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Philosophy in the curriculum of the Vocational Education Integrated to High School at the Federal Institute of Education, Science, and Technology of Rondônia

O lugar da filosofia no currículo do Ensino Médio Integrado do Instituto Federal de Educação, Ciência e Tecnologia de Rondônia

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ABSTRACT:
The study aims to investigate the place of philosophy in the curriculum of Vocational Education Integrated to High School courses at the Federal Institute of Education, Science and Technology of Rondônia (IFRO), and the impacts of the counter-reform on this modality. The research relied on documentary and bibliographic sources to analyze the process of IFRO curricular reorganization. The results show that even before the counter-reform, in 2013, the institution initiated a curricular reorganization, influenced by technical and budgetary constraints, which led to a streamlined curriculum and the reduction of philosophy class hours, although it remained present in all school grades of IFRO integrated high school education.

KEYWORDS: Philosophy. Curriculum. Vocational Education Integrated to High School. IFRO.

RESUMO:
O estudo tem como objetivo investigar o lugar da filosofia no currículo do Ensino Médio Integrado (EMI) do Instituto Federal de Educação, Ciência e Tecnologia de Rondônia (IFRO) e os impactos da contrarreforma para essa modalidade. A pesquisa apoiou-se em fontes documentais e bibliográficas para analisar processo de constituição e reorganização curricular do EMI no IFRO. Os resultados evidenciam que, mesmo antes da contrarreforma do Ensino Médio, em 2013 o IFRO iniciou uma reorganização

curricular, influenciada por condicionantes técnicos e orçamentários, que promoveu o enxugamento curricular e a redução da carga horária de filosofia, mesmo ela se mantendo em todos os anos do EMI.

PALAVRAS-CHAVE: Filosofia. Currículo. Ensino Médio Integrado. IFRO.

Introduction

Teaching philosophy in Brazil has been marked by historical advances and setbacks influenced by the country's economic, political, and social changes. Present in the curriculum since the colonial period, when it was adopted by the Jesuits for the instruction of the aristocracy, philosophy became part of the secondary education curriculum with the advent of the Republic in 1889, followed by the Francisco Campos educational reform of 1931. Similarly, the Vargas educational project, characterized by the Capanema Reform initiated in 1942, reinforced the maintenance of philosophy as an exclusive subject in the high school curriculum, aimed at educating the country's leading elite. During the Second Republic, despite a shift in curricular orientation, with an emphasis on modern scientific disciplines over classical subjects, philosophy remained in secondary education, consistent with the propaedeutic role of this level of education for pre-university training.

Despite the presence of philosophy in high school education, this movement did not extend to vocational education during that period. Technical training, directly linked to the demands of the productive sector, predominated, with some aspects of general culture. This educational structure reinforced a dualistic model that established a clear distinction between the education of the "leaders," aimed at an intellectual humanistic education, and the "led," directed towards instrumental training.

With the civil-military coup of 1964, philosophy was banned from the curriculum, giving way to subjects aimed at hegemonically spreading and consolidating the regime's ideology. It was only with the process of democratization of the Brazilian State, underlined by the struggle of various social movements and the promulgation of a new Constitution in 1988, that philosophy reentered the educational debate in the bill for the new Law on Brazilian Education Guidelines and Basis (LDB) (PL 1.258/88). However, the promulgation of LDB 9.394/1996 presented philosophy as a transversal subject by establishing that, by the end of high school (EM), students should demonstrate "mastery of the knowledge of Philosophy and Sociology necessary for the exercise of citizenship." The imprecision of this law's text regarding the place of philosophy in the high school curriculum fueled the struggle of educators and educational entities to reverse its removal from the curriculum. This movement culminated in the promulgation of Law No. 11.684/2008, which mandates the inclusion of philosophy and sociology. Nevertheless, with the high

school counter-reform (Law No. 13.415/2017), anchored in the idea of making education more flexible and attractive to young people, the mandatory status of philosophy was removed from the law.

