

**OVERVIEW OF TECHNICAL COURSES IN LEISURE IN BRAZIL:
BETWEEN TRAINING AND PROFESSIONAL PERSPECTIVES¹****Received on:** September 23, 2024**Passed on:** January 12, 2025License: *Adriano Gonçalves da Silva²*

Centro Federal de Educação Tecnológica de Minas Gerais (CEFET-MG)

Curvelo – MG – Brazil

<https://orcid.org/0000-0003-4813-1299>*Cathia Alves³*

Instituto Federal de São Paulo (IFSP)

Salto – SP – Brazil

<https://orcid.org/0000-0002-4768-0539>*Carla Augusta Nogueira Lima e Santos⁴*

Universidade do Estado de Minas Gerais (UEMG).

Belo Horizonte – MG – Brazil

<https://orcid.org/0000-0002-2733-4196>*Luana Moreno da Silva⁵*

Universidade Federal Fluminense (UFF)

Niterói – RJ – Brazil

<https://orcid.org/0009-0002-0302-9477>*Maria Carolina Murta Meireles e Sousa⁶*

Universidade Federal de Minas Gerais (UFMG)

Belo Horizonte – MG – Brazil

<https://orcid.org/0009-0008-0090-1059>*Mauro Lúcio Maciel Júnior⁷*

Universidade do Estado de Minas Gerais (UEMG).

Divinópolis – MG – Brazil

<https://orcid.org/0000-0002-9402-952X>¹ Research funded by FAPEMIG, through the Universal Demand Notice – 001/2018.² Master's Degree student PPGTUR/UFF. Scholarship Recipient FAPEMIG during the development of the research.³ Professor at IFSP/Salto. Member of the Oricolé Group – UFMG.⁴ Professor at Universidade do Estado de Minas Gerais (UEMG). Member of the Oricolé Group – UFMG.⁵ Master's Degree student in Tourism at the Fluminense Federal University and Graduated in Tourism at UFMG. She was a Scientific Initiation scholarship holder from Fapemig during the development of the research project.⁶ Undergraduate in Physical Education at UFMG. She was a PIBIC/CNPq scholarship holder during the development of the research project.⁷ Professor at Universidade do Estado de Minas Gerais (UEMG). Member of the Oricolé Group – UFMG.

*Hélder Ferreira Isayama*⁸
Universidade Federal de Minas Gerais (UFMG)
Belo Horizonte – MG – Brazil
<https://orcid.org/0000-0002-4442-5356>

ABSTRACT: Leisure has emerged as a relevant and necessary field in people's lives, being a social right permeated by the manifestations of culture and the demands of individuals. In this sense, the present investigation aimed to examine the formation of the Leisure Technician in Brazil, originating from the leisure technical courses of the Federal Institutes. For this purpose, aspects such as the different forms of offering these courses, the diagnosis of their organizations, the expected professional training profile, and the characteristics of the contexts of insertion of the courses were considered. As a methodological strategy, we used bibliographic and documentary research. Among the initial results, we identified that, out of a set of thirty-five registered courses, eight are currently in operation, with a concentration in the Northeast region. Among the operating courses, we selected three offered by Federal Institutes for conducting more in-depth analyzes, as they had data available for public access. Regarding them, we noted that they are courses located in cities with tourism potential, with a duration between three and four years, presenting curricula that seek to establish a critical dialogue with the political, economic.

KEYWORDS: Leisure. Professional training. Tourism. Curriculum.

PANORAMA DOS CURSOS TÉCNICOS EM LAZER NO BRASIL: ENTRE A FORMAÇÃO E AS PERSPECTIVAS DE ATUAÇÃO PROFISSIONAL

RESUMO: O lazer tem se destacado como campo relevante e necessário na vida das pessoas, um direito social permeado pelas manifestações da cultura e demandas dos sujeitos. Nesse sentido, a presente investigação teve por objetivo examinar a formação do Técnico em Lazer no Brasil, oriundo dos cursos técnicos em lazer dos Institutos Federais. Para tanto, foram considerados aspectos como as diferentes formas de ofertas desses cursos, o diagnóstico sobre suas organizações, o perfil de formação profissional esperado e as características dos contextos de inserção dos cursos. Como estratégia metodológica, recorremos à pesquisa bibliográfica e documental. Entre os resultados iniciais, identificamos que, em um conjunto de trinta e cinco cursos cadastrados, oito estão atualmente em atividade, havendo uma concentração na região nordeste. Entre os cursos em funcionamento, selecionamos três oferecidos por Institutos Federais para a realização de análises mais aprofundadas, uma vez que possuíam dados disponíveis para o acesso público. Sobre eles, notamos que são cursos localizados em cidades com potencial turístico, com duração entre três e quatro anos, apresentando currículos que procuram estabelecer um diálogo crítico com a formação política, econômica e cultural, em paralelo à abordagem de temas transversalizados na formação do técnico em lazer

PALAVRAS-CHAVE: Lazer. Formação profissional. Turismo. Currículo.

⁸ Professor at UFMG and the Interdisciplinary Postgraduate Program in Leisure Studies.

Introduction

In Brazil, professional training opportunities for working in the leisure field are presented in different modalities: training courses; extension courses; technical courses; technological courses; bachelor's degrees; and *lato* and *stricto sensu* postgraduate courses. The provision of these training spaces is linked to three main factors: the expansion of the leisure job market; interest in the topic as a field of study; and the recognition of leisure as a fundamental human need for a better quality of life.

Technical courses, specifically those that aim to qualify/train professionals to work in specific areas of the job market, are found in Brazil in institutions distributed throughout the country. In addition to conventional private educational institutions, these courses are offered by the S System, which is formed by the National Industrial Training Service (SENAI), the National Commercial Training Service (SENAC), the National Rural Training Service (SENAR) and the National Transportation Training Service (SENAT), which are non-profit private law organizations. In the public sector, technical courses are offered by state schools, state networks of technical schools and federal institutions.

These courses have their curricula officially guided by the National Catalog of Technical Courses (CNCT), published for the first time in 2009 by the Ministry of Education. Since the publication of this catalog, technical courses called Sociocultural Animation, Animation, Leisure and Recreation, Leisure and Quality of Life and Recreation Monitor have been converted to a single nomenclature: Leisure Technician (Brazil, 2016). In the aforementioned document, the technical professional in leisure is the one who

organizes and executes leisure, recreation and sociocultural activities for different age groups, segments and social programs. It applies social mobilization and articulation techniques with the aim of promoting quality of life. Organizes and encourages the formation of leisure groups, according to

the interests of the community from the perspective of social inclusion (Brazil, 2016, n/p).

