprising senior-level positions in the Staff of Federal Education Institutions, subordinate or linked to the Ministry of Education, which are part of the 1st and 2nd Degree Teaching Career of the Single Plan for Classification and Remuneration of Positions and Jobs, as set out in Law 7,596 of April 10, 1987.

Art. 106 - The following are part of the Career and Position Plan for Basic, Technical and Technological Education Teachers: I - Basic, Technical and Technological Education Teacher Career, comprising the permanent positions of Basic, Technical and Technological Education Teacher; and II - Isolated position of effective provision of Full Professor of Basic, Technical and Technological Education, created under the terms of this Law (Brasil, 2008a).

This innovation was important because, with the implementation of the FIs, the difference between careers ceased to exist. If this were not the case, it would have been necessary to hire new high school and technical school teachers to teach classes in professional courses – 1st and 2nd degree teachers – and also other teachers from the higher education career (*MS-magisterio superior*) to work at undergraduate and postgraduate levels *lato* and *stricto sensu*. Law 11.784/08, later regulated and restructured by Law 12.772/2012 (Brazil, 2012)¹⁰, also established that the work regimes would continue

⁹ Bachelor's degree required to work in mandatory curricular components related to the areas of knowledge that make up general training and, in the case of teachers in the technology center, a bachelor's degree or technology in the specific area of activity.

¹⁰ According to Dominik (2017), the teaching activities described in article 111 of Law 11,784/2008 are related to teaching, research, extension and management – direction, advisory, leadership, coordination and assistance. However, we have highlighted that, in this law, the performance of the EBT'T professor in higher education could not exceed two consecutive years. This restriction was revised in Law 12,772/2012, including the financial equalization between the careers of EBT'T professors and higher education. In other words, since the salary equalization, there is no longer a time limit for teaching in higher education.

to be the same as those for higher education careers, that is, 20 hours, 40 hours and exclusive dedication regime (RDE-*regime de dedicação exclusiva*).

Since then, the EBT^T teacher has been authorized to teach classes in basic education and higher education, moving through these contexts, in constant exchange, as Eliezer Pacheco explains:

This verticalized pedagogical organization, from basic to higher education, is one of the foundations of Federal Institutes. It allows teachers to work at different levels of education and students to share learning spaces, including laboratories, enabling the design of educational paths that can range from technical courses to doctorates. (Pacheco, 2010, p.13).

We confirm that verticalization within the FIs was only possible to be implemented due to the existence of the EBT^T teacher, whose workload includes, in addition to teaching for different modalities and levels, research, extension and management activities. For Dominik (2017), there are many functions for the same employee in an institution, which requires time for assimilation to validate this new career.

Because it represents a new model of teaching practice that is still little known in the field of educational research, some academic works have recently been produced with the aim of analyzing EBT^T teaching. Padilha (2019) found, up to that year, thirteen research studies cataloged on the Capes Sucupira platform.

Among the thirteen works surveyed, eight are about master's dissertations and five are about doctoral theses. The master's dissertations focus on the themes of teaching: recognition of knowledge; working conditions; training and identity. The doctoral theses address the EBT^T teaching work more comprehensively, focusing equally on identity; recognition of knowledge; professionalism; social representations; and the organization of this work. All seek, through documentary, bibliographical and even empirical research (through semi-structured interviews), to better understand this new object that is the main focus of appreciation in the current context of the creation of FIs (Padilha, 2019, p. 17).

Amorim Junior, Schlindwein and Matos (2018), when analyzing the distribution of teaching activities at the Instituto Federal de Rondônia (IFRO), in accordance with the respective Teaching Activity Regulation (RAD-*Regulamento de Atividade Docente*), revealed the multifaceted nature of the work of the EBT^T teacher, especially those who fit into the 40-hour weekly work regime of exclusive dedication. The authors highlight: 1) the excess of demands that require varied knowledge, skills and abilities; 2) the “elasticity” regarding the segment and level of education served by the EBT^T teacher; and 3) the fulfillment of institutional goals and continuous training, linked to the possibility of career progression.

In Brazil, there is an expansion of skills for work, which, in Mota's (2011) interpretation, coincides with the new forms of precariousness¹¹ instituted since the government of Fernando Henrique Cardoso. Authors such as Araújo and Mourão (2021) point out, among the main processes of precariousness of teaching work in FIs, the fetish of the new career (EBT^T) and verticalization.

Thus, verticalization is an update of the conception of education as a consumer good, as it understands that an institution can develop teaching at all levels and modalities. This fact leads the EBT^T teacher to work vertically at different levels of education, which intensifies teaching work and makes professional practice precarious (Araújo; Mourão, 2021, p. 10).