In this context, Vocational Education Integrated to High School (EMI), historically offered by institutions of the Federal Network of Professional, Scientific, and Technological Education (RFEPCT), was also affected by the counter-reform through Resolution No. 01/2021, which established the National Curricular Guidelines for Technical and Vocational Education and Training (EPT/TVET). This resolution imposed a market-driven and flexible logic on professional education, as established in the Common National Curricular Base (BNCC).

Despite alignment with educational principles, primarily due to budgetary constraints, this resolution represented a viable solution for many institutions to circumvent budget limitations, which condition the provision of EMI on minimum hourly requirements. Thus, budgetary and regulatory constraints fostered the curricular reorganization of EMI, achieved by reducing the common basic education (FGB) workload, particularly in the humanities. Philosophy, in particular, had its workload reduced and its content marginalized by merging with other subjects.

In this context, the Federal Institute of Education, Science, and Technology of Rondônia (IFRO), an autonomous public entity created by the Federal Law No. 11.892/2008. It is a multi-campus institution specializing in Vocational and Technical Education (VET), with a focus on basic, professional, and higher education. Therefore, IFRO has a pluricurricular organization, offering a variety of courses, with the Ensino Médio Integrado (EMI), which in English is "Vocational Education Integrated to High School (VET-HS), serving as a proposed model. Like other institutions in the network, IFRO also faces the consequences of reforms and budgetary limitations, which have directly impacted the curricular reformulation of its courses. Given this context, it is important to ask: What place does philosophy have in the EMI curriculum at IFRO? What are the impacts of the counter-reform on the teaching of philosophy in EMI at IFRO?

To answer these questions, bibliographic and documentary research was conducted. A bibliographic study was first carried out to examine the historical development of teaching philosophy in vocational education integrated to high school (EMI). This was followed by documentary research, which included an analysis of the pedagogical course projects (Projeto Pedagógico de Curso -PPCs), resolutions, and institutional norms.

The text is structured as follows: First, a historical and regulatory contextualization of philosophy teaching in EMI is provided, with educational dualism as the central analytical framework. Next, a curricular analysis is presented, focusing on normative documents to understand the role of philosophy in EMI at IFRO, highlighting the regulatory and financial constraints that led to the curricular

reorganization process and the strategies adopted to address the counter-reform. Finally, by analyzing the teaching of philosophy in EMI, the paper aims to identify the necessary steps toward reclaiming a polytechnic and integral education model, based on the concept of a unitary school. In this context, philosophy plays a fundamental role in equipping students with the tools needed to interpret and master the core principles of the techniques used in the current mode of production, enabling integral education that encompasses all aspects of human life.

The teaching of philosophy in vocational education at the high school level: the legacy of educational dualism

Discussing the teaching of philosophy in vocational education involves understanding the educational dualism that settled distinct educational paths in Brazil, rooted in the social division of labor. In early societies, education was fully integrated with labor. Individuals collectively appropriated the means of production for their existence, and in this process, they educated themselves and future generations. In other words, education was inseparable from life itself. As production developed, human labor became capable of producing more than was necessary, which led to wars and the private appropriation of land, culminating in the social division of labor. This process fostered the division of society into classes, with one class appropriating the surplus generated by the labor of another (Saviani, 2007).

This new way of organizing the production of life led to the structuring of education as something distinct from production, thereby fragmenting the inherent unity of the human condition into parts that were previously inseparable. From that point on, education became addressed to the owning class, or the 'free men,' those designated to engage in intellectual endeavors, while the non-owners were expected to focus on the practical aspects of the world.

The emergence of philosophy is deeply connected to this dualistic framework. Conceived as an activity meant for those who could engage in 'leisure with dignity,' classical Western philosophical traditions emphasized theoretical knowledge at the expense of practical knowledge. The Platonic ontological hierarchy serves as an example, in which certain individuals were assigned to focus on practical tasks, while others were tasked with philosophical contemplation. The process of institutionalizing education also began in Ancient Greece. "The word school derives from the Greek scholé, which etymologically means the place of leisure or free time. Therefore, it was the place where those who could enjoy leisure would go. From this, a specific model of education developed, in contrast to that inherent to the productive process." (Saviani, 2007, p. 155).

