

ARTICLE

**ETHNIC-RACIAL RELATIONS IN PROFESSIONAL AND TECHNOLOGICAL EDUCATION:
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ABSTRACT: This study aims to analyze the scientific evidence on ethnic-racial relations education in the scope of technical professional education at the secondary level. This is an exploratory and qualitative research, whose integrative literature review technique allowed the systematic selection of reports in six stages. Initially, the search of articles through SciELO, CAPES Journal, and Google Scholar from the terms race, ethnicity, race factor, racism, racial prejudice, racial discrimination, ethnic-racial relations, professional and technological education, and professional education, along with Boolean operators, resulted in 11,336 titles, and after screening, 11 articles were included. For discussion, the following categories were used: institutionalization of Law n° 10.639/2003 and curriculum; structural racism; quota law; nucleus of Afro-Brazilian and indigenous studies, research and extension; pedagogical experiences about ethnic-racial diversity; students' and teachers' perceptions of ethnic-racial diversity in the curriculum; and the role of teachers for the professional education of black women. It was found that there is a long way to go for the institutionalization of Laws 10,639/03 and 11,645/08 in the curricula and in the teaching-learning practices of vocational training, reinforced by the negative perceptions of students and teachers about ethnic-racial diversity in the curricula. of professional and technological education institutions, especially when it comes to integrated courses. However, the quota laws, the

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implementation of NEABI, and the different teaching experiences stood out as affirmative actions that promoted racial equality.

Keywords: Professional and technological education, Racism, Ethnic-racial relations, Review.

RELAÇÕES ÉTNICO-RACIAIS NA EDUCAÇÃO PROFISSIONAL TÉCNICA DE NÍVEL MÉDIO: UMA REVISÃO INTEGRATIVA

RESUMO: Este estudo tem como objetivo analisar as evidências científicas sobre educação das relações étnico-raciais no âmbito da educação profissional técnica de nível médio. Trata-se de pesquisa exploratória e qualitativa, cuja técnica de revisão integrativa da literatura permitiu a seleção sistemática dos relatos em seis etapas. Inicialmente, a busca dos artigos através do SciELO, Periódico CAPES e Google acadêmico a partir dos termos raça, etnia, fator raça, racismo, preconceito racial, discriminação racial, relações étnico-raciais, educação profissional e tecnológica, e educação profissional, juntamente com operadores booleanos, resultou em 11.336 títulos, e, após a triagem, 11 artigos foram incluídos. Para discussão, foram utilizadas as categorias: institucionalização da Lei nº 10.639/2003 e currículo; racismo estrutural; lei das cotas; núcleo de estudos, pesquisas e extensão afro-brasileiros e indígenas; experiências pedagógicas acerca da diversidade étnico-racial; percepções dos alunos e professores acerca da diversidade étnico-racial no currículo; e a atuação dos professores para educação profissionalizante de mulheres negras. Constatou-se que há um longo percurso a se percorrer para institucionalização das Leis 10.639/03 e 11.645/08 nos currículos e nas práticas de ensino-aprendizagem da formação profissionalizante, reforçado pelas percepções negativas dos alunos e professores sobre diversidade étnico-racial nos currículos das instituições educação profissional e tecnológica, principalmente quando se trata dos cursos integrados. No entanto, as leis de cotas, a implantação do NEABI e as diversas experiências de ensino destacaram-se como ações afirmativas promotoras da igualdade racial.

Palavras-chave: Educação profissional e tecnológica, Racismo, Relações étnico-raciais, Revisão.

RELACIONES ÉTNICO-RACIALES EN LA EDUCACIÓN PROFESIONAL Y TECNOLÓGICA: UNA REVISIÓN INTEGRATIVA

RESUMEN: Este estudio tiene como objetivo analizar las evidencias científicas sobre la educación de las relaciones étnico-raciales en el campo de la educación profesional técnica en el nivel secundario. Se trata de una investigación exploratoria y cualitativa, cuya técnica integradora de revisión bibliográfica permitió la selección sistemática de informes en seis etapas. Inicialmente, la búsqueda de artículos a través de SciELO, CAPES Journal y Google scholar de los términos raza, etnia, factor racial, racismo, prejuicio racial, discriminación racial, relaciones étnico-raciales, educación profesional y tecnológica, y educación profesional, junto con operadores booleanos, resultó en 11.336 títulos, y después de la selección, se incluyeron 11 artículos. Para la discusión, fueron utilizadas las siguientes categorías: institucionalización de la Ley nº 10.639/2003 y currículo; racismo estructural; ley de cuotas; núcleo de estudios, investigación y extensión afrobrasileños e indígenas; experiencias pedagógicas sobre diversidad étnico-racial; las percepciones de estudiantes y docentes sobre la diversidad étnico-racial en el currículo; y el papel de las docentes para la formación profesional de las mujeres negras. Se constató que hay un largo camino por recorrer para la institucionalización de las Leyes 10.639/03 y 11.645/08 en los currículos y en las prácticas de enseñanza-aprendizaje de la formación profesional, reforzado por las percepciones negativas de estudiantes y docentes sobre la discriminación étnico-racial. diversidad en los currículos de las instituciones de educación vocacional y tecnológica, especialmente cuando se trata de cursos integrados.

Sin embargo, las leyes de cuotas, la implementación del NEABI y las diferentes experiencias docentes se destacaron como acciones afirmativas que promovieron la igualdad racial.

Palabras clave: Educación vocacional y tecnológica, Racismo, Relaciones étnico-raciales, Revisión.

