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Professional education in contemporary Brazilian society: public policies and pronatec cup program analysis

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Abstract

This research is result of contemporary public policies's analisys implemented under the Brazilian society, related to vocational education, conducted of the current educational context in Brazil by surveying projects that provide vocational education, highlighting the initiative at the Program “Pronatec Cup”, which aims to train workers to meet the needs of skilled manpower for the FIFA World Cup Brazil 2014. The methodology used is the critical analysis of theoretical frameworks that address the topic of this research, discussing possibilities of contribution or not of this program to improve the living conditions and stay in the labor market for their participants.

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1. Introduction and methodology

In the context of Education and Work thematic discussions in contemporary society we can see the intention to provide that education fulfills its role in preparing learners for access to the labor market and social life.

In Brazilian society this statement can be confirmed by analyzing the legislation designating the guidelines for national education as postulated the Law of Guidelines and Bases of National Education (LDB), Law No. 9.394/96,

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which points in your article first, second paragraph, that education should be linked to the world of work and social practice.

The same law also shows that education should be provided on the basis, among other principles, the linkage between education, work and social practices, as put in his third article.

The law points, still, in your second article, that education aims at the full development of the learner, your preparation for the citizenship's exercise and his qualifications for the job. Thus, one sees clearly the intention to provide, through education, training covering the world of work in contemporary society and to develop in accordance with the changing demands of today's society, marked by broad processes of change intensified by globalization.

In Brazil, education systems, as LDB, article twenty one, are composed of basic education whose purpose, according to article twenty-second, is to develop the learner, ensuring you the common training for citizenship and provide you ways to progress at work and in later studies and is formed by preschool, elementary and secondary education and for higher education.

The same law also provides for the delivery of vocational and technological education in initial and continuous forms or professional qualification, vocational technical high school education and technical vocational education undergraduate and graduate, as his thirty-ninth article, second paragraph.

Therefore, it is concluded that the Brazilian goal is to provide education linked to the scope of work at different levels and types of education providing the formation related with the context of the current society without, however, fail to provide a general education, oriented to the integral development of the students and their education for citizenship as well as providing, at different levels and types of education, his preparation for the continuation of studies.

Thus, it is understood that the formation focused on the human development of the individuals should be the objective of educational practices taking these a critical and emancipatory nature with a view to preparing learners to participate in social life and for the effective exercise of their citizenship, as the law postulates.

Many vocational education initiatives of governments Federal, State and Municipal Brazilian are being developed with a view to offering professional training courses articulated or not with the regular basic education.

Among these initiatives, the PRONATEC - National Program for Access to Technical Education and Employment, was created on 26 October 2011 by Law No. 12.513/2011 and has as main objective to expand and democratize the provision of professional education courses and Technology (EPT) for the Brazilian population.

As a result, among other things, of events that will occur in the country such as the Olympic Games and Paralympics Games Rio 2016 and the 2014 FIFA World Cup, the labor market of the tourism sector in the country is in growth and expansion and, that's why, a branch of PRONATEC project was proposed, that is the PRONATEC COPA program, whose main objective is to provide professional training to Brazilian workers to prepare Brazil for large events that will happen in the country by offering professional education courses, related or not with the Brazil's basic education, consolidating as educational provision provided by the public power for youth and adults, from 18 years.

Faced with such a proposal, which specifically addresses a technical and focused training for the labor market of the tourism sector in Brazil, arises to concern over the breadth of the training offered in view of to have its focus specifically on training for the world of work.

Therefore, the present research was developed to understand how the program " PRONATEC Cup " has been consolidated in accordance with the guidelines of the Brazilian educational policy, which, as postulated in the above legislation, indicates that education, in its diverse forms, must involve, Apart from training to work, the development of the individuals and their education for citizenship, including the various dimensions that make up human wholeness as psychic, intellectual, physical, etc., or if it is a compromised proposal only with the economic interests of preparation of manpower in accordance with the interests of Brazilian capitalist society and the needs imposed by the context of the labor market in Brazil today.