In this context, two distinct types of education emerged: one directly linked to the work process, embedded in the production of life, and the other structured within the formal school system (scholé), reserved for those who possess the means of production and the privilege of leisure. This created a profound division between work and education, which solidified over time across different modes of production, with intellectual labor taking precedence over manual work.

However, it is within the capitalist mode of production that this duality deepens. With the advent of modern industry and the consolidation of capitalist relations of production, the simplification of labor was intensified, as production operations were reduced to repetitive and fragmented tasks. As a result, the system of capital's dominance over labor became further legitimized. In this context, education began to serve as a hegemonic tool that upheld the new capitalist political, economic, and social order. The universalization of free public education, promoted by the bourgeoisie as a means of ensuring equal opportunities, in fact, established a dual system. Education aimed at the working class was primarily designed to instill discipline for productive labor and the social conformity necessary to sustain the capitalist system.

> […] the education conceived and implemented by the bourgeoisie, built upon the foundation of common primary education, did not, in its more advanced forms, extend beyond the division of individuals into two major fields: that of manual professions, for which practical training was required, limited to the execution of more or less defined tasks, without the need for mastery of the respective theoretical foundations; and that of intellectual professions, for which broad theoretical knowledge was required, in order to prepare the elites and representatives of the dominant class to operate in various sectors of society" (Saviani, 2007, p. 159).

Therefore, the educational dualism gets deeper, reproducing the interests of the dominant classes, for which the school assumes the role of educating leaders and ensuring their access to a preparatory education. In contrast, the education provided by the dominant class to the subordinated one is limited to the knowledge necessary for them to produce, but never to unravel the world in which they live.

The marks of educational dualism are closely tied to the very genesis of Brazilian vocational education, which has historically been shaped by the division between a preparatory model of education for the leaders' education and immediate training for the world of work, aimed at the non-dominant class.

> The structural duality, therefore, constitutes the major explanatory category of secondary and vocational education configuration in Brazil, legitimizing the existence of two distinct paths derived from the essential functions of the economic productive world: one for those who will be prepared by the school to perform leadership roles, and the other for those who, with a few years of schooling, will be prepared for the labor market through specific vocational training courses, in the public or private sectors (Kuenzer, 2007, pp. 28-29).

In each historical period, duality determined the role assigned to vocational education, resulting in proposals that often excluded philosophy from vocational training. With institutionalization in 1909, through the creation of the Schools of Apprentices and Artisans, Technological and Vocational

Education and Training aimed to meet the demands of an emerging technical-industrial development in the country. However, it also carried the proposal of social regeneration, through which education would exert a significant influence on the moral conditioning of underprivileged youth. Consequently, the curriculum of this period was characterized by an instrumental orientation, limited to artisanal teaching and learning practices.

With the process of industrialization driven by the State from 1930 onwards, vocational education became the main strategy for strengthening and developing the National State by training the workforce to meet the needs of the emerging industry and national defense. In this context, the government implemented various actions aimed at organizing and regulating the education system. In the realm of vocational education, these actions were marked by significant changes, such as the creation of the "S system[1]„" the transformation of the Federal Schools of Apprentices and Artisans into Industrial or Technical Schools[2], and the regulations established by the Capanema Reform[3], notably the Organic Law of Industrial Education No. 4,073/42, which elevated vocational education to the secondary level.

Regarding the Capanema Reform, the organization of education was structured into five branches: 1) secondary education, aimed at educating the ruling elite and preparing them for higher education; 2) agricultural education for the primary sector; 3) industrial education for the secondary sector; 4) commercial education for the tertiary sector; 5) normal modality for teacher education. Each branch was divided into two cycles: in the case of vocational education, it was arranged as basic, with four years duration, and technical, with three years duration (Cunha, 2005).

The elevation of technical education to the secondary level expanded the opportunities for students to access higher education courses directly related to their secondary-level training. However, despite this advancement, the division of the education system into branches reinforced the traditional duality of a propaedeutic secondary education for higher education, to the detriment of vocational education, which was limited in terms of productive and occupational configuration.