Therefore, as the focus of this text, we chose Technical Level Courses, which have a minimum workload of 800 hours and can take place in an integrated, subsequent or concurrent manner. In this scenario, this study sought to reflect on the leisure training that was established in Brazil from 2009 onwards with the establishment of the CNCT. We chose to work with Technical Education in Leisure, aiming to analyze and diagnose the training of Leisure Technicians in Brazil, seeking to identify the different ways in which these courses are offered, their organization, the expected professional training profile and the characteristics of the contexts in which the courses are inserted.

Since 2008, technical courses have been organized into twelve technological axes: “Environment, Health and Safety”; “Educational Support”; “Industrial Control and Processes”; “Management and Business”; “Information and Communication”; “Industrial Production”; “Military”; “Infrastructure”; “Food Production”; “Cultural Production and Design”; “Natural Resources” and “Hospitality and Leisure”. All twelve axes have subdivisions that represent the courses to be offered. The Hospitality and Leisure axis, for example, is composed of the following courses: “Travel Agency”; “Accommodation”; “Events”; “Tour Guide”; “Restaurant and Bar Services”; “Cooking” and “Leisure”.

Although all seven courses in the Hospitality and Leisure area offer opportunities for training leisure professionals, we only considered the specific leisure courses. This is because the others focus on operational services in reception, etiquette and ornaments, in the case of courses in event technician, as well as services focused on hosting, food and travel techniques, when it comes to technical courses for tour guides. Leisure courses, on the other hand, are mostly focused on cultural animation in terms of planning, execution and evaluation of leisure experiences.

Methodology

For this study, we understand curriculum as the result of a process of social construction in which language plays an essential role. It is a text that offers tools for seeing, naming, understanding, and giving meaning to things and individuals, embodying a web of meanings and bearing the marks of its conditions of production (Paraíso, 2010). In this sense, seeking to bring us closer to the relationships between texts, their contexts and their intentions, we proposed, as a methodological strategy, the combination of bibliographic and documentary research.

More specifically, the bibliographic review was based on the analysis of productions related to the central themes of the work, found through searches in databases, using the descriptors “Training”, “Leisure”, “Curriculum” and “Technical Courses”. The documentary research, in turn, consisted of an examination of the standards that guide technical courses in Brazil, as well as institutional documents related to leisure training at this level of education, found through the use of the website of the National Information System for Professional and Technological Education (SISTEC) of the Ministry of Education, which made it possible to identify existing courses.⁹

After collecting data from the government platform, we created a spreadsheet with the available information. This work included the creation of categories to separate the educational institutions that offered the courses, the types of offering, workload, among other aspects that we considered important.

In addition, we conducted a **web search** on the websites of the educational institutions that offered courses in leisure, focusing our work on collecting additional information. We looked for details about the educational platforms used, verified that

⁹ Available at: <https://sistec.mec.gov.br/consultapublicaunidadeensino>.

the courses were actually running, and examined the list of courses offered. In addition, we looked for information about the political pedagogical project, whenever available.

Finally, with regard to data assessment, we used content analysis (Bardin, 2019). Understood as a set of techniques within the scope of communications, based on systematic and objective procedures for describing the content of messages, this framework was used to identify, classify and establish meanings among the data obtained through bibliographic and documentary research.

Building a Panorama of Technical Courses in Leisure in Brazil

In the context of Professional Education, the organization of the “Leisure and Social Development” area, present in the National Guidelines for Technical Level Professional Education, of 1999, was the first mention of professional training in leisure in an official standard of Brazilian Professional Education. The characterization of the Leisure and Social Development area, from which schools would organize the professional profiles of the courses, demonstrates its relationship with the country's social and economic ideals. CNE/CEB Resolution No. 04/99 relates leisure and social development to activities that aim to make the most of free time and personal and community development (Brazil, 1999, p. 21).

Furthermore, according to the resolution's description, programs in the Leisure and Social Development area should be implemented based on a variety of social issues understood as strategic. These issues involved health, education, food, housing, quality of life, environmental education, childhood and youth, the elderly, consumption, job and income generation, among others. Thus highlighting the multidisciplinary perspective of leisure, by emphasizing its relationship with different dimensions of human life. In this understanding, the resolution indicated that the area would present a

multiplicity of fields of action, relating to social changes and maintaining an interface with other professional areas, such as Agriculture, Arts, Commerce, Management, Industry, Environment and Health.

With the institution of the National Catalog of Technical Courses (CNCT) in 2008, the denomination "technical course in leisure" replaced the different names for courses in the area of Leisure and Social Development, which included: "animation", "sociocultural animation", "physical activity, recreation, and sport", "physical activities, recreation, and sport in the area of social development", "recreation assistant", "leisure and recreation coordination", "land sport", "leisure and social development", "leisure and sports", "leisure and quality of life", "leisure and recreation for children and the elderly", "leisure and recreation", "leisure and recreation monitor", "leisure and recreation monitoring", "leisure and recreation organizer", "recreation", and "child recreation specialist". (Brasil, 2016, p. 279).

Such names demonstrated the dispersion of practices that could be related to the field of leisure, highlighting their links with recreation, sports and sociocultural entertainment. However, in the dispute over meaning, the word "leisure" was taken as a unifying term for the terms that have historically been related to the field. Even so, despite the word "leisure" having been considered broad and inclusive to group courses of different origins under the same nomenclature, the description of the professional profile recovered the terms "recreation" and "sociocultural animation" to signify the area of professional activity of the leisure technician.

In the new organization, the Technical Course in Leisure moved away from training related to Social Development to group itself with the area of Tourism, Hospitality and Leisure, demonstrating a more explicit relationship with the leisure market.

In addition to the Technical Course in Leisure, the Tourism, Hospitality and Leisure technological axis includes technical courses in Travel Agency, Cooking, Events, Tour Guide, Accommodation and Restaurant and Bar. These courses are brought together along the same axis through statements that relate them to technological processes of planning, organization, operation and evaluation of products and services inherent to tourism, hospitality and leisure. The CNCT understands that the professional activities of this axis refer to “leisure, social relations, tourism, events and gastronomy, integrated into the context of human relations in different geographic spaces and sociocultural, economic and environmental dimensions” (Brasil, 2016, p. 246).

Considering this information, in the present study, a mapping of the offer of Technical Courses in Leisure in Brazil was carried out through the use of the National Information System for Professional and Technological Education (SISTEC). Through this platform, educational institutions offering professional and technological education enter information about secondary-level technical courses and professional qualification courses.