INTRODUCTION

Colonialism, eurocentrism, and capitalism are constituent and specific elements of the global model of hegemonic power, which influenced the daily lives of people around the world (QUIJANO, 2005). These models of power and domination are based on the racial classification of the population (SANTOS; DE MATOS; EUGENIO, 2019) and racism based on race as principles. Although race was considered a central category of analysis because it biologically addressed the diversity of the human species until the mid-20th century, this meaning is currently not scientifically valid. However, from a scientific point of view, race, in its various nuances, is a social category with a great impact on society and its use has been encouraged due to its implications for anti-racist practices (SANTOS et al., 2022).

Racism is a systemic form of discrimination, which appears through conscious or unconscious behavior and, ultimately, leads to disadvantages or privileges, depending on the racial group to which they belong (ALMEIDA, 2019). For Almeida (2019), racial prejudice is a judgment based on stereotypes about individuals belonging to a certain racial group that may or may not lead to discriminatory practices. Such practices, when committed individually, through insults and rejection of an individual based on preconceived ideas, are characterized by individual racism.

In societies structured based on discrimination, which privileges some races over others, racism is called structural, that is, an element that integrates the economic and political organization of society. This structural racism is present in institutions such as public security and schools, which reproduce it against racialized groups, such as black and indigenous people. Institutional racism is the structural and legalized system of policies, practices, and norms that results in differentiated access to goods and services (JONES, 2002). In the school environment, institutional racism can be observed in the pedagogical silence, curricula, and teaching content that strengthen the appreciation of white people and exclude representations of other racialized groups, as well as in the greater presence of white teachers and managers, which strengthens and maintains this group in power.

In Brazil, state racism perpetrated by those who benefit from the silencing of stigmatized and oppressed people (SILVEIRA; NASCIMENTO; ZALEMBESSA, 2021), who continue to reap the omens of colonization, maintains inequality through politics, economics, and people's subjectivity, with direct influence on education. Thinking about ethnic-racial relations in terms of coloniality and Eurocentrism is moving towards the invisibility of all other cultures that differ from it, evidenced in gestures in school environments that coincide with the dissemination of hegemonic representations that reinforce discriminatory ideas.

In this sense, school plays an important role in the lives of individuals, and the main one understands formal education as a tool for people's emancipation and a means for social advancement. Furthermore, it is an educational means of socializing the student into the adult social world (LIBÂNEO, 2004), where they learn to live in society. School education is an intentional action that implies interaction between generations, of the oldest (experienced) with the youngest, or with less mastery of knowledge or practices, towards social, moral, cognitive, affective, and, in a context-specific historical, social, and institutional (GATTI, 2013).

On the other hand, if the school encourages prejudice and allows discrimination during the educational process, the individual will naturalize this. Therefore, it is a space for social maintenance, which reproduces and perpetuates racism. This fact is observed in pedagogical activities and content, which historically made up the Brazilian school curriculum, based on Eurocentric ideas of colonial origin (SANTOS; MATOS; EUGENIO, 2019), as well as in the prejudiced attitudes and speeches of students and teachers, in the low number of black teachers and teaching teams. Therefore, schools must repudiate

racial discrimination and address the most diverse curricular subjects in educational processes, comprising all racial groups present in society, valuing racial, ethnic, and cultural diversity, so that students become aware of the process of racialization that the country went through, which led racialized people to the base of the social pyramid and the worst positions in the job market, and how the knowledge taught always privileged the knowledge of white people, to the detriment of the knowledge of black and indigenous people.

In contrast, the aim of education in ethnic-racial relations is “the training of citizens, women, and men committed to promoting conditions of equality in the exercise of social, political, and economic rights, the rights to be, live, think, specific to different ethnic-racial and social belongings” (GONÇALVES; SILVA, 2007, p. 490). Although this training requires policies that disrupt racism in Brazilian society based on hegemonic representations that reinforce discriminatory ideas, this study focuses on ethnic-racial relations within the scope of young people's professional education for the world of work, considering racial inequities, capitalist dynamics that operate, but also a training of the individual to understand the unexplored meaning of the process of socialization of technical knowledge and its relationship with social entities directly involved in educational policies. These must present affirmative actions that encourage debate about the existence of discrimination and racial inequalities in Brazilian institutions.

Discrimination has several consequences for the lives of young students, in the economic, social, psychological, and biological spheres. This leads the individual to occupy different positions in the social structure and, consequently, variability in the privilege of obtaining limited goods and services in the social environment (FARO; PEREIRA, 2011). In the psychological sphere, it leads to a reduction in self-esteem and mental well-being, but also to greater risks of cardiovascular diseases, respiratory diseases, and other biological effects (MCKENZIE, 2003). Furthermore, suffering discrimination activates a negative stigma that symbolically affects students' self-concept, and harms their social and psychological functioning (JONES, 2002), to outline and limit their educational aspirations for the future.

Studying ethnic-racial relations in basic education curricula is relevant to breaking the silence about African and Afro-Brazilian realities in school curricula and practices and for the affirmation of black history, memory, and identity (GOMES, 2010), contributing to human formation. In this sense, Professional and Technological Education - PTE has become an option for completing secondary education, which comprises the final stage of basic education, in which the country faces traditionally strong and worrying dropout rates, according to the school census carried out by the National Institute of Educational Studies and Research Anísio Teixeira (BRASIL, 2017), with low educational aspirations of students to continue their studies. It should be noted that PTE is an educational modality that covers different courses such as professional qualification for initial and continuing training of workers; secondary technical professional education; and undergraduate and postgraduate technological professional education (BRASIL, 2021).

Therefore, the objective of the study was to analyze the scientific evidence on the education of ethnic-racial relations within the scope of secondary technical professional education.

METHOD

As a theoretical foundation, the documentary path was mainly based on affirmative actions, such as Laws n° 12,711, approved in 2012 and entitled “*Lei das Quotas*”, n° 10,639/2003 and n° 11,645/2008, which gave education a character fairer in understanding the democratization of education for people of African descent, to make society aware of the historical situation of black and indigenous people in Brazil, submerging themselves in economic, social and cultural issues consolidated in exclusion and structural racism. The first law includes the inclusion of the theme “Afro-Brazilian History and Culture” in the curriculum of the official primary and secondary education network, which led to changes in the Education Guidelines and Bases Law (LDB), No. 9,394, of December 20, 1996, in its articles 26-A and 79-A (BRASIL, 2003).