From an organizational standpoint, the curriculum of technical courses comprised two types of subjects: general education and technical education. However, the curricula of vocational courses remained closely tied to the demands of the productive sector, with technical content prevailing and even subordinating general education knowledge to technical needs. This contrasted with the high school

[1]National Service for Industrial Apprenticeship (SENAI) in 1942 and the National Service for Commercial Apprenticeship (SENAC) in 1946.
[2] Through Decree 4,127 of February 25, 1942.
[3] The Capanema Reform, the set of Organic Laws, implemented during the administration of Minister Gustavo Capanema (Decree-Law No. 4,073, of January 30, 1942, which organized industrial education; Decree-Law No. 4,048, of January 22, 1942, which enacted SENAI; Decree-Law No. 4,244 of April 9, 1942).

curriculum, both classical and scientific, which was characterized by a robust humanistic education, including philosophy in the study of humanities and sciences.

Even with the fall of the Estado Novo in 1945, its educational system was not dismantled. However, the reopening of the National Congress led to the emergence of new laws that gradually modified the system (Cunha, 2005). Noteworthy is Law No. 1,821/53, which expanded the equivalence among various secondary courses for access to high school and higher education, subject to taking "complementary exams." Also significant is Law No. 3,552/59, which transformed Industrial and Technical Schools into Federal Technical Schools, granting them pedagogical and financial autonomy.

It is in this context that the proposals leading to the LDB No. 4,024/61 were developed. After thirteen years of intense discussions and ideological battles between liberals and Catholics, it was enacted on December 20, 1961, marking a milestone in the defense of "order" in the educational context. With LDB 4,024/61, vocational education for high school level began to be designated as Secondary Education. Despite the change in nomenclature, the structure of education remained, with some advances such as the recognition of studies across various paths and the flexibility of access to higher education.

Regarding the professional education curriculum, LDB No. 4,024/61 established guidelines and assigned regulatory responsibilities. It specified the number of mandatory and elective subjects: "The second cycle will include, in addition to specific vocational education subjects, five from the high school course, with one elective" (Brazil, 1961). In this regard, the Committee of Industrial Education (DEI), through Ordinance 26 of March 7, 1962, defined the mandatory subjects for the industrial high school, related to the high school course.

> Article 4. The mandatory subjects in the industrial high school will be: Portuguese, Mathematics, History, and Physical and Biological Sciences [...]. Sole Paragraph: The course, or each grade, will offer one or two elective subjects, chosen from the following: Living Language, Geography, Mineralogy and Geology, Social Studies, Psychology, Common Law, Principles of Economics, and Basic Accounting. Mandatory subjects from one grade may also be included in others as electives (BRAZIL, 1962).

Philosophy is absent from the list of mandatory subjects in technical high school, revelling the emphasis on technical training directly linked to the market demands. The goal was to train intermediate workers for industry, ensuring that technicians were capable of providing immediate assistance to engineers or administrators or performing jobs that required specific skills. Meanwhile, in secondary education, both classical and scientific, philosophy remained part of the curriculum, maintaining its role in shaping the "country's elite leaders." It can be inferred that the 1961 LDB (Law on Brazilian Education Guidelines and Basis) preserves the educational duality present in previous legislation, with two distinct

pathways for secondary education. However, it stands apart from earlier reforms by offering greater flexibility in access to higher education for students of vocational education.

With the 1964 coup, a civil-military dictatorship was established in the country, which not only imposed authoritarian rule but also accelerated the internationalization of the economy, deepening dependence on international capital. In response to the country's structural transformations and growing social and economic issues that demanded increased access to education, the regime proposed a comprehensive educational reform, which would encompass both university reform and secondary education reform, with the latter aiming to reduce the demand for places available in higher education programs.

In this context, Law No. 5,692/71 was enacted, partially amending the Law on Brazilian Education Guidelines and Basis. The most significant change was undoubtedly the establishment of universal and compulsory professionalization for secondary education. This alteration ran counter to the prevailing educational trends by that time, which had reinforced the propaedeutic role of secondary education. These trends focused on redefining general education, centered on science and technology, with the goal of preparing students for further studies in higher education.