In this search, 36 Technical Courses in Leisure registered in the System were found. The courses registered in the system are offered by private and public institutions from all regions of Brazil, especially in the Northeast Region, where 42% of the course registrations are located, in the cities of Macapá (AM), Canavieiras (BA), Porto Seguro (BA), Salvador (BA), Crato (CE), Fortaleza (CE), Açaílândia (MA), São Luís (MA), Cabo de Santo Agostinho (PE), Jaboatão dos Guararapes (PE) and Natal (RN). The Southeast Region also registers a significant number of courses, with 32% of registrations, in Vilha Velha (ES), Vitória (ES), Belo Horizonte (MG), Pinheiral (RJ), Rio de Janeiro (RJ), Avaré (SP), Brotas (SP) and São Paulo (SP). The other courses are

registered in Macapá (AP) and Salvaterra (PA) in the North Region; in the State of Goiás, in the cities of Goiânia, Minaçu, Nova Gama, Porangatu and São Miguel do Araguaia; and in Porto Alegre, in Rio Grande do Sul.

However, it's worth noting that the search process using this platform is manual and rudimentary. You must access each of the many institutions registered on the platform separately to search for technical courses offered and export the data provided by the institution. Furthermore, information on course offerings is not always up to date and, after a more thorough investigation, courses were identified that were discontinued, inactive or had been replaced by other courses.

We understand, therefore, that technical courses in leisure, following the organization of the National Catalog of Technical Courses, since 2009, have become present in all Brazilian regions. The course was offered by several educational institutions, including Federal Institutes, state schools, state technical schools, private technical schools and institutions of the S System.

However, we found that only five courses are currently active: 1) Escola Técnica Imperador, private institution in the municipality of Açaílândia, in Maranhão; 2) Instituto Federal de Educação, Ciência e Tecnologia do Ceará (IFCE) - Crato Campus; 3) Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Norte (IFRN) - Natal - Centro Histórico Campus; 4) Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul (IFRS) - Restinga Campus, in Porto Alegre; 5) Instituto Federal de Educação, Ciência e Tecnologia de São Paulo (IFSP) - Avaré Campus. Among them, the four courses offered by Federal Institutes allowed for a more in-depth analysis by making information about the course available on their electronic

pages, including the Pedagogical Political Project (PPC)¹⁰, a document that was analyzed in line with the National Catalog of Technical Courses.

Integrated Technical Education as a Training Pathway in the Field of Leisure

The Federal Institutes of Education, Science and Technology (institutions that make up the Federal Network of Professional Technological Education) offer technical courses integrated into secondary education, which propose the articulation between general and professional training. In addition, they offer concurrent technical courses, proposed to students who have completed at least the first year of high school at another educational institution, and subsequent courses, aimed at students who have already completed high school.

The Leisure Technician course, offered in an integrated manner with high school, presents as a specificity a curricular proposal organized to integrate technical-professional training, with its disciplines and training strategies, with general training, that is, with the knowledge that, in curricular disputes, was considered necessary for high school students. This course represents a possibility for professional training in leisure that, by establishing itself in secondary level professional education, promotes the meeting of demands specific to the field of leisure with the specificities of this level of education. Professional Education, marked by its curricular diversification and differentiation, in addition to dealing with internal issues related to the professional profile, the relationship between humanistic and technical training and employability possibilities, is also related to transnational regulatory policies (Silva, 2021).

¹⁰ PPC is an institutional document that covers the design, objectives, justification, curricular organization and infrastructure of a course.

Based on these questions, the course proposals seek to justify themselves based on their relationship with integrated training and the world of work. Thus, the text of the pedagogical projects presents data on the demand and relevance for the creation of these courses, mainly related to the socioeconomic characteristics of the cities in which they are located. Furthermore, the discourses that circulate in the projects highlight the epistemological concepts that underpin them.

PPC of the IFSP leisure technician course indicates that the training of leisure technicians meets the characteristics of the economic vocation of the city of Avaré-SP, named a tourist resort mainly due to the economic exploitation of the Jurumirim Reservoir through the hotel industry (IFSP, 2014). In this context, the proposal of this technical course in leisure is to train professionals to work in companies in the tourism, leisure and recreation segment. Likewise, at IFRN, in the city of Natal-RN, the justification for the technical course in leisure is based on the understanding that the tourism and leisure sectors are generators of employment and income (IFRN, 2015). At IFCE, the course is justified by a previous study carried out by the institution that pointed to the need for investments in the qualification of workers with professional profiles related to entertainment processes, social interaction, reception, travel, events and services in the areas of tourism, hospitality and leisure, segments in expansion in the Cariri region of Ceará, which present themselves as important factors of socioeconomic development and potential vectors of employability (IFCE, 2021).

On the other hand, the relevance of the technical course in leisure at the Restinga campus of IFRS, in Porto Alegre, is based on the peculiar cultural character of the community in which it is located, a reflection of its historical process of occupation. In addition to the demands of Porto Alegre as a metropolis, the proposal envisions the possibility of economic development for the Restinga neighborhood. In this case,

although the CNCT organization relates leisure to the tourism and hospitality market, the proposal of this course seeks a relationship with social and cultural development as a priority. According to the PPC, the course aims to problematize access to culture not only as a consumer product, working on the concept of leisure as an objectification of cultural diversity, materialized in political interventions in the territory (IFRS, 2016).

The design of these courses in light of local issues is in line with the professional profiles defined by national policy. At CNCT, the description of the completion profile demonstrates the diversity of terms that have historically referred to performance in the field. The organization and execution of leisure, recreation and sociocultural activities would be the main task of this professional. In other words, even though the word “leisure” is considered broad and inclusive to group, under the same nomenclature, courses that could be named differently, the description of the professional profile in the catalog uses the terms recreation and sociocultural animation to signify the area of professional activity of the leisure technician.

Leisure, recreation and sociocultural activities are aimed at a target audience that, according to the CNCT, represents all age groups, segments and social programs. Although demand for technical courses in leisure may be related to a market perspective, the understanding of the catalog's target audience is closer to an understanding of leisure as a social right that, like education, housing, transportation, health, and others, is essential for a dignified and well-being life. Professional activity in leisure, in this sense, can go against the lack of access to social rights, which intensifies social disparities, depriving children, young people, adults, the elderly, women and certain social groups from enjoying possibilities that are their right (Gomes; Pinheiro; Lacerda, 2010).

As part of the professional profile of the leisure technician, the CNTC highlights the application of social mobilization and articulation techniques with the aim of promoting quality of life. Understanding the mobilization and social articulation associated with the practice of the leisure technician means, for Toro and Werneck (2007), understanding this action from the subjects involved, with a view to common purposes that contribute to the transformation of their conditions. In this sense, action in the field of leisure guided by these issues can represent an educational action concerned with the emancipation of subjects (Isayama, 2009).

Thus conceived, professional action translates into the possibility of contributing to the effective exercise of citizenship, improving quality of life and building a more just society. Close to this understanding is the objective proposed in the IFRS PPC, with regard to the training of professionals who are technically and politically prepared to meet the demands of society, stimulating entrepreneurship, cooperativism and respecting the sustainability of the region. In this sense, the leisure technician would be the one who organizes and encourages the formation of leisure groups, according to the interests of the community from the perspective of social inclusion (IFRS, 2016).