Law 11,645/2008 expands the theme to “Afro-Brazilian and Indigenous History and Culture”, which must have its content taught within the entire school curriculum, especially in the areas

of artistic education, Brazilian literature, and history (BRASIL, 2008). The introduction of ethnic-racial themes in curricula can contribute to giving new meaning to polytechnic training, which provides opportunities for the “working class above the levels of the bourgeois and aristocratic classes” (RODRIGUES, 2008, p. 112), in the school training process, in a specific way in professional education. Furthermore, Marx and Engels clarified that “polytechnic training, defended by proletarian writers, must compensate for the inconveniences that arise from the division of labor, which prevents their apprentices from reaching in-depth knowledge of their role” (2011, p. 140). Therefore, research into cultural, political, and economic aspects as a historical construction instigates reflections and encourages the fight against racism, addressing social, educational, and work relationships.

This is research with an exploratory purpose, used to seek information on certain little-explored topics, without operationalizing hypotheses, and normally precedes other types of investigations such as descriptive or correlational ones (OLIVEIRA, 2018). It has a qualitative approach, as it focuses on the microsocial universe and the deepening of human phenomena, such as ethnic-racial relations, and recognizes subjectivity, symbolism, and intersubjectivity in these relations, as well as bringing the inseparable overlap between the subject and the object between social participants and the researcher, between fact and meaning, and between structure and representation for internal analysis (MINAYO, 2017).

The method used was the integrative literature review, which is an evidence-based practice instrument (EBP), that allows the synthesis of knowledge and the applicability of the results of the mapped reports, for a systematic and comprehensive analysis of national and international publications obtained about the education of ethnic-racial relations in secondary technical professional education. The study was conducted based on the following steps: 1) research question; 2) literature research; 3) information collection; 4) critical analysis; 5) discussion of results; and 6) presentation of the integrative review (SOUZA, 2010).

To conduct the research, the following guiding question was created: “What is the scientific evidence on the education of ethnic-racial relations for students enrolled in technical professional education in secondary education?”, elaborated from the acronym PICo – Population, Interest, and Context, which used the terms presented in Chart 1 (CAPP; NIENOV, 2021).

Chart 1 - PICo acronym for obtaining terms.

Acronym	Terms
Population (who does the question relate to?)	Students
Interest (what is the object of study?)	Ethnic-racial relations
Context (in which environment?)	Professional and technological education

Source: Created by the authors (2021).

The literature survey was carried out in November 2021 through searches in the SciELO database and in the electronic data sources Portal of CAPES Journal and Google Scholar. Google Scholar was included due to the high number of journals whose scope is publications that address the PTE presents this indexing.

The search strategy used based on the combination of terms and Boolean operators “AND” and “OR” was the following: (race OR ethnicity OR “race factor” OR racism OR “racial prejudice” OR “racial discrimination” OR “ethnic relations -racial”) AND (“professional and technological education” OR “professional education”). To increase the number of studies to be included on the topic, it was decided not to use keywords referring to the population.

The criteria for inclusion were studies published between 2017 and 2021 until the date of collection, in all languages, about ethnic-racial relations in PTE, considering integrated secondary education and subsequent education. The time frame is justified by the need for more recent research on the topic. The exclusion criteria were reviews, editorials, critical reviews, experience reports, dissertations, theses, monographs, chapters, books, and summaries published in event annals.

To select the studies, initially, they were identified in the databases and data sources using the time filter; then, the articles were screened in two stages: in the first, titles and abstracts were read, and, in the second, the full texts of the studies selected in the previous phase were read. The reasons for excluding studies in this last phase were recorded and explained in the results chapter. Finally, studies that met the eligibility criteria were included in the synthesis after reading the articles in full.

To collect data, we chose to use an instrument developed by one of the authors of this manuscript, consisting of six variables: numbering, name of authors and year of publication of the article; title; objectives; and results.

The critical analysis of the evidence found was carried out following Galvão (2006). At level 1, the evidence comes from a systematic review or meta-analysis of all relevant randomized controlled clinical trials or clinical guidelines based on systematic reviews of randomized controlled clinical trials; level 2, evidence derived from at least one well-designed randomized controlled clinical trial; level 3, evidence obtained from well-designed clinical trials without randomization; level 4, evidence from well-designed cohort and case-control studies; level 5, evidence originating from a systematic review of descriptive and qualitative studies; level 6, evidence derived from a single descriptive or qualitative study; level 7, evidence from the opinion of authorities and/or report from expert committees.

Additionally, an analysis of the quality of publications was carried out from the Sucupira Platform through the ISSN of the journals of the studies included in the synthesis, considering Qualis for the areas of education, teaching, and interdisciplinary evaluation, according to the Quadrennial Journal Classification 2013-2016.