¹¹ The precariousness of work is part of the dynamics of the recent capitalist restructuring. It is, therefore, a phenomenon resulting from the advancement of the accumulation model, translated into the permanent struggle for competitiveness, efficiency and profit, causing labor flexibility, new forms of hiring, lower wages, loss of labor rights and attacks on trade union organizations (Cerón; Cruz, 2012).

Agreeing with Amorim Junior, Schlindwein and Matos (2018), we recognize that the demands of the EBT'T teacher are not disconnected from the way society is organized around the capital. The educational management model has a direct impact on the work of the teacher, determines their actions and interferes with their subjectivity.

Therefore, the duties of this multitasking figure are aligned with the demands of the neoliberal system and the management model in education, with regard to the characteristics of efficiency, effectiveness, agility and productivity, in all types of activities, whether related to teaching, research, extension, administrative activities, student guidance or qualification, requiring the teacher to achieve pre-established institutional goals that meet the respective performance evaluators (Amorim Junior; Schlindwein; Matos, 2018, p. 1229).

Santos (2016) pointed out that the practice of the EBT'T teacher has characteristics of a platypus school. When conducting her research with teachers from the Instituto Federal de Roraima (IFRR), she found, latently in each of the participants, an existential uncertainty and an ontological doubt about their respective roles in this complex institution. The author returned to the metaphor of the platypus¹², initially used by Francisco Oliveira (1972) to explain Brazil, to interpret the EBT'T teacher within the scope of the FIs, whose identity of their work lies in the confluence of distinct dimensions and in a tangle of complex interactions, dimensioning a new spectrum of teaching practice. In this sense:

We believe that in order to understand the identity processes of the EBT'T teacher, we cannot lose sight of the inter-relational intersection of subjective dynamics, such as biographical processes, values, affections, political-ideological citizenship, training and life trajectories, among others; of professional dynamics, such as the relationship with the choice or not of teaching as a profession, socialization with peers, with other teachers and with the pedagogical lines of the Institution; and the institutional dynamics, forged by the guiding documents that establish/constitute the teacher's routine [at IF] (Santos, 2016, p. 23).

In other words, the axes of the identity processes converge in the discourses produced within social relations. In this way, teaching identity would be configured as a product of a tension or a contradiction internal to the social world (Dubar, 2005).

For Flores (2019), given the significant difficulty in consolidating an identity for EBT'T teachers and, in addition to it, this intense process of precariousness, a situation is created “[...] in which we are all easy prey, eager for ways out that will save us or at least alleviate our ‘pain’” (p. 16). When analyzing the career of EBT'T teachers in the context of the Colégio de Aplicação da Universidade Federal do Rio de Janeiro (CAp/UFRJ), the author understands that to combat this process, collective organization is essential, demanding actions from two perspectives that interpenetrate: “[...] in the consolidation of an identity that unifies EBT'T teachers, and in the consistent investment in the critical perception of the movements that surround us” (Flores, 2019, p. 16).

Such efforts, in the current situation, would be in opposition to the various forms of precariousness in the teaching career that, when combined, can be represented by the image of a kaleidoscope (Araújo; Mourão, 2021) in which: one side reflects the flexibilization and constant exploitation of work, without changing its status; another, the constant attack on labor rights, through the reduction of their guarantees and the social protection of work; and, a third, reflects the subjective reflections of suffering, of illness caused by the constant transformations imposed on the organization of work.

Within the scope of the RFEPCT, the twists and turns of this kaleidoscope also radiate the effects of the policies implemented by the last two Brazilian governments¹³. These policies accelerated

¹² According to Santos (2016), “We approach the idea of the platypus, as coined by Francisco Oliveira, more than 40 years ago, when constructing a reference to Brazil, a dual and dysmorphic country in its essence. A metaphor, based on the animal that has a duck's beak, and is a reptile, bird and mammal, compared to the evolutionary impasses of our nation by the author (Santos, 2016, p.153)”.

¹³ Michel Temer (from 2016 to 2018), who assumed the presidency after the parliamentary coup that removed Dilma Rousseff from office and Jair Messias Bolsonaro (2019 – 2022).

neoliberal (counter)reforms in Brazilian education, among which the following stand out: the reform of high school, the implementation of the National Common Curricular Base (BNCC-*Base Nacional Comum Curricular*) for High School, the publication of the General National Curricular Guidelines for Professional and Technological Education (DCNGEPT-*Diretrizes Curriculares Nacionais Gerais para a Educação Profissional e Tecnológica*), and the changes in the regulation and control of the activities of EBT^T teachers through Ordinance 983/2020 (Brasil, 2020). The latter was revoked by the current government¹⁴ after the publication of Ordinance 750/2024 (Brasil, 2024b).