This perspective implies, according to Gomes, Pinheiro and Lacerda (2010), the possibility of citizens meeting their needs under conditions of respect for individual and collective ideas. And according to the authors, it promotes the democratization of access, a participatory environment that respects individuals, without restrictions or stigmatization of differences, whether social, gender, political, ethnic, religious or cultural. In this sense, the IFSP course project highlights a target audience with different profiles in terms of age, culture and gender, as well as a concern with actions aimed at accessibility.

The outline of the course demands and desired professional profiles, present in the guiding documents, are in line with the CNCT's description of the leisure technician's field of activity. This document corroborates the understanding that the leisure professional who intends to train in technical courses works in a broad field that interacts with different areas. The areas of activity described are: Leisure spaces, theme parks, cultural centers and clubs. Hospitals and rehabilitation centers. Hotels and holiday camps. Toy libraries, sea cruises and camps (Brazil, 2016). The pedagogical projects of the courses reinforce these spaces of action, emphasizing, throughout the text, those that are highlighted in their local reality in view of the breadth of what can be understood as a leisure space. The IFSP PPC highlights that the job market is broad and diverse, encompassing, in addition to the spaces mentioned in the CNCT, event organizing companies, associations, daycare centers, orphanages, convention centers, buffets and shopping centers.

Despite the diversity of the field of activity, the only standard associated with professional practice, according to the CNCT, is ABNT NBR 15285/2005, which establishes the expected results and minimum competencies for adventure tourism activity guides. Furthermore, the officially recognized occupations associated with the technical course in leisure are called "recreation worker" and "cantonment recreation worker". These occupations are referenced in the Brazilian Classification of Occupations (CBO), created by the Ministry of Labor and Employment in collaboration with companies and universities. According to Cordão and Moraes (2017), reading the CNCT and CBO indicates that there is little convergence of classification criteria, many arbitrary decisions and redundancies, generating difficulties in allocating particular cases.

According to the CBO, the occupation "recreationist" has the following synonyms: kind organizer, entertainment monitor, sports and leisure monitor, recreation monitor, children's monitor and recreationist. The occupation "recreationist" (or "recreator") for encampments is correlated with "camp counselor," "camp monitor," and "encampment monitor" (Brasil, 2010). Both descriptions of occupations understand entertainers as those who:

They promote diverse recreational activities, aiming at entertainment, social integration and personal development of clients. To this end, they develop projects and execute recreational activities; promote recreational activities, encouraging participation; serve clients, create recreational activities and coordinate recreation sectors; manage recreational equipment and materials. Activities are carried out according to safety standards (Brazil, 2010, s/p).

Activities related to the professional performance of the recreation worker demonstrate a broad understanding of the possibilities that the field offers. This expansion was probably due to the diversity of entities collaborating in the development of the reference framework for this profession, which included companies in the leisure sector and public and private universities. As a result, the role of this profession is related to execution, but also to the elaboration of projects, the creation, coordination and administration of sectors and equipment.

Regarding the specific infrastructure required for the training of this professional, the CNCT includes a teaching laboratory with sports, recreational and manual materials. Without describing exactly what these teaching laboratories should be like, the national catalog indicates, based on the necessary resources, the purpose of these spaces: sports, recreation and manual work. Considering the possibilities of mobilizing different interests of subjects, such as the physical, artistic, manual, intellectual and social interests proposed by Dumazedier (1980), physical and manual interests are highlighted, reinforcing an understanding that professional training can take place mainly through these cultural contents.

In this regard, the school space destined for the technical course in leisure institutes the materiality of a system of values, carrying within itself the discourse on this professional training (Viñao Frago, 1996). However, the general indications in national catalogs about the spaces necessary for technical training in leisure find, in the pedagogical projects developed in the institutions that offer the course, indications of their particularities. The course projects demonstrate the relationship with national guidelines, but also correspond to the material conditions, the design adopted in the courses and the relationship with the other courses offered by the institution.

In the IFRS course project, in addition to the classroom, library and language and computer labs, the spaces mentioned as specific are similar to those described by the CNCT: multi-sports court, games room and art studio. However, at IFSP, the spaces provided for in the leisure course project also serve other courses in the area of Tourism, Hospitality and Leisure offered by the institution, such as the teaching hotel, leisure and recreation laboratories, food and beverages, events, decoration and arts and crisis management. The pedagogical project of the IFRN technical course in leisure indicates, as specific to the course, spaces that are in dialogue with other technical courses offered, such as tourist guide, multimedia and events. The spaces highlighted in the project are the playroom, the climbing wall, the museum and the audiovisual production, photography and editing laboratories. IFCE offers the infrastructure available for the technical course in leisure, common areas for the institution's activities such as classrooms, laboratories, library, vehicles for technical visits and the physical education laboratory, as a specific space for the course.

If the infrastructure of the courses reveals the diversity of possibilities for their implementation, the organization of the curricula further demonstrates that the concept of leisure training is in dialogue with particular contexts. While the CNCT only

highlights the minimum of 800 hours as the workload for technical courses in leisure, the four course proposals, despite having in common integration with high school, present different paths.

The technical course in Leisure at the Federal Institute of São Paulo, in addition to highlighting a professional profile as described in the national catalog, brings in its pedagogical project the professional objective of entertaining and amusing the participants of the actions implemented through games and activities. To this end, the course is offered over three years and comprises the curricular components of the Common National Curricular Base (BNCC), Diversified Part and Specific Training. General education, common to secondary education, is offered through the components of the BNCC: Portuguese Language and Literature, Arts, Physical Education, Mathematics, Biology, Physics, Chemistry, History, Geography, Philosophy and Sociology, in addition to the Diversified Part: Modern Foreign Language – English. Specific Training includes the following technical curricular components: Integrative project, Leisure and recreation activities, Tourism and leisure, Psychology and interpersonal relationships, Folklore cultural manifestations, Leisure and inclusion, Business management and Crisis management in recreation.

The course at the Federal Institute of Rio Grande do Norte is structured into a structuring, articulating and technological core and offered over four years. The structuring core contains the components of the BNCC and the diversified part. While the articulating core is composed of Computer Science, Psychology in Work Relations, Philosophy, Science and Technology and Organizational Management and Entrepreneurship. The technological core is composed of the following curricular components: Organization of Events and Competitions; Leisure Theories; Leisure, Body and Society; Quality of Life and Health; Playful Element; Planning and

Methodologies of Playful Activities; Recreational and Leisure Activities; Artistic Languages; Quality of Life at Work; Leisure and Hospitality; Leadership and Team Development; Leisure, Environment and Adventure Sports; Leisure and Social Inclusion; Leisure and Urbanism; and Public Policies for Leisure and Social Intervention. In addition to the mandatory complementary activities: Academic integration seminar, Research initiation seminar and Professional practice guidance seminar.