Aiming to consolidate its hegemonic control, the regime sought to reshape the educational system to achieve its objectives of domination. Consequently, the school curriculum became one of the central elements of the educational policies implemented by the regime, designed to promote an education aligned with its ideology. As part of this process, philosophy was removed from the curriculum and replaced by subjects such as "Brazilian Social and Political Organization" and "Moral and Civic Education," which aimed to reinforce the regime's ideology and suppress the dissemination of revolutionary ideas. In this context, philosophy was viewed as a threat, as it encouraged critical questioning and challenged the massified narrative. Its removal served as a strategy to neutralize and discipline students, aligning them with the prevailing political order.

It was only with the process of redemocratization in Brazil, characterized by the struggles of several social movements and the promulgation of a new Constitution in 1988, that philosophy re-entered the educational debate, notably within the draft bill for the new Law on Brazilian Education Guidelines and Basis (LDB) 1.258/88. In this context, philosophy and sociology became key subjects in the discussion, with the intention of making them mandatory in secondary education. However, the promulgation of Law 9,394/1996 redefined these subjects as transversal, instructing that by the end of secondary education, students must demonstrate "mastery of the philosophical and sociological knowledge necessary for exercising citizenship." As a result, the mandatory inclusion of philosophy in the secondary curriculum became subject to the interpretation of each education department or school.

In the field of technical-professional education, considering the contrasting societal projects for secondary education, the Law on Brazilian Education Guidelines and Basis (LDB) ensured the integration of vocational education with various educational modalities, along with dimensions of work, science, and technology, theoretically reinforcing the connection between propaedeutic and technical education. However, this proposal was undermined by Decree No. 2,208/1997, which closely followed labor market demands. This decree promoted a division between technical-professional education and secondary education by allowing technical education to occur either concurrently or after secondary education. The controversial decree was criticized by scholars and federal vocational education institutions' staff, who argued that it deepened the educational duality. Despite resistance within institutions, the decree was revoked in 2004 and replaced by Decree No. 5,154/2004, which reinstated the provision for Vocational Education integrated to High School (EMI).

Guided by a conciliatory policy, this period also marked the revival of the debate over the mandatory inclusion of philosophy and sociology in secondary education. This movement emerged shortly after the promulgation of Law 9,394/96, resulting in the drafting of Bill 3,178/97, which proposed a revision of Article 36, § 1, item III of the LDB/96 to explicitly include these subjects as mandatory. However, the bill was vetoed by then-President Fernando Henrique Cardoso. It was only in 2003 that the legislative movement was revived, culminating in the approval of Law 11,684/2008, which established philosophy and sociology as mandatory subjects in all secondary education (Alves, 2024).

Within the scope of high school-level vocational education, Law 11,684/2008 marked a milestone by making subjects historically excluded from vocational education mandatory. It also reinforced a shift in the conceptualization of this educational modality, reinstating the principle of work[4] as an educational foundation and embracing the idea of integral education. However, with the intensification of capital appropriation and domination, alongside new possibilities for pedagogical mediation brought about by information and communication technologies, secondary education once again became a contested domain. This led to a counter-reform, encapsulated in Law 13,415/2017, whose primary objective was curricular flexibility, promoting a training model dictated by market forces. Curricular flexibility was a central argument used by reformers, who attributed the composition of the curriculum and the excessive number of "useless" or "uninteresting" subjects to the causes of school dropout[5]. According to Kuenzer (2017, p. 337):

[4] This perspective is reflected in the proposal for Vocational Education integrated to High School, which is the result of educators' efforts to advocate for the reconstruction of educational duality. This model aims to overcome such duality by integrating both preparatory and vocational content from different fields of knowledge into a unified educational project.

[5] "Currently, high school features an extensive, superficial, and fragmented curriculum that does not engage with youth, the productive sector, nor the demands of the 21st century. A study conducted by the Brazilian Center for Analysis and Planning

> The principle of curricular flexibility, which builds the foundation of the High School reform introduced by Law No. 13,415/2017, is situated within a broader conceptual framework: that of flexible learning. This approach is conceived as the result of an innovative methodology that integrates technological development, diverse models that stimulate learning, and interactive media. In this case, it is justified by the need to expand education in order to meet the demands of an increasingly competitive and demanding society.