Ordinance 983/2020 provided for an increase in the minimum number¹⁵ for teachers in the EBT^T teaching career, in addition to not establishing a limit for these, which would result, in many cases, in the maximum number of classes being assigned to the detriment of institutional representation, research, and extension activities. In practice, this change makes labor relations precarious and weakens the teaching and learning relationship based on the EPT objectives, which aim to integrate the axes of work, science, and culture through the inseparability of teaching, research, and extension. The same ordinance also revealed an interest in regulating the teaching activity in distance learning courses, as well as providing for the mandatory electronic attendance record for classroom activities, opening the way for the establishment of teacher time tracking throughout the network. However, its revocation, dated July 30, 2024, brought into force, only on a temporary basis for a period of 60 days, Ordinance 750/2024. Thus, the regulation of teaching activities began to follow the new provisions until new specific guidelines were published, resulting from the recommendations of a Working Group (WG) established by Setec¹⁶.

The reform of high school, instituted by Law 13,415/2017 (Brasil, 2017), begins to appear within the FIs with the definition by the National Textbook Program (PNLD-*Programa Nacional dos Livros Didáticos*), “[...] which organizes the contents of Basic Education by areas of knowledge, restricting the pedagogical material that will be available to the entire public education network” (Souza; Garcia, 2022, p. 13). Araújo (2023) also highlights that:

In recent years, it has been possible to observe that, in addition to the pressure from the (MEC/CNE) for the implementation of the Reform, there was also a certain consent within some Federal Institutes of Education (FIs) regarding the implementation of the High School Reform, which was present in Course Pedagogical Projects (PPCs-*Projetos Pedagógicos de Curso*) and in certain guidelines developed at the Federal Institutes of Education (FIs). In this context, the adaptation of the curriculum of integrated technical courses to the BNCC workload is a worrying indicator, because it points to a process of institutional adherence, of consent to the High School Reform [...]. In these cases, then, there are signs of a consented reform (Araújo, 2023, p. 18-19).

The enactment of Law 14,945/2024 (Brasil, 2024a) by the current Lula administration partially repeals and supposedly mitigates the harmful effects imposed by Law 13,415/2017, especially by restoring the minimum workload of 2,100 hours of basic general training to EPT – after being reduced, in 2017, to a ceiling of 1,800 hours. However, the 300 hours reacquired that may be allocated to general training content must deal with components that are strictly linked to the area of the technical course offered, that is, there will be a use of subjects that are compatible with the professional training course.

Pelissari (2023) identifies that the DCNGEPT (Brasil, 2021) organizes all the devices that link professional education to the principles of the new high school in progress and, at the same time, acts to dismantle the bases and identity that had been built until then for EPT. In this sense, he highlights three characteristics of this document that, according to him, threaten the concept of comprehensive human education offered in FIs and, further, pave the way for greater precariousness of work and the scrapping of the quality of education.

¹⁴ Now under the responsibility of President Luiz Inácio Lula da Silva, who has been in charge of the executive branch since 2023.

¹⁵ Minimum of fourteen hours (clock) per week for full-time teachers and a minimum of ten hours (clock) per week for part-time teachers.

¹⁶ At the time this article was written, the final report with the results from the WG had not been published.

The first of these concerns the generalization of the perspective put forward by the pedagogy of competencies, now presented as a structuring principle for all EPT courses. The author explains that the definition given to the term competency is similar to that identified in the BNCC for High School (Brasil, 2018). However, it has an emphasis on its professional characteristic, in the dimension of employability. Therefore, these are competencies exclusively aimed at the job market (Pelissari, 2023).

The second characteristic of the DCNGEPT refers to the form of articulation envisaged between general training and professional education.

[...] fragmentation is the core of the proposal, including the provision of a new type of provision of Secondary Level EPT: the concomitant intercomplementary form, developed simultaneously in different institutions or education networks, but integrated in the content. This is, once again, the mobilization of the notion of integration to ratify a proposal of a distinct principle, hiding its true meaning (Pelissari, 2023, p. 9).

Finally, there is the reinforcement of a trend towards the privatization of EPT which, among other things, textually “[...] authorizes the composition of integrated curricula resulting from the articulation between two or more different institutions or administrative spheres, including through the partnership between the State and the private educational market” (Pelissari, 2023, p. 11). Esposito et al. (2022) understand that, when added together, the legal instruments listed here represent a set of autocratic actions that subject educational institutions to processes contrary to democratic primacy as well as acting to weaken the possibilities of resistance to them.