From these questions was developed a qualitative research, bibliographic and documental to analyzing the proposal PRONATEC Cup program based on educational legislation presented here and based too on theoretical frameworks that served as a basis for understanding the issues studied here and that will be presented in sequence.

2. The PRONATEC Cup program

The COPA PRONATEC Program - National Program for Access to Technical Education and Employment - FIFA, as indicated in its proposal is developed through partnership held between the Ministries of Tourism and Education in Brazil and It aims to provide the workers formation to attend with quality and competence the Brazil visitors and strengthening the country's image as an international tourist destination as is presented in their home page.

For this, the program provides job training for people already working in tourism or intends to become professional work in this area and it is a branch of PRONATEC Program - National Program for Access to Technical Education and Employment.

The PRONATEC Cup offers 44 courses such as tourism, hospitality and leisure, tourist information agent, attendant diner, kitchen assistant, "barista", bartender, maid in lodging facilities, butler, cook, industrial, waiter, baker's helper, auxiliary confectionery, messenger amid hosting, wedding planner and master of ceremonies, event organizer, receptionist at lodging facilities, receptionist events, sommelier, sushi man, conductor of adventure tourism, English, Spanish and others.

The course duration is approximately four months and are offered by the following educational institutions like federal and state public schools for vocational education or others created to meet the demands of the courses.

Participation in the course is free and participants receive student aid, food and transport, however, the participant must be over eighteen years of age and reside in one of the 120 cities included in the program, like the twelve cities hosting World Cup, other cities around for the world cup, destinations displayed in the FIFA's catalog for foreign operators and destinations consolidated as international touristic destinations, among others.

The program was also developed in the form of "Pronatec Cup in Company" for the qualification of professionals in the tourism sector in the companies directly, where lessons can happen in the workplace, also counting as 44 vocational courses related to tourism sector.

3. Results: analysis of the proposal

It was comprised, through analysis of the proposed program, that the PRONATEC Cup is geared to the training of Brazilian workers for various professions that do not require a high degree of complexity and provide entry into the labor market in jobs that require little qualification and therefore offer lower wages and lower conditions of employment and stability. The PNAD (National Household Sample Survey) data indicate that there has been an average annual increase of 173 thousand employed in tourism per year from 1995 to 2001, equivalent to a growth of 3.5% per year. Also, according to the Annual Survey of Economic Situation of Tourism, published by the Ministry of Tourism, it was found that the largest eighty businesses in the tourism sector in Brazil had revenues of U.S. \$ 57.6 billion and employed 115,000 workers in 2012 and the sector, compared to 2011, increased 13.1%.

However, as pointed out in a study about the labor market in the tourism sector, also based on PNAD, it was found that more than 75% of the jobs generated in the broad tourism in the period occurred in the non-formal market. So, we can conclude that the prospect of the government to generate more and better jobs in tourism can be considered disappointing, because, despite the improvement of the educational profile of formal employees in tourism, the occupations were created, mainly, in the non-formal sector and were accompanied by a stronger deterioration revenues as pointed by Arias, Barbosa and Zamboni (2003).

Moreover, as pointed out by IPEA, in 2006, 59 % of existing jobs in tourism were informal.

Thus, it was found that there is a predominance of informal employment in the sector that does not ensure effective conditions of employment for participants of courses of this nature.

Regarding the formation offered to participants, it is observed that this is a governmental program aimed at training and that, according to the characteristics of the courses offered, is specifically focused on technical training. Therefore, other aspects considered essential to the formation of the individuals in its entirety, are not considered in this type of proposal that allows participants to develop just one aspect related to their education (education for work) consolidating itself into a political focused on qualification of manpower related to the interests of the Brazilian economic environment that imposes such demand today.

So, it is conceived here, as postulated by educational legislation of Brazilian society, that the object of education mustn't reside only in the formation of labor as a mechanism for adapting these individuals to the economic setting. However, Silva (2011) sown that the work organization at school has been strongly marked by an instrumental logic

that establishes, in schooling, the privilege of his technique and conservative dimension that overlaps the emancipatory dimension of educational phenomenon. For her, the school would be able to perform in individual potential for differentiation and has emphasized the aspect of adaptation of individuals to society, ignoring processes that could go beyond this adaptation.