A similar logic of curricular organization is found in the PPC of the IFCE Technical Course in Leisure, which is offered over three years. In addition to the BNCC components, technical and professional training is composed of the following curricular units: Organization of Events and Tournaments-Competitions; Leisure Theory; Leisure, Body and Society; Practices in Games and Popular Play; Leisure and Social Inclusion; Artistic Languages and Leisure; Playful Element; Planning and Methodologies of Playful Activities; Artistic and Cultural Practices; Quality of Life, Health and Work; Entrepreneurship and Cultural Production; Urbanism and Leisure; Leisure and Environment; Leadership and Team Development; Leisure and Adventure Sports; Leisure and Alternative Therapies; Public Policies for Leisure and Social Intervention; Sociology of Leisure; and Environmental Practices. The curriculum matrix is also composed of the Diversified Core/Cross-Cutting Themes, which covers the following components: Integrative Interdisciplinary Project, Elective Courses, Supervised Professional Practice and Cross-Cutting Contemporary Themes.

Unlike the others, the course at the Federal Institute of Rio Grande do Sul, offered over three years, is made up of curricular units from the structuring core, in addition to the curricular unit Informatics for Leisure and Projects and Practices in Leisure. The curricular proposal for this technical course is based on the school's

interaction with the territory throughout all school periods, with the aim of ensuring that students continually interact with their surroundings. Thus, the first year is dedicated to learning to know, seeking to map the culture of the neighborhood and institutional networks; the second year is dedicated to knowing and proposing, when students build, together with local actors, cultural and leisure strategies; and in the third year the focus is on proposing and acting, when students analyze the possibilities of implementing existing public leisure policies and propose new policies.

Thus, the curricular structures of the courses maintain as a common axis a discipline or group of disciplines dedicated to the study of leisure projects and practices. Such disciplines, depending on the way they are taught, may be oriented towards different training perspectives. They can commit to technical instrumentalization and mastery of procedures and methodologies or to mastery of content to be socialized, “through understanding its meanings in different contexts and interdisciplinary articulations” (Isayama, 2010, p. 13).

In addition to the subjects directly related to leisure, the courses organized into curricular components contain other areas in common, such as a subject focused on psychology and interpersonal relationships (IFRN and IFSP), and another focused on the relationship between leisure and inclusion (IFCE, IFRN and IFSP). These disciplines present themselves as possibilities for reflection and broadening perspectives on the professional future. Furthermore, a group of subjects focused on management, understood as an alternative for professional activity, are present in the three curricular matrices. Highlighting a concern with management, entrepreneurship and leadership as important professional qualities for technical training in leisure.

The IFSP course stands out for its proposal to study the relationship between tourism and leisure, which can be understood in its PPC, since the course is proposed by

tourism professionals and has these professors as its main teaching staff for technical disciplines. Likewise, the IFRN course, which is proposed by teachers trained in physical education, highlights subjects focused on the relationship between leisure and the body, adventure activities and competitions. The IFCE course, as its curricular matrix is based on the curricular units proposed by the IFRN course, assumes the same disciplinary direction.

Despite presenting articulating proposals such as the Integrating Project, the IFCE, IFRN and IFRS curricula have their structure based on the traditional separation between professional education and general education, which is justified by the division of the set of specialized knowledge that constitutes curricular knowledge. In this separation, general education comprises the systematized and didactically organized set of fields of knowledge that everyone must know, while professional education concerns the systematized knowledge necessary to practice a specific profession. In both cases, this involves specialized and distinct knowledge (Moraes; Kuller, 2016).

The IFRS leisure technical course, organized around projects, is proposed by professors who teach BNCC subjects, represented by a geography teacher. In this sense, the IFRS course highlights the concern with public policies in their implementation, as does the IFRN, through disciplines in the area. Reflections on public policies allow students to come into contact with realities and methodological procedures from different fields of knowledge, which can be appropriated in the field of leisure (Starepravo; Souza; Marchi Junior, 2011).

Thus, curricular integration in technical leisure courses in Brazil carried out by Federal Institutes takes different forms. In the case of the course offered in Porto Alegre - RS, curricular integration is not understood as something that can be achieved through the disciplinary organization of the curriculum. In addition to transmitting knowledge,

the curriculum seeks to establish a relationship with the development of skills for life in society. On the other hand, the courses in Avaré - SP, Crato - CE and Natal - RN maintain the dual logic in their structures, seeking articulations, through their curricular organizations, that can explain a social anchoring of the contents and the relationship with the surrounding communities.

Perspectives of Technical Training in Leisure in Relation to the World of Work

The Pedagogical Projects of Technical Courses in Leisure in Brazil demonstrate the search for the validation of specialized knowledge, the establishment of the connection between the content taught and the job market, in addition to the effort to establish curricular practices that provide diverse sociocultural experiences. However, the curricula of the courses studied are made up of unique internal dynamics, which seek to conform to and/or resist the national and international structures of work activity. Thus, the desired professional profiles, the connections established between the technical course and the institutional and social context create a unique plot for each reality that may or may not be in dialogue with general regulations.

Although professional courses are designed for entry into jobs, the organization given to them does not always correspond to the job market, nor even to the way professions are organized.

The incompatibility between the organization of training and professional performance can be perceived when the Technical Course in Leisure encounters difficulty in converging between the National Catalog of Technical Courses and the Brazilian Classification of Occupations. The officially recognized profession associated with the leisure technician is the recreation worker, who has two titles: recreation worker and cantonment recreation worker. However, unlike the CNTC, which includes

the Technical Course in Leisure as part of the technological axis “Tourism, Hospitality and Leisure”, alongside courses related to events, tourism and accommodation, the CBO groups the occupation of recreationist as part of the family of courses such as technician in museology, graphic arts, scenography, radio, audio and video.

These different understandings of how to classify both recreation/leisure dialogue with the polysemy of terms, but also with interdisciplinarity as a characteristic of the field of leisure, which encompasses varied cultural manifestations (Santos, 2018). In this context, the challenge posed to technical courses is to transform a multiplicity of manifestations and possibilities into a matrix of training content that prepares professionals to meet a social demand. To this end, Federal Institutes adopt the school's discourse as an institution that aims to solve society's problems, guided by market needs. Educational systems, thus conducted, build their training paths based on dialogue with education consumers. However, “the logic of the market has different voices and different directions, so it is not a single movement and many of its actions are shared by different social groups, interactively operating market dynamics” (Pacheco, 2019, p. 22).