PRELIMINARY CONSIDERATIONS: ON THE POSSIBILITIES OF CONSOLIDATION OF THE FIGHTING FRONTS

The importance of creating and implementing FIs based on the reality of Brazilian education is undeniable, especially regarding their role in ensuring actions aimed at incorporating social sectors that have historically been excluded from the right to quality public education, from basic education to higher education. In this sense, FIs represent the possibility of expanding and internalizing professional and technological education, which integrates science, technology and culture as inseparable dimensions.

As we have seen, with the implementation of the FIs, a new teaching professional was required: the EBTT teacher, whose main characteristic is the practice of teaching in a verticalized manner. This practice, previously unheard of in the Brazilian educational scenario, is characterized, among other things, by the same teacher teaching classes in different modalities and levels of education. For its creators, these attributes of the EBTT teacher represent a “pedagogical innovation”.

However, the most recent studies on the career of EBTT teachers indicate that these professionals carry with them an existential uncertainty and an ontological doubt about their role in this institution, especially when faced with the proposal of verticalized teaching. It seems to us that the lack of clarification and institutional planning for the implementation of this new professional practice overburdens teachers – “platypuses” – who need to handle activities related to teaching, research, extension and management, making their work precarious. In view of this, and in view of the twists and turns of a kaleidoscope that reflect the dismantling of teaching work in the context of globalization and neoliberalism, we draw attention to the need for two fronts of struggle that corroborate the strengthening of the identity of this (new) professional and, consequently, the potentialization of the desired institutional project.

The first front of the struggle involves the consolidation of a continuous institutional political-pedagogical training, aimed not only at improving teaching practice and reflecting on pedagogical knowledge, but also at understanding the social function of FIs, their historicity in the context of Brazilian education and their paradigms based on polytechnics. According to Saviani (2003), the notion of polytechnics “[...] moves towards overcoming the dichotomy between manual work and intellectual work, between professional instruction and general instruction” (p. 136); it is a contribution to thinking about an institutionality that breaks with the dual and fragmented school model, consecrated for centuries, putting in its place a progressive educational project based on the mastery of the scientific foundations

of the different techniques that characterize the modern productive work process, with a view to social transformation.

In view of this, it is necessary that teachers who enter the career of EBT'T educators are recognized as agents of this new institutionality that,

from a legal point of view, it is on the same level as universities, however, breaking with the “UNIVERSITY\TECHNICAL SCHOOL” matrix, which establishes a hierarchy of knowledge linked to the hierarchy of social classes: University for the privileged classes and strata and technical school for workers. Consequently, it is neither a University nor a Technical School, but another and unprecedented institutionality. What Paulo Freire called “viable unprecedented” (Pacheco, 2020, p. 7).

There is no way to collectively face the contradictions of one's career, as well as the constant (counter)reformist attacks of neoliberal ideology without educators recognized in the structuring foundations¹⁷ – verticality, transversality, territoriality – and in the educational principles¹⁸ – integral human formation, work as an educational principle, social practice as a source of knowledge, the inseparability between teaching, research and extension –, which make up the political-pedagogical actions of the FIs.

A second front of struggle concerns the “building of resistance from within,” as explained by Frigotto (verbal information, 2021)¹⁹. For him, FIs need to be clear about the gravity of the current times, in which far-right forces work to subvert democracy and destroy any project of quality public education aimed at the working class. In this sense, it is necessary to “[...] resist from within in teaching, research and extension [...],” based on the critical reworking of public knowledge, intervening in the material reality and combating structural inequalities of all kinds.

Based on the principles and foundations of the FIs, the EBT'T teacher is invited to assume the role of a fundamental interlocutor of public policies, using forms of pedagogy that incorporate political interests of an emancipatory nature. In Giroux (1997), such attributes refer to teachers as transformative intellectuals, who

[...] need to develop a discourse that unites the language of critique and the language of possibility, so that social educators recognize that they can promote change. In this way, they must speak out against economic, political, and social injustices inside and outside schools. At the same time, they must work to create the conditions that give students the opportunity to become citizens who have the knowledge and courage to fight (Giroux, 1997, p. 163).

Resisting from within also poses the challenge of joining the broader struggle of social movements, unions, scientific, political, artistic and cultural organizations to advance achievements and confront setbacks in relation to the career of EBT'T teachers and the entire context involving EPT within the scope of FIs. For example, the last major national strike of federal education professionals, administrative technicians and teachers, which took place in 2024 and was led by the three main union fronts²⁰ that represent these workers – *Sindicato Nacional dos Servidores Federais da Educação Básica, Profissional e Tecnológica* (Sinasefe), o *Sindicato Nacional dos Docentes do Ensino Superior* (Andes-SN) and *Federação de Sindicatos de Trabalhadores Técnico-administrativos em Instituições de Ensino Superior Públicas do Brasil* (Fasubra) –

¹⁷ As described in Pacheco (2020).