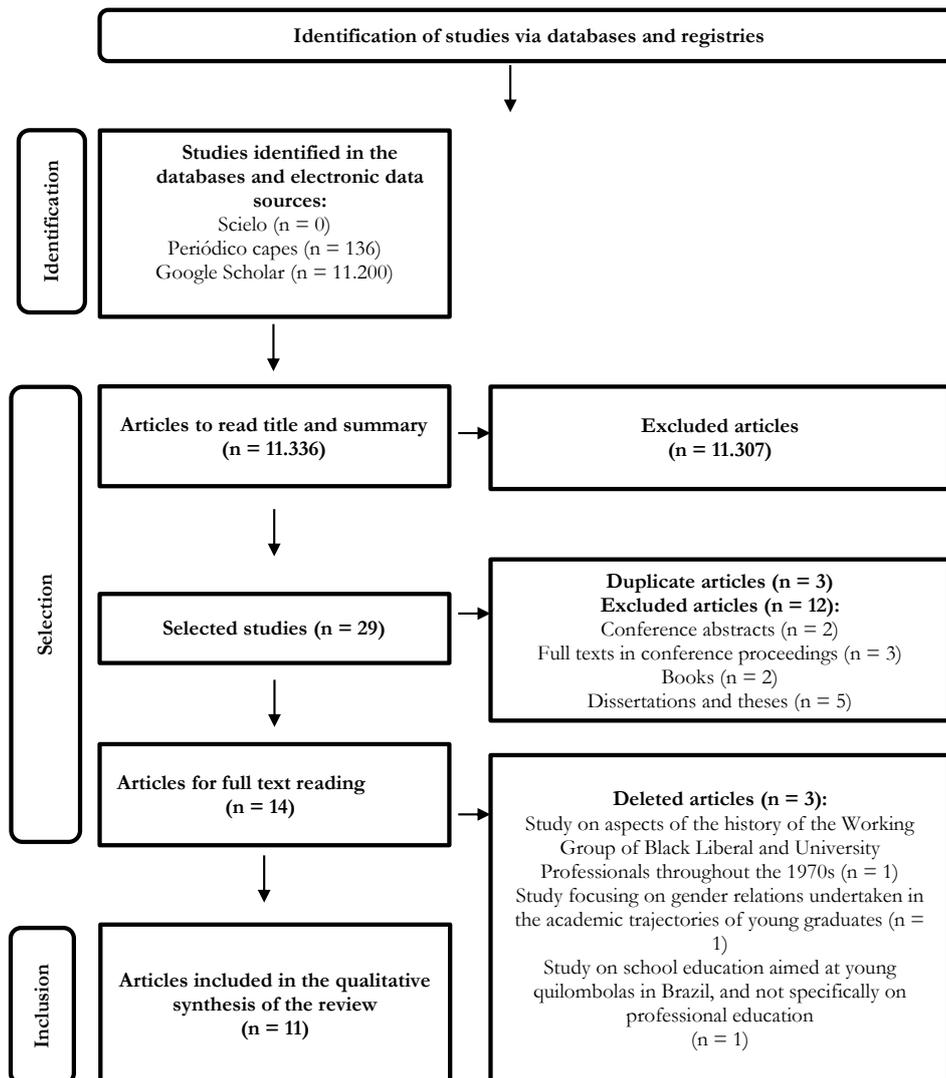
The results were presented through tables containing the narrative synthesis of the research findings that made up the review. To discuss the data, they were grouped into thematic categories based on the content analysis proposed by Bardin (2011), which followed three phases: pre-analysis to organize the corpus resulting from the studies included in the research; exploring the material and choosing categories; and finally, the treatment of results with inference and interpretation of information.

Regarding ethical aspects, the opinion of the ethics committee was not consulted as this was a literature review study. However, copyright was respected when preserving the content exposed by the authors of the primary articles and when referencing information extracted from articles available in the public domain.

RESULTS

In the initial search, 136 studies were found in Capes Journal, 11,200 in Google Scholar, and none in the SciELO database. Initially, the search raised 11,336 titles. On Google, the reading of titles was restricted to the number of pages presented on the platform. After reading the titles and abstracts, 29 articles were selected to be evaluated in full, of which 12 were excluded because they were not complete texts published in scientific journals and three were duplicates so a sample of 11 articles was established to compose the qualitative synthesis, as represented in Figure 1.

Figure 1 - Flowchart for selecting articles in databases.



Source: Created by the authors (2021).

Regarding nationality, the 11 selected articles were carried out in Brazil and published in different national journals, except for *Educação Profissional e Tecnológica em Revista*, with two publications. Regarding study methods, there was a predominance of the quantitative approach (90%) and only one study presented a sequential explanatory mixed method (10%).

Regarding the classification of journals according to Qualis in the areas of education, teaching, and interdisciplinary, in which the studies were published, only two studies were published in qualified journals in the higher strata for education and teaching – A1 and A2, that is, with high impact factor and national and international relevance. Regarding the level of evidence, 81.8% of the studies presented level 6 and 18.2% level 7 (Chart 2).

Chart 2 - Analysis of the quality of publications.

Author/Year	Title of the journal/Qualis in education*	Design/Level of Evidence
Alves e Melo (2021)	<i>Educação Profissional e Tecnológica em Revista/</i> There is no registered data	Qualitative/ 6
Barbosa, Kokkonen, Souza (2021)	<i>Educação Profissional e Tecnológica em Revista/</i> There is no registered data	Qualitative/ 6
Brazorotto (2021)	<i>Cadernos Cajuína/</i> B3 Education/No registration with interdisciplinary	Quantitative and qualitative / 6
Custódio and Oliveira (2021)	<i>Revista Ciranda/</i> There is no registered data	Qualitative/ 6
Martins and Souza (2021)	<i>Revista Latino-Americana de Estudos em Cultura e Sociedade/</i> C Teaching/ B4 Interdisciplinary	Opinion/ 7
Costa, Rocha and Santos (2020)	<i>Revista Estudos LAT/</i> There is no registered data	Qualitative/ 6
Souza and Felzke (2020)	<i>Cadernos do Aplicação/</i> There is no registered data	Qualitative/ 6
Ferreira and Coelho (2019)	<i>Revista Educação e Cultura Contemporânea/</i> A2 Education and Teaching/ B3 Interdisciplinary	Qualitative/ 6
Fonseca and Rocha (2019)	<i>Educação em Revista/</i> A1 Education and Teaching/ A2 Interdisciplinary	Qualitative/ 6
Matos, Bispo and Lima (2017)	<i>HOLOS/</i> B2 Education/B5 Teaching/ B2 Interdisciplinary	Proposal Report / 7
Soares, Santos and Virgens (2017)	<i>Linhas Críticas/</i> B1 Education/B3 Teaching/ B1 Interdisciplinary	Qualitative/ 6

Source: Created by the authors (2021).