As a result of a changing market, the labor market, to which professional training and qualification systems seek to connect, undergoes changes in its way of functioning. Due to the conjunctural movement of economies, their structural impact and the emergence of immaterial labor, these changes affect, in different proportions, the economies of the world (Pochmann, 2012). However, the ways in which the economy and work are organized have produced a logic in which workers are deprived of basic labor rights, individually assuming risks inherent to their professional activity. The flexibility in the ways in which work is carried out imposes a context in which

alternation between periods of work, underpaid internships, underemployment and a redefinition of entrepreneurship emerge (Braga; Marques, 2017).

As Braga and Marques (2017) point out, the proletarian condition is not restricted to workers who perform standardized tasks in factories and plants, but makes it possible to recognize a process of artistic and intellectual proletarianization, in which leisure technicians can be included. In this process, leisure professionals can share with artists, factory workers, or agricultural workers the condition of not owning the means of production nor possessing the capacity to exploit labor. It is through the commodification of their labor that professional activity, in these cases, is constituted.

This situation can be understood in the study by Arruda (2018), which sought to analyze the profile of recreation workers in Brazil, identifying relationships within the scope of training and professional performance in Leisure. Arruda (2018) considered the three possibilities for professional performance in Leisure indicated by Stoppa (2000). According to this author, one of the ways of working in Leisure is through hiring someone to work as a freelancer, without there being an employment relationship or contract between the company and the professional. Another form is self-employment, in which remuneration is made according to a service provision contract, also without an employment relationship. Finally, professionals can be hired by a third-party company that assumes responsibility for the services provided.

In addition to these possibilities pointed out by Stoppa (2000), Arruda (2018) found, although to a lesser extent, professionals working in the public sector and, in a similar proportion to the other three possibilities, working as an individual microentrepreneur (MEI).

Complementary Law No. 128/2008 created the MEI figure, enabling workers to register as individual entrepreneurs responsible for their companies (Brazil, 2008),

which became a possibility for professional activity in Leisure. However, according to Abílio (2019), the MEI institution presents another facet, and may function more as a vehicle for informalization than for formalization of work, since it formalizes informality in the hiring of professionals.

The study conducted by Arruda (2018) showed that most of the professionals studied have another income associated with the field of recreation, highlighting that work with recreation and leisure constitutes, for many, a possibility of supplementing their income. In this sense, dissatisfaction with remuneration and a feeling of professional devaluation prevail among professionals (Arruda, 2018). Thus, intervention in this field is not always recognized as a professional action, as it is associated with fun and entertainment, social values understood as secondary.

Of the possibilities for intervention in Leisure, some do not even require professional training or prior knowledge (Isayama, 2002; Arruda, 2018). On the other hand, the multidisciplinary nature of work in the leisure field allows the involvement of professionals with different backgrounds, in addition to specific leisure experiences developed in technical, undergraduate and postgraduate education institutions (Santos, 2018).

In this scenario, the training of leisure technicians in Brazil is being negotiated within a controversial professional context. Santos's study (2018), which took as its object graduates of technical and higher education leisure courses in Brazil, highlights the ambiguity of performance in the field: despite the arguments of professionals, who affirm the differences between technicians and graduates, based on the theoretical/practical and intellectual/operational dichotomy, both perform the functions of elaborating, coordinating and executing activities within the scope of Leisure.

Thus, the professional field of leisure activities in Brazil is permeated by disputes, inaccuracies and diverse perspectives. However, it is the possibility of meeting a demand in the world of work that is the main justification expressed in official documents for the creation and maintenance of technical-professional courses in these areas.

The IFSP Leisure Technician Course develops the why and wherefore of its curriculum based on the market fostered by the Tourist Resort of Avaré. The IFRN course justifies its demand due to the fact that Natal's tourism and leisure sectors are strong generators of employment and income, and given the enormous potential for expansion of the services sector in the state. To highlight the relevance of the IFCE Leisure Technical Course, the PPC highlights tourism and leisure as expanding segments in the Cariri region, a significant urban region of Ceará formed from the conurbation of the municipalities of Crato, Juazeiro do Norte and Barbalha. While at IFRS, the course proposal is justified, mainly, by the social and cultural needs of the area covered by the Restinga Campus in Porto Alegre, the community of the same name, marked by social vulnerability.

In this sense, with the exception of the Porto Alegre course, it is mainly the socioeconomic aspects that have been taken into consideration in understanding the relationship between the formative processes and the demands of tourism, as an activity that can generate the production of goods and services, aiming at the satisfaction of human activities. However, the proposals of the Technical Courses in Leisure, by establishing connections with their socioeconomic contexts, are linked to molar policies, represented by large organizations, as well as to a molecular function that considers the problems of the economy of desires, confronting questions that arise at these two levels. Therefore, according to the national catalog, the Technical Course in

Leisure should provide society with qualified professionals, while in particular socioeconomic contexts, according to a study by Silva (2021), the interaction between curricula and society is permeated by the interests of teaching departments, schools, institutions and companies, translated into opportunities for experiences and income generation for students.

Thus, market logic is inscribed in educational institutions in different ways, sometimes following the assumptions of macropolitical guidelines, sometimes based on particular economic arrangements. In this sense, expectations of curricula aligned with economic development are contrasted with the low remuneration obtained in jobs in tourism activities, especially in regions considered peripheral (Ouriques, 2012). Furthermore, the focus of companies and government agencies is on competitiveness, in the search to conquer and maintain favorable positions in the volatile and productive tourism market (Santos; Wada, 2018).

In this context, professional education, as highlighted by Guimaraes, Pacheco and Seabra (2013, p. 13), may present an implicit dimension, by positioning itself as a “cheap and disposable labor market”. According to Martins and Martins (2015), although vocational education is organized based on business and institutional demands, hiring students after completing their professional courses is not a reality for many. “The fact of having free labor makes the desire to hire disappear” (Martins; Martins, 2015, p. 67), as in the context of universities, where training and professional performance tend to merge into a single productive process, in secondary/middle level Professional Education, “the accelerated transformation of productive processes means that education ceases to be prior to work and becomes concomitant with it” (Santos, 2013, p. 171).

However, the constitution of the curricular proposals for Technical Courses in Leisure is under constant negotiation with possibilities that may or may not involve participation in the job market. Beyond the dichotomy between acting or not in the market, the arguments presented in the PPC, as well as the curricular organization, are related to human development, enabling the construction of a training that does not necessarily have a dialogue with the job market or higher education, but with life itself. If, on the one hand, learning about leisure presents a face related to the recreation market, on the other, it manifests itself as a possibility of learning about oneself, social rights, cultural manifestations and the relationship with society.