¹⁸ As described in Pacheco (2020).

¹⁹ Closing conference of the 1st SOUTHERN REGIONAL SEMINAR ON PROFESSIONAL AND TECHNOLOGICAL EDUCATION (I SEMINÁRIO REGIONAL SUL DE EDUCAÇÃO PROFISSIONAL E TECNOLÓGICA), held at the Farroupilha Federal Institute of Education, Science and Technology, in 2021. Available at: <<https://www.youtube.com/watch?v=PR23RBPfNRE>>. Accessed on: 20/02/2024.

²⁰ As jornadas de lutas dos/as trabalhadores/as da educação federal que se sucederam ao longo da greve de 2024 foram registradas nos sites das respectivas entidades sindicais: Sinasefe (Disponível em: <<https://sinasefe.org.br/site/greve-2024/>>); Andes-SN (Disponível em: <<https://www.andes.org.br/conteudos/noticia/greve-docente-federal-20241>>); Fasubra (Disponível em: <<https://fasubra.org.br/geral/memorial-da-greve-de-2024/>>). Acessos em: 28/09/2024.

, enabled important achievements for the career. Among them, we can highlight: the restructuring of salaries and positions related to higher education and EBT'T teaching careers; the immediate revocation of Ordinance 983/2020; and the release of attendance control for EBT'T teaching staff. The demand for the repeal of the high school reform, Law 13,415/2017, was also present in the respective strike movement of 2024 and, together with other resistance collectives²¹, contributed to its implementation, despite the fact that the new law (14,945/2024) maintained several elements of the original reform. As Campinho (2023, p. 139) reminds us, “[...] the sectors of the working class do not produce advances that do not go through their collective organization [...]”, with the strike being the main tool of struggle against the degradation of teaching working conditions in capitalist society.

Another recent example concerns the participation of social movements and popular organizations from the Jequitinhonha Valley (MG) in defense of the immediate opening of the Quilombo Minas Novas Campus of the Federal Institute of Northern Minas Gerais (IFNMG). To this end, representatives of these movements and organizations jointly signed an open letter in May 2024, which was delivered to the MEC and the Ministry of Racial Equality (MIR). As stated in the document:

The Jequitinhonha Valley is a historically exploited territory. The logic of predatory exploitation and domination, persistently expressed in official social indicators, has earned the region the nickname “Valley of Misery”. While the lack of access to rights and public services affects the entire regional population, socio-racial and environmental inequalities are even more alarming when it comes to *quilombola* communities, indigenous peoples, rural peoples and other peripheral groups. [...] The Quilombo Campus will foster alternatives to protect the territories, socio-biodiversity, heritage and cultural riches that have allowed *quilombola* communities and other traditional peoples and communities of the Jequitinhonha Valley to defend their ways of life. This is a strategic public policy to support the fight against constant threats, rights violations and overexploitation (MAB, 2024).

According to the published text, once completed²², the creation of the respective campus should be understood as a form of historical reparation for the violence, expropriation and exploitation suffered. The document constituted a fundamental step towards expanding the political and pedagogical plurality of the RFEPCT.

We therefore recognize that, especially in times of continuous attacks on the social protection of workers, public careers in the State, public education, science and technology, peripheral peoples and their historically engendered social markings, among others, it is imperative to build collective and dialogical spaces that, by resisting from within, enable the propagation of counter-hegemonic ideals. Therefore, ideals that are antagonistic to the twists and turns of the kaleidoscope whose movements tend to hegemonize varied combinations of the same neoliberal political project, averse to the emancipation of citizens and social justice advocated by the FIs.

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²¹ Tais como: o Coletivo em Defesa do Ensino Médio de Qualidade, vinculado à Campanha Nacional pelo Direito à Educação; o Movimento #RevogaNEM; a Rede Escola Pública e Universidade (Repu); o Movimento Nacional em Defesa do Ensino Médio, ligado ao Observatório do Ensino Médio: pesquisa juventude, escola e trabalho (Universidade Federal do Paraná – UFPR).

²² Diante da estratégia do Governo Federal em parcelar a criação de cem campus, anunciados até o ano de 2027.

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DECLARATION OF CONFLICT OF INTEREST

The authors declare that there is no conflict of interest with this article.