Guided by a flexible curriculum, the counter-reform increased the High School workload to 3,000 hours. However, it reduced the Basic General Education (BGE) component, which previously accounted for 2,400 hours, to a maximum of 1,800 hours. The remaining 1,200 hours were to be fulfilled through courses from the student's chosen educational pathway, life project, and electives. Regarding the composition of the BGE curriculum, only Portuguese Language and Mathematics were mandatory across all three years of High School. Other subjects that had previously been mandatory were redefined as 'studies and practices in Physical Education, Art, Sociology, and Philosophy' (BRASIL, 2017). As a result, Philosophy, which had been a compulsory subject throughout all three years of High School, became transversal and optional, now categorized as 'studies or practices,' and then could be addressed within other subjects.

Due to its imposition without public consultation with researchers and education professionals, as well as the incompatibility between the proposal's structure and the reality of Brazilian schools, the implementation of the New High School (NEM) revealed its anticipated failure. In an attempt to address the criticisms regarding the inconsistencies of the NEM and to endorse the interests of the market, in 2023 the Ministry of Education (MEC) initiated a series of debates and public consultations for the Evaluation and Restructuring of the National High School Policy (Brazil, 2023). It is important to highlight that there was great expectation among social movements and education-related entities for the revocation of the NEM with the change in government, which was frustrated by the MEC's efforts to create conditions for deepening the commodification of public education. The rhetoric was based on the assertion that the problems of the NEM were in its implementation and that only a few adjustments were needed for its full accomplishment. The debate in the National Congress, based on Bill No. 5,230/2023 submitted by the MEC, did not move forward with the proposition for revocation. Instead, only adjustments were made that, in essence, ensured the maintenance of the NEM principles (13,415/2017), culminating in the promulgation of Law No. 14,945, on July 31, 2024.

The law in question, which redefines the guidelines for high school education, reinstates the 2,400 hours for General Basic Education (FGB). However, this workload may be reduced to 2,100 hours for technical and vocational training. It is also specified that 300 hours will be "dedicated to deepening the

(CEBRAP), with support from the Victor Civita Foundation (FVC), revealed that low-income youth do not see any meaning in what schools teach" (BRASIL, 2016).

study of BNCC content directly related to technical vocational training," which ultimately results in only 1,800 hours devoted to FGB within technical training. This approach diverges from a proposal for curricular integration, as this "deepening of studies" risks marginalizing and/or erasing certain subjects from the curriculum, due to the preeminence of technical knowledge.

Moreover, Law No. 14,945/24 grants the authority to define the curriculum in alignment with the rights and learning outcomes established by the BNCC, organizing it into knowledge areas. In this context, it does not mandate any specific curricular component but rather identifies the areas of knowledge and the subjects that fall within them: "Art. 35-D: IV - human and social sciences, integrated by philosophy, geography, history, and sociology" (BRASIL, 2024). Despite the law's mention of the subjects included in each area of knowledge, it is argued that, considering the peripheral role that philosophy has historically played in Brazilian high school education, the absence of explicit mandatory status contributes to its marginalization and undermining. By specifying areas of knowledge rather than disciplinary status, the law paves the way for the establishment of a generalist curriculum, which, grounded in a transdisciplinary approach, fails to recognize the unique characteristics of each discipline within the broader knowledge framework. Similarly, the law reinforces practices already adopted in several states, where class allocations and even the hiring of teachers are determined by the area of knowledge, rather than by the teacher's specific qualifications.

In light of this, to understand how these reforms have impacted the teaching of philosophy in vocational secondary education, specifically in Integrated High School (EMI), it is essential to assure their implementation within the curriculum. Therefore, the next section is dedicated to analyzing the role of philosophy in the EMI curriculum at IFRO.

Philosophy in the Curriculum of Vocational Education Integrated to High School courses at IFRO

The Federal Institutes of Education, Science, and Technology (IFs) were established by Law No. 11,892/2008, which created the Federal Network of Professional, Scientific, and Technological Education (RFEPCT). This network includes former Technical Schools, Agrotechnical Schools, and Federal Centers of Technological Education (CEFET), transformed into IFs and present nationwide. One of the central objectives of the RFEPCT is the provision of Vocational Education Integrated to High School (EMI).