Therefore, the creation of curricula that prepare for human experience is subject to negotiation with educational assumptions guided, primarily, by economic determinations. As emphasized by Goergen (2019, p. 2), “the neoliberal capitalist system determines what human beings should be and how they should act to achieve recognition and success. The references for personal fulfillment are the economy, production, profit and consumption.” In the educational context, these references are transformed into strategies to empower people to meet economic expectations. Personal preferences and choices compete for space with the learning of behaviors that contribute to the functioning of the economic machine as the very meaning of human life (Goergen, 2019).

Such statements refer to curricular purposes distinct from those established for training for the job market, but do not necessarily represent ruptures with the constitution of capitalist subjectivities. The education of individuals for life, within modernist conceptions of education, oscillates between mental and social development, personal and economic growth, self and social progress (Deacon; Parker, 2002). Thus, when the leisure course curriculum proposes to educate for life, it is not about

generalized abstractions, but about particular modes of representation and understanding with meanings “subject to both normalization and standardization within specific social forms” (Simon, 2009, p. 74).

Curricular proposals meet and confront Professional Education, school and the world of work, while striving to develop arguments related to their social justification. In this sense, the relevance of the curriculum and the school, according to Stuckey et al. (2013), involves an individual dimension, as the curriculum seeks to be relevant to students, moving their interests and perspectives. Furthermore, two other dimensions of curriculum relevance are considered by the authors: vocational and social relevance. While the vocational dimension refers to the ability to prepare students for a professional career, the social dimension is related to the development of skills for social participation.

However, even though school is covered by social justifications, schooling plays a role in maintaining social inequalities, since it is involved in the preservation of relations of domination and the distribution of symbolic rewards among different groups of people (Simon, 2009). In this social epistemology, Education moves from its recognition as a public space for discussion to its redefinition as a consumer good. The macropolicies that become hegemonic in schools involve the creation of a space that attempts to exclude the possibility of thinking about the economic, political and social aspects outside the categories that justify the capitalist social arrangement. Thus, alternative and opposing views to the liberal/capitalist are repressed, while notions of equality and social justice recede from the public debate space, giving way to redefined notions of productivity, efficiency and quality (Silva, 2002).

In this sense, leisure courses can be seen as important agents in the relationship between school and society and between professional training and social participation.

Based, above all, on the curricular practices of these courses, schools can reach different sectors of society, proposing actions that address social issues. Training in a work context proposes a relationship in which leisure and recreation are the techniques that bring institutions and people closer together. For example, the internship is constituted as a possibility of connection between the learnings of the courses and the different local realities. While providing feedback for resumes, the internship represents a way for schools to reach out to social institutions.

The prospects for professional activity in leisure based on the training offered by Technical Courses in Leisure are linked to the possibility of meeting the demands of the job market that require, mainly, activity understood as recreation linked, above all, to the tourism market. On the other hand, the curriculum proposals also point to professional activities that engage with social demands, committed to reducing social inequalities. However, beyond the text of the PPC, the way in which these curricula are dynamic can reveal how the discourses in dispute in the curricula are configured in the curricular constitution of these technical courses.

Final Considerations

Based on studies carried out on the offerings of selected technical leisure courses, we can confirm that there are training processes with diverse organizations, even though they are all part of a single federal education network and are included in integrated education.

Specifically, we point out that all courses face particular issues related to training time, teacher characteristics, regionalized choices, among other elements to be investigated. Additionally, we highlight that, although integration is present in the proposals of the four courses, the curricula present different ways of implementing it.

This can be seen, for example, in the different connections between disciplines, integrative projects and even in the multidisciplinary organization of the curricular structure.

When verifying this situation, it is possible to say that the curricular organizations are connected with the groups that conceived them and form the teaching staff of these courses, whether they come from Physical Education, Tourism or areas of Human and Social Sciences. This diversity of conceptions dialogues with the multiplicity of cultural experiences that leisure encompasses, as well as with the different areas that have been focusing on leisure studies in Brazil.

Initial analyses indicate that the training offered by Technical Leisure Courses in Brazil can go beyond simply learning techniques, also encompassing broad training, committed to a critical view of the social, economic, political and cultural context. Furthermore, it is possible to observe that, in fact, this type of training enables cross-cutting dialogues on topics such as social equality, interpersonal relationships, inclusion and social rights. Finally, it is worth noting that all four courses take place in public institutions that seek to commit to the integrated education of students, based on the axes of teaching, research and extension.

REFERENCES

- ABÍLIO, L. C. Uberização: do empreendedorismo para o autogerenciamento subordinado. **Psicoperspectivas**, [S.l.], v. 18, n. 3, p. 1-11, 2019.
- ARRUDA, L. S. G. **Perfil e trajetória de recreadores**: uma análise da atuação profissional no mercado de trabalho. 2018, 184f. Dissertação (Mestrado em Estudos do Lazer) - Escola de Educação Física, Fisioterapia e Terapia Ocupacional, Universidade Federal de Minas Gerais, Belo Horizonte, 2018.
- BARDIN, L. **Análise de conteúdo**. Lisboa: Edições 70, 2019.

BRAGA, R.; MARQUES, J. Trabalho, globalização e contramovimentos: dinâmicas da ação coletiva do precariado artístico no Brasil e em Portugal. **Sociologias**, Porto Alegre, v. 19, n. 45, p. 52-80, 2017.

BRASIL. **Lei complementar nº 128**, de 19 de dezembro de 2008. Altera a Lei Complementar nº 123, de 14 de dezembro de 2006. Brasília, 2008e. Available at: http://www.planalto.gov.br/ccivil_03/leis/lcp/lcp128.htm. Accessed on: 9 jul. 2019.

BRASIL. Ministério da Educação. **Catálogo Nacional de Cursos Técnicos**. 3. ed. Brasília: 2016.

BRASIL. Ministério da Educação. Conselho Nacional de Educação. **Resolução CNE/CEB nº 04/99**. Institui as Diretrizes Curriculares Nacionais para a Educação Profissional de Nível Técnico. Brasília, 1999. Available at: http://portal.mec.gov.br/setec/arquivos/pdf/RCNE_CEB04_99.pdf. Accessed on: November 09, 2024.

BRASIL. Ministério do Trabalho e Emprego. **Classificação Brasileira de Ocupações – CBO**. 3. ed. Brasília: TEM – SSPE, 2010.

CORDÃO, F. A.; MORAES, F. **Educação profissional no Brasil**: síntese histórica e perspectivas. São Paulo: Editora Senac São Paulo, 2017.

DEACON, Roger e PARKER, Ben. Educação como sujeição e como recusa. In: SILVA, Tomaz Tadeu. **O sujeito da educação**: estudos foucaultianos. 5. ed. Petrópolis: Vozes, 2002.