A summary table was prepared, which included the following information: article numbering in descending order; title; journals; objectives; and results, as shown in Chart 3.

Chart 3 - Statement of articles that make up the integrative review.

N/Author/ Year	Title	Objectives	Results
1. Alves and Melo (2021)	The quilombola issue in the PTE curriculum: towards an omnilateral education	Investigate the place of the quilombola issue in the history of teaching curriculum in professional and technological education (PTE), through the perceptions and practices of students and teachers at the Federal Institute of Alagoas (IFAL).	The construction of the integrated curriculum, also understood as an experience of integration and appreciation of denied and silenced cultures in historical-social daily life, reflected the didactic-pedagogical fecundity of the educational video, presented as an educational product within the scope of PROFEPT/IFAL, in effort to bring quilombola history and culture into the formative context of PTE. In this sense, the adherence of students and teachers to audiovisual language, demonstrated through action research, reaffirms the relevance of educational video, in promoting integrated training, which gets closer to the centers of interest of learners through the establishment of a relationship dialogical and reflective.
2. Barbosa, Kokkonen, Souza (2021)	“I can't breathe”: structural racism and the challenges of education for ethnic-racial relations in the federal network of professional, scientific, and technological education - Brazil	Contribute to the public debate about structural racism in Brazil and the challenges it represents for the Federal Network of Professional, Scientific, and Technological Education.	The results indicated that racism is structural in Brazilian society and constitutes one of its main challenges. They come from our colonial experience, which articulated colonialism and coloniality, authoritarianism, and violence, but are also produced and reproduced in the present. As it is a multidimensional problem, combating racism requires profound economic, social, political, and cultural transformations.
3. Brazorotto (2021)	Affirmative policies at CEFET-MG: democratization of access?	Verify the effective democratization of access to secondary education integrated with vocational training, through affirmative vacancy reservation policies.	The results of the investigation indicate that although the path to democratization of quality public education is still long, the implementation of affirmative policies, such as racial quotas, presents progress toward social equality.
4. Custódio and Oliveira (2021)	Between legality and legitimacy: NEABI's challenges and advances in implementing ethnic-racial themes in the curriculum	It analyzes the objectives proposed in the Regulations of the Center for Afro-Brazilian and Indigenous Studies of the Federal Institute of Triângulo Mineiro – NEABI/IFTM,	The results showed that the inclusion of ethnic-racial themes in the curriculum goes through the following stages: Institutionalizing Laws 10,639/03 and 11,645/08 and national curricular guidelines in teaching/research and extension actions and employee and community training policies; updating regulations and/or creating institutional documents (PDI/PPI and PPC) any

		regarding the inclusion of ethnic-racial themes in the IFTM curriculum.	changes that are necessary for the education of ethnic-racial relations; offer training on ethnic-racial issues for all employees and outsourced workers; promote, in a collaborative manner, on the IFTM campuses, the management and production of teaching material to comply with Law 10,639/2003 and 11,645/2008; have the guarantee of budgetary allocation for such purposes; have the presence of a central NEABI representing the local collegiate bodies.
5. Martins and Souza (2021)	NEABI and education for ethnic-racial relations	Promote a discussion about how the Center for Afro-Brazilian and Indigenous Studies, Research and Extension (NEABI) of the Federal Institute of the North of Minas Gerais (IFNMG), from the perspective of social recognition, can be observed as an instance of resistance to education for ethnic-racial relations	The discussion on education for ethnic-racial relations cannot take place without a critical analysis of the conditions under which educational mechanisms were developed, considering a context, especially cultural, in which “quality” education had always been reserved for a dominant elite and used as an instrument to maintain the privileges that engender and perpetuate social injustice in Brazil. Therefore, it is important to observe the performance of NEABI/IFNMG as an instance of struggle for social recognition.
6. Costa, Rocha and Santos (2020)	Virtual memorial black pearls of the River Alliance: An Interdisciplinary Pedagogical Tool in strengthening black identity in professional education / the field	Highlight the challenge of building forms of teaching and learning for racial relations, proposing new pedagogical instruments, and overcoming curricular barriers referenced by Eurocentric and colonizing standards.	From the analysis of the actions of the Virtual Memorial entitled Pérolas Negras do Rio Aliança, the potential of using technology from this pedagogical tool was verified, for social recognition and for the valorization of ethnic-racial identity, to promote education for diversity in respect for human rights that ensure human dignity and the exercise of active and plural citizenship built on the principles of agroecology.
7. Souza and Felzke (2020)	Students' perceptions about ethnic-racial diversity in the Integrated Technical	Contribute to the implementation of consideration for ethnic-racial diversity in the context of	In the analyses carried out, it was found that students consider the work around these themes to be important, recognize the process of erasure that still exists around them, and propose integrated