Adorno (1995) points to the existence of a crisis in the cultural formation where the education distance themselves from their nodal objectives, that should enable the domain of the knowledge and the capacity for reflection, oriented to social transformations wished by the working classes, providing only a "semi-formation" of the individuals who can't realize themselves completely, contemplating just an inherent aspect of the training process.

As Dale (1988) the education's role was historically consisted to ensure the inclusion of individuals in the social relations of production like "consumers" and promote a social environment conducive to the accumulation of capital through the inculcation of habits and values related to Capitalism's dictates and conform of the moment Historical lived, just as it was found that the program in question develops, as a government initiative that brings the duality inside itself, fulfilling your goal momentarily while form for a labor market in expansion, as occurs with the tourism sector at a time when major international events will occur in the country and contributing to the insertion of the participants in this sector, however, the program restrict the universe of formation for the working classes and It reinforce their exclusion ensuring them only access to elementary and temporary functions and with little prestige and development conditions .

This is a program that has a direct link to meet the demands of the labor market, with an implied terminally without providing effective possibilities of continuing studies and, therefore, the education provided in this program is questionable, because it can consolidate itself as an educational approach with an immediate end and not like a formation that includes the full development of its participants.

This initiative don't have curriculum contents focused in a education for critical and constant reflection about the society in which they operate and citizenship formation, so, the program direct itself more to the work than provide individual's humanizing and then to be committed with the society transformation and the transformation of the conditions of its participants, as we believe that could be helpful towards increasing the possibilities and conditions of this program participants.

Proposals are related more to life and the conditions of existence possible only through work and that the result of their work with practical action in the world.

Moreover, at the end of these great events that will employ the great mass of workers formed, there is no guarantee that the labor market in the sector will be able to continue employing the professionals and effectively to continue in increasing expansion, as indicated in the indicators of the area, because is precisely because of these great events, among other things, that the tourism is increasing in Brazil.

In this perspective, the program provides an alienating education as a commodity of capitalist society , reinforcing exclusion processes when It "sell" the false illusion of ensuring through this type of education an uncertain employment .Thus, it is seeking to implement mechanisms to promote training in the various levels and types of education that more than just prepare for the job market towards an adjustment of the working classes to the productive sector, also fosters a general training, critical and humanistic nature and constitutes , thus effectively in an educational proposal committed not only to the productive sector which is back, but with the subjects who participate in such programs.

4. Final consideration

When considering these educational public policies developed in Brazil as the PRONATEC Cup program here in analysis, it appears that the education of many students is developed like mere instrumental in obtaining work in a utilitarian logic related to emptying of collective projects with a importance for the individuals, such as pointed Silva and Trajber (2011), consolidating the basis of an uncritical and pragmatic adaptation for the production system.

Thus, as say Segnini (2000), the qualification for the work has your contribution reduced when it focus only on the technical and market-oriented training of work. So, It has a pragmatic-mercantile nature and is not sufficient to

provide effective improvement of the condition social of the individuals and can even, ultimately, contributing to the intensification and legitimation economic inequality.

Provide the integral formation, according to the National Curriculum Guidelines, presented in Resolution CEB / CNE No. 02 / 98, Section III, Art.3, is to provide the formation of the human being in its entirety and shall to recognize that learning is constituted in the interaction of the knowledge processes as a result of the relationships between the different aspects of the identities of the individuals from the schooled context, the different life experiences of students, teachers and other participants in the school environment and must be expressed through various forms of dialogue that should contribute to the education for a positive, persistent, autonomous and cooperative actions related to knowledge and values essential to citizen life.

It is, therefore, necessary to contemplate the multiplicity of aspects inherent to human development, providing your personal and professional development so that their inclusion in social life occurs broadly and access to the labor market may consolidate itself as a dynamic process and possible, consequence of a broad and well-articulated educational process and not as its sole purpose, as we consider necessary that the educational proposals are developed in a way compromised with possible changes in the society in which we live.

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