DUMAZEDIER, J. **Valores e conteúdos culturais do lazer**. São Paulo: SESC, 1980.

GOERGEN, Pedro. Cultura e formação: a ideia de formação humana na sociedade contemporânea. **Pro-Posições**, [S.I.], v. 30, p. 1-21, 2019.

GOMES, C. L.; PINHEIRO, M.; LACERDA, L. **Lazer, turismo e inclusão social**: intervenção com idosos. Belo Horizonte: Editora UFMG, 2010.

GUIMARÃES, E. R.; PACHECO, J. A.; SEABRA, F. Políticas de educação profissional em Portugal e no Brasil. **Revista Brasileira de Política e Administração da Educação**, [S.I.], v. 29, n. 3, p. 557-574, set-dez. 2013.

IFCE. Instituto Federal de Educação, Ciência e Tecnologia do Ceará. **Projeto pedagógico do curso técnico em lazer integrado ao ensino médio**. Crato: IFCE, 2021.

IFRN. Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Norte. **Projeto pedagógico do curso técnico de nível médio em lazer na forma integrada presencial**. Natal: IFRN, 2015.

IFRS. Instituto Federal de Educação, Ciência e Tecnologia do Rio Grande do Sul. **Projeto pedagógico do curso técnico em lazer integrado ao ensino médio de nível médio em lazer na forma integrada presencial**. Porto Alegre: IFRS, 2016.

IFSP. Instituto Federal de Educação, Ciência e Tecnologia de São Paulo. **Projeto pedagógico do curso técnico em lazer integrado ao ensino médio do IFSP – Campus Avaré**. Avaré: IFSP, 2014.

ISAYAMA, H. F. Atuação do profissional de educação física no âmbito do lazer: a perspectiva da animação cultural. **Motriz**, Rio Claro, v.15, n.2, p.407-413, abr./jun. 2009.

ISAYAMA, H. F. Formação profissional no âmbito do lazer: desafios e perspectivas. In: ISAYAMA, Helder Ferreira (org.). **Lazer em estudo: currículo e formação profissional**. Campinas: Papirus, 2010. p. 9-25.

ISAYAMA, H. F. **Recreação e lazer como integrantes de currículos dos cursos de graduação em Educação Física**. 2002. 197 f. Tese (Doutorado em Educação Física) – Faculdade de Educação Física, Universidade Estadual de Campinas, Campinas, 2002.

MARTINS, E. C.; MARTINS, S. B. Ensino profissional português: constrangimentos históricos e pressupostos de relevância no contexto europeu. **Revista de Ciências da Educação**, Americana, SP, ano 16, n. 32, p. 43-69, jan-jun. 2015.

MORAES, F.; KÜLLER, J. A. **Curriculos integrados no ensino médio e na educação profissional**: desafios, experiências e propostas. São Paulo: Senac, 2016.

OURIQUES, H. R. O turismo internacional na economia-mundo capitalista: elementos para uma crítica. **Acta Scientiarum**, Maringá, v. 34, n. 2, p. 147-157, 2012.

PACHECO, J. A. **Inovar para mudar a escola**. 1 ed. Porto: Porto Editora, 2019.

PARAÍSO, M. A. Currículo e formação profissional em lazer. In: ISAYAMA, H. F. (org.). **Lazer em estudo: currículo e formação profissional**. Campinas: Papirus, 2010. p. 27-58.

POCHMANN, M. Trabalho e formação. **Educação e Realidade**, Porto Alegre, v. 37, n. 2, p. 491-508, 2012.

SANTOS, A. F. L.; WADA, E. K. Formação superior em turismo e hospitalidade: um fator de competitividade de destinos turísticos? **Marketing & Tourism Review**, [S.l.], Edição Especial, p. 1-24, 2018.

SANTOS, Boaventura Sousa. **Pela mão de Alice**: o social e o político na pós-modernidade. 9 ed. Coimbra, Portugal: Almedina, 2013.

SANTOS, C. A. N. L. **Formação e atuação profissional**: um estudo comparativo com egressos do curso técnico em lazer do IFMA e do curso de graduação em lazer e turismo da EACH/USP. 2018. 177f. Tese (Doutorado em Estudos do Lazer) - Escola de Educação Física, Fisioterapia e Terapia Ocupacional, Universidade Federal de Minas Gerais, Belo Horizonte, 2018.

SILVA, A. G. **Lazer, animação sociocultural e educação profissional**: mapeamento de currículos-encontros no Brasil e em Portugal. 2021. 248f. Tese (Doutorado em Estudos do Lazer) - Escola de Educação Física, Fisioterapia e Terapia Ocupacional, Universidade Federal de Minas Gerais, Belo Horizonte, 2021.

SILVA, Tomaz Tadeu. A arte do encontro e da composição: Spinoza + Currículo + Deleuze. **Educação e Realidade**, Porto Alegre, n. 27, p. 47-57, jul-dez. 2002.

SIMON, Roger. A pedagogia como uma tecnologia cultural. In: SILVA, Tomaz Tadeu. (org.) **Alienígenas na sala de aula**. 8. ed. Petrópolis: Vozes, 2009.

STAREPRAVO, F. A.; SOUZA, J.; MARCHI JUNIOR, W. Políticas públicas de esporte e lazer no Brasil: uma proposta teórico-metodológica de análise. **Movimento**, Porto Alegre, v. 17, n. 03, p. 233-251, jul/set, 2011.

STOPPA, E. A. Lazer e mercado de trabalho. **Licere**, Belo Horizonte, v. 3, n. 1, p. 176-181, 2000.

STUCKEY, M.; HOFSTEIN, A.; MAMLOK-NAAMAN, R.; EILKS, I. The meaning of 'relevance' in Science education and its implications for the science curriculum. **Studies in Science Education**, [S.l.], v. 49, n. 1, 1-34, 2013.

TORO J. B.; WERNECK, N. M. D. **Mobilização social**: um modo de construir a democracia e a participação. Belo Horizonte: Autêntica Editora, 2007.

VIÑAO FRAGO, A. **Espacio y tiempo, educación e historia**. Morelia: IMCED, 1996.

Address of the Authors:

Adriano Gonçalves da Silva
Electronic Mail: adrigonss@yahoo.com.br

Cathia Alves
Electronic Mail: alves.cathia10@gmail.com

Carla Augusta Nogueira Lima e Santos
Electronic Mail: carlanlsantos@gmail.com

Luana Moreno da Silva
Electronic Mail: morenosluana@gmail.com

Maria Carolina Murta Meireles e Sousa
Electronic Mail: carolinameireles@ed-fis.grad.ufmg.br

Mauro Lucio Maciel Junior
Electronic Mail: maurolmj9@hotmail.com

Hélder Ferreira Isayama
Electronic Mail: helderisayama@yahoo.com.br