	Education curriculum at the Secondary School	Professional and Technological Education, based on the recognition of the voice of the students themselves.	pedagogical possibilities aimed at interdisciplinarity.
8. Ferreira and Coelho (2019)	Affirmative action policy in the federal network of professional, scientific and technological education: reflections on the access and retention of black students in secondary technical courses (period from 2008 to 2013)	Identify to what extent the implementation of law 12,711/2012 provided greater access for black students to Secondary Level Technical Courses, as well as verify at what level the actions carried out have guaranteed strategies aimed at the retention of these students.	Although it was identified that, after the implementation of the law, there was progress in black students' access to Secondary Level Technical Courses, it is understood that institutions need to adopt specific actions to their permanence and academic success. The need to make financial resources available was detected, to enable a greater offer of aid to black students, and the urgency in developing proposals for pedagogical support that meet the demands of these students, in addition to specific actions, but which are widespread. in structural actions at the institutional level.
9. Fonseca and Rocha (2019)	The process of institutionalizing law 10,639/2003 in the federal network of professional, scientific, and technological education	Prepare an analysis of the process of institutionalizing the education of ethnic-racial relations in schools that make up the Federal Network of Professional, Scientific, and Technological Education.	Based on the criteria applied in an analysis that considered the Institutional Development Plan (IDP) of each of the selected institutions from theoretical perspectives related to the evaluation of educational policies, it became possible to verify that there is a very low level of institutionalization of education of ethnic-racial relations in schools that make up this type of teaching.
10. Matos, Bispo and Lima (2017)	Anti-racist education and law nº10.639/03: a proposal for implementation from IFBA's Black November	Contribute to compliance with law 10,639/03, which makes the teaching of Afro-Brazilian and African History and Culture mandatory in basic education schools in Brazil.	Since 2011, the Black November project at the Federal Institute of Education, Science and Technology of Bahia (IFBA), Vitória da Conquista campus, has promoted a series of activities, such as ethnographic research into black communities in the region, production of documentaries about Quilombola Communities, photographic exhibitions, research among students on campus with the percentage of students who declare their color black, who are in favor of affirmative actions (quotas), and regarding the perception of racism at IFBA, especially establishing an anti-racist pedagogy that values and preserves the historical heritage of the Afro-Brazilian culture, demonstrating possibilities for

			incorporating the law's proposal into the daily life of federal institutes.
11. Soares, Santos and Virgens (2017)	Black woman in the world of work: ethnic-racial identity in professional education	Analyze the performance of teachers for professional education for black youth and adults, particularly females. And, to propose an analysis of the perception of the training of black students regarding the teaching-learning process in specific disciplines for work in the area and the approaches to ethnic-racial relations permeating relationships in the world of work, emphasizing the issue of self-esteem and identity ethnic-racial for black women.	When proposing a reflection on ethnic-racial issues in vocational training, it was identified that Laws 10,639/03 and 11,645/08 in the vocational training of black women, from the perspective of teachers and students, were not the subject of analysis nor were they subject to any inserted into curricular components that could promote reflection on the approaches to these laws. However, teacher training and its continuous updating reveal the absence, dispersion, and even the fragility of arguments in addressing the issue. The problem highlighted by the laws, in the universe of professional education training, must refer to issues of gender and race as racist assumptions that can lead to the inferiorization of professionals at a technical level.

Source: Created by the authors (2021).

Given the studies presented on the education of ethnic-racial relations in secondary technical professional education, we could list some thematic categories that will be discussed in a continuous text: Institutionalization of Law 10,639/2003 and curriculum; Quota law; Center for Afro-Brazilian and Indigenous Studies, Research and Extension (NEABI- *Núcleo de Estudos, Pesquisas e Extensão Afro-Brasileiros e Indígenas*); Pedagogical experiences about ethnic-racial diversity; Perceptions of students and teachers regarding ethnic-racial diversity in the curriculum; The role of teachers in the professional education of black women.

DISCUSSION

Alves and Melo (2021) highlight the importance of teaching History to correct mistakes and silencing of the past, to cooperate in overcoming the framework of exclusion, discrimination, and fragmentation of socially and historically fragile subjects, such as quilombolas, who currently still face challenges to access basic social rights. However, his research highlighted, based on reports from students and teachers at the Federal Institute of Alagoas - IFAL, reinforced by the incipience of this debate in textbooks, the absence of the quilombola issue and the need to replan and include a space for Afro-Brazilian culture in curricula, especially the integrated one. Not only that but there is a lack of books written by black authors and aimed at professional education.

In vocational education, the polytechnic perspective is a general vision for the implementation of integrated curricula in Brazil, and when remembering the polytechnic concept, adopted as a possibility of liberating the working class, there is the possibility of dialogue with other epistemological approaches, especially those with African-centered and non-colonial traditions, as an

opportunity to overcome the challenges of their implementation in comprehensive courses and the consideration of ethnic-racial diversity in a single educational movement with a liberating nature. However, these differences in belonging become clear when analyzing the studies presented in this review.

Furthermore, in the traditional teaching of history, following the logic of the typical “colonial matrix of power and knowledge” of the West, official narratives about the life and culture of the African people and indigenous peoples of Brazil stand out. This Eurocentric discourse excluded the contributions of the indigenous populations, who inhabited these lands, and Africans, who make up the cultural diversity in this country to this day (BORJA; PEREIRA, 2018). The prevailing narrative about the life and culture of people originating from Africa and native indigenous people in Brazil is based on ideology derived from the colonial matrix of power and knowledge and structural racism.

In bibliographic-documentary research on structural racism in Brazil and challenges for professional education, Barbosa, Kokkonen, Souza (2021) state that, although there is a progressive philosophy committed to the emancipation of the working class and the promotion of fairer relationships in the Federal Network for Professional, Scientific and Technological Education (RFEPT-*Rede Federal de Educação Profissional, Científica e Tecnológica*), racism is also present in this national education system. Racism is structural because it integrates the political and economic organization of society and provides meaning, logic, and technology to reproduce the inequalities and forms of violence that mark the daily lives of the black population today (ALMEIDA, 2019). This violence can come from racist insults and attacks or, in a more sophisticated, veiled way, through behaviors or speeches that produce ambiguities in the understanding of the act.

The inequalities caused by racism affect the physical and mental health of black people due to the difficulties that these individuals and their families have in obtaining housing, basic sanitation, education, employment, culture, leisure, and protection. Also, due to exposure to dangerous or threatening conditions and the aggressions suffered daily, the biological mechanism of chronic stress leads to increased hormonal levels and oxidative stress at the cellular level. Prolonged exposure to stress hormones, such as cortisol, can cause inflammation and make individuals susceptible to chronic diseases (COHEN, 2012). Therefore, one of the paths to change is to awaken in black and non-black individuals the daily anti-racist practice and the implementation of affirmative policies to promote racial equality.

Examples of public affirmative action policies to promote black people and overcome social inequality instigated by racism are the criminalization of racism, the establishment of quotas, the approval of the racial equality statute, and the institution of the law that makes the teaching of history mandatory and Afro-Brazilian and African culture in institutions. Matos, Bispo, and Lima (2017), to collaborate with the fulfillment of Law n° 10.639/03, teachers and students from the Federal Institute of Education, Science, and Technology of Bahia (*Instituto Federal de Educação, Ciência e Tecnologia da Bahia*), Vitória da Conquista campus, in partnership with the State University of Southwest Bahia (*Universidade Estadual do Sudoeste da Bahia*), carried out the “Black November” project during a specific week in November in 2011, 2012 and 2013, which later became a habitual practice, in which there is a discussion of the realities in which black people are historically inserted, or even excluded, demonstrating the relevance of such a discussion and expanding the possibilities of understanding the world and its inequalities.

In this sense, Brazorotto (2021), in his research, verified the effective democratization of access to secondary education integrated with vocational training, through affirmative vacancy reservation policies, and concluded that the implementation of the “Quotas Law” advanced toward social equality, considering the CEFET scenario in Minas Gerais, through empirical research, as the majority of respondents declared themselves black and mixed race (54.7%); this indicator is close to the state population (MG: 60.3). However, the author reinforces that, despite the change, it is necessary to move forward and encourage the implementation of affirmative policies in Brazilian public schools and universities.

Ferreira and Coelho (2019) also identified that there was an increase in access for young people of African descent after the quota law, because, according to the Quota Policy Review Report (2012-2013), prepared by the MEC in 2013, 83% of the Federal Institutes of Education, Science, and Technology have already met, from 2012 to 2013, the target of minimum vacancies reserved for 2016.

However, these institutions lack concrete actions to guarantee the academic success and permanence of these students. There was a need for financial resources to provide greater assistance to black students and the urgency of formulating recommendations for pedagogical supervision. These students are more likely to abandon the course. This can be explained by the prioritization that educational institutions give concretely to pedagogical knowledge, by the socioeconomic situation, which can present itself as a difficulty in reconciling work and study, or even by low occupational aspiration. However, following Opinion CNE/CP 3/2004, approved on 3/10/2004, which establishes the National Curricular Guidelines for the Education of Ethnic-Racial Relations and the Teaching of Afro-Brazilian and African History and Culture, compensation policies aimed at the education of black people must provide a guarantee of access, permanence, and success in school education for this group, in addition to valuing the historical and cultural heritage of Afro-Brazilians and acquiring skills and knowledge considered essential for continuous learning, as well as fulfilling all the conditions required to complete each level of education and being a responsible citizen and participant, in addition to professional qualifications.

However, affirmative policies are not limited to the inclusion of themes and content in the school curriculum but include the expansion of access opportunities for black and indigenous populations to material spaces to produce knowledge, that is, teaching, access to university, professional courses, and integrated curriculum proposals. The presence of these social subjects in educational spaces questions traditional pedagogies that silence other epistemologies hold pedagogical exclusivity, and demand the emergence of other pedagogies, based on listening to the voices of the subjects themselves (ARROYO, 2012).

The implementation of NEABs is an important affirmative policy. The creation of NEABs precedes affirmative policies. They were born as “movements for political formation and the production of knowledge in the fight against racism, especially in Brazilian education” (OLIVEIRA; DA COSTA, 2019, p. 1). Law 10,639/2003 reinforces the importance of NEABs for implementing and strengthening affirmative actions in educational institutions. These centers also have the task of inducing, monitoring, and evaluating the implementation of public affirmative action policies in institutions.

From this perspective, Custódio and Oliveira (2021) analyzed the objectives proposed in the NEABI Regulation of the Federal Institute of Triângulo Mineiro regarding the inclusion of ethnic-racial themes in the curriculum of two IFTM campuses based on documentary research. Through theoretical perspectives that discuss the Federal Education Network and curriculum, it was concluded that there is a need to establish strategies and plans aimed at the effective institutionalization of NEABI and to follow steps for its implementation. They also found that it is a complex task to fulfill the objectives of the NEABI/IFTM regulations, such as the curricularization of ethnic-racial themes, as it involves a political pedagogical project, teacher training, introduction of a curricular component in the degree, among others, which requires articulation of a central NEABI, which mediates with the pro-rectors to build strategies to comply with Law 10,645/2008.

For Martins and Souza (2021), the implementation of the aforementioned Laws n° 10,639/03 and n° 10,645/2008 is difficult, as it is not just about inserting the discussion about Afro-Brazilian and indigenous history and culture in the school context, but it is also required to restructure the pedagogical bases through a historical recovery movement with theoretical bases, so that, in this way, a real modification of the teaching-learning process occurs in search of valuing the knowledge of these cultures. Fonseca and Rocha (2019) also analyzed the Institutional Development Plan (IDP) in schools that make up the Federal Network of Professional, Scientific, and Technological Education and found that their process of institutionalizing Law 10,639/03 is still very low.

We need to think beyond the formal curriculum, as intercultural education permeates the school organization and the type of human relationships that exist between professionals and school users. In other words, it refers to a change in mentality, a modification in the way the individual thinks, feels, and behaves towards others (LIBÂNEO, 2013), following the assumptions of Law n° 10.639/03 (BRASIL, 2003), which tries to break the pedagogical stance of not recognizing differences in national training.

Regarding pedagogical practices contextualized with local identities and culture and with the tendency to use information and communication technologies, as a pedagogical tool and an instance of

empowerment and appreciation of black identity, for the construction of a Virtual Memorial entitled *Pérolas Negras do Rio Aliança*, the study by Costa, Rocha, and Santos (2020) stands out, reported as a collective experience lived in the focus group. Given the changes that the educational scenario is going through, be they technological, cultural, or organizational, the extent of these transformations is still unknown. Therefore, there must be adaptation of teaching models, enabling dialogue and articulation between collaborative learning systems and technological information and communication tools for teaching Afro-Brazilian and indigenous history and culture.

However, appropriating the education of ethnic-racial relations, understood as a fundamental human right following the constitutional principles of the Education Guidelines and Bases Law, complemented by Opinion CNE/CP 3/2004, by educational institutions, is an instrument fundamental to unite young students in defense of the right to occupational insertion, considering their skills and competencies. Also, not promoting debate on identity issues is exempting oneself from the opportunity to promote the self-esteem of black-mixed women, with their personal stories, when many have already directly or indirectly experienced the rejection of their abilities due to their characteristics (SOARES; SANTOS; VIRGENS, 2017).

The desire for new pedagogical proposals is a need for students, especially interdisciplinary ones (SOUZA; FELZKE, 2020). Soares, Santos, and Virgens (2017) propose a reflection on the ethnic-racial issues that exist in professional training at a Professional Education Center in Logistics and Transport, located in Salvador, Bahia, based on the performance of the course teachers, focusing on the professional training of young black women, emphasizing the issue of their self-esteem and ethnic-racial identity. They identified that Laws 10,639/03 and 11,645/08 on the professional training of black women, from the perspective of teachers and students, were not subject to analysis, nor were they in any way included in curricular components that could promote reflection on approaches of these laws. The authors highlight the need to promote the teaching of ethnic-racial education in professional education, as they recognize that its members and future workers, the majority of whom are black, make up a large part of the classrooms.

If there have been no changes regarding teacher training since college, with the incorporation of ethnic-racial education in the pedagogical projects of undergraduate courses (DIALLO; LIMA, 2022), in addition to the continuous updating of the theme and construction of curricula aimed at raising the self-esteem of young black women and contextualize them about the difficulties they suffer in the job market, the demands of feminist movements will continue to exist. For these movements, some analyzed variables and intra-gender conflicts were demonstrated, in which distinctions such as those between race and class emerge.

The naturalization of the condition of subordination and inequality of rights of the black population continues, especially for working women who suffer from gender and racial oppression. This situation is very current, as it can also be seen during the Covid-19 pandemic, and is a consequence of the slavery and colonial heritage that, even after the abolition of slavery, completely neglected the recently freed black population, devoid of any public policy in his favor (GUIMARÃES; VERBICARO, 2020), leaving him with precarious work.

The precariousness of the work of people of African descent remains and only contributes to increasing the social abyss that separates blacks and whites, this being the greatest legacy of slavery and authoritarianism in Brazil, which made race and color markers of oppression and great differences in hierarchy social, defining who is in charge and who obeys, mediated by power relations (GUIMARÃES; VERBICARO, 2020). However, this occurred and still occurs surreptitiously, fueling the idea of racial democracy in the country.

For the defender of Afro-Latin American feminism, Lelia Gonzales, the racism incorporated in and carried out through discriminatory practices is the main determinant of the position of black people in the relations of production. This, like sexism, becomes part of the ideological and political structures of capitalism, reproducing the racial or sexual division of work (GONZALEZ, 2020). Latin American racism is an alienation fed through the ideology of whitening, whose internalized desire to “whiten”, in which, at the same time, there is the denial of their race and culture (GONZALEZ et al., 1988), reinforced by the myth of racial democracy in Brazil.

Given the above, young students need to be empowered and knowledgeable about strategies and instruments for coping with the lack of systematization of an ethnic discussion about the places in the world of work for black women, through pedagogical practice that equips them with competitiveness in the market, but which also promotes the continuity of studies concomitant with the identity discourses endorsed in black culture and the resignification of social roles historically constituted by them (SOARES; SANTOS; VIRGENS, 2017).

Regarding the methodological analysis of publications, there was a predominance of studies with a qualitative approach. However, there could be more field studies with professional education students from racialized groups, including indigenous people and quilombolas, in addition to the use of different methods and with higher levels of evidence to address the issue. Only two studies were published in higher education journals for education and teaching, with a lower impact and reach than most of the synthesized studies, which reduces the chances of expanding reflection and debate about ethnic-racial relations in PTE, which is so important for combating racism in Brazil.

FINAL CONSIDERATIONS

When analyzing the studies mapped in this review on the education of ethnic-racial relations within the scope of technical professional education at the secondary level, we found that there is still a long way to go toward the institutionalization of Laws 10,639/03 and 11,645/08 in curricula and the teaching-learning practices of vocational training, reinforced by the negative perceptions of students and teachers regarding ethnic-racial diversity in the curricula of PTE institutions, especially when it comes to integrated courses. However, quota laws, the implementation of NEABI, and the various pedagogical experiences explained in this study highlight the importance of these as affirmative actions to promote equality and participation for all.

Finally, this work can be an instrument to support new studies, as there is a need for other research to be carried out on ethnic-racial relations in professional education, given the relevance of the subject and the incipience of published articles, mainly on databases with greater impact and in journals with national and international coverage. Furthermore, it is important to have a permanent debate about the quality of public basic education in the country and to allocate resources for this, the fight against various forms of daily discrimination, and mainly, structural racism based on cyclical changes in society, to reduce the repercussions on the future of people of African descent.

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Author 2 - Supervision, conceptualization, writing (analysis and editing) and formal analysis.

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DECLARATION OF CONFLICT OF INTEREST

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