The EMI within the RFEPCT has historically served as a counterpoint to the dominant educational model imposed by the flexible production regime, aligning with the needs of the working class. However, achievements within the RFEPCT are continually hindered by prevailing conservatism, which tends to reproduce the marks of the social division of labor in education. Despite the IFs' didactic-pedagogical autonomy, the State has gradually reinforced mechanisms and management forms, compelling the IFs to adhere to market-oriented educational policies.

The process of adherence to the assumptions of the high school counter-reform by some IFs was motivated by preceding factors. Among these factors are normative regulations for curricular reorganization; governmental pressures to raise the academic efficiency index, accompanied by inquiries and recommendations from supervising bodies; budgetary reductions intensified by Constitutional Amendment No. 95/2016; and, as an effect, the alteration of the budget distribution criteria of the CONIF. Since 2018, budget distribution has only considered the minimum workloads established in Resolution CNE/CEN 06/2012, such that any excess beyond these minimum limits is not remunerated (RAMOS, 2017). In this context, the high school counter-reform and, subsequently, Resolution CNE/CP No. 01/2021 found fertile ground for the process of precarization and the reduction of the EMI curriculum in the IFs.

This context informs the analysis of the role of philosophy within the EMI curriculum at IFRO. Like other institutions within the RFEPCT, IFRO consists of former technical schools, specifically the Federal Technical School of Rondônia, which was in the implementation phase at the time the law was enacted, and the Federal Agrotechnical School of Colorado do Oeste, which had been operating for 15 years. The establishment of EMI at IFRO began between 2010 and 2011, with courses in agriculture and industry. Initially, the curriculum was organized according to CNE/CBE Resolutions No. 03/98 and 04/99, with integration guided by CEB/CNE Resolution 1/2005.

Regarding the minimum period for completing EMI, agricultural courses required 3 years due to their full-time nature, while industrial courses required 4 years, offered on a part-time basis. All courses had a minimum total workload of 3,500 hours, and the curriculum was divided into three cores: the common high school core, the professional core, and the complementary core. Additionally, an internship was mandatory. Table 01 summarizes the curricular organization of the initially offered EMI courses and the workload dedicated to philosophy.

Table 01 – Curriculum Organization of Vocational Education Integrated to High School at IFRO (2010 e 2011)

Campus	Vocational Course integrated to High School	Year of Course Approval	Minimum time for completion	Common Core Total workload	Diversified Core Total workload	Professional Core Total workload	Total workload without internship	Philosophy total workload
Ariquemes	Agriculture and Livestock	2010	3 anos	1.998	299	1.328	3.625	100
Ariquemes	Alimentos	2011	3 anos	1.930	332	1.258	3.520	100
Cacoal	Agroecology	2010	3 anos	1.865	366	1303	3.534	100
Porto Velho Calama	Construction	2010	4 anos	1.930	332	1.258	3.520	133
Porto Velho Calama	Electrotechnics	2010	4 anos	1930	366	1231	3527	133
Porto Velho Calama	Computer Science	2010	4 anos	1931	366	1235	3532	133
Porto Velho Calama	Chemistry	2011	4 anos	1.930	365	1.231	3.526	133
Colorado do Oeste	Agriculture and Livestock	2011	3 anos	1.998	299	1.295	3.592	100
Ji-Paraná	Chemistry	2010	4 anos	1.931	366	1.234	3.531	133
Ji-Paraná	Forestry	2010	4 anos	1.930	332	1.258	3.520	100
Ji-Paraná	Computer Science	2010	4 anos	1.931	366	1.235	3.532	133
Vilhena	Construction	2010	4 anos	1.966	366	1.202	3.534	100
Vilhena	Electromechanics	2010	4 anos	1.966	366	1.204	3.536	100
Vilhena	Computer Science	2010	4 anos	1.966	366	1.134	3.466	100

Source: produced by the authors based on the documentary analysis

In this organization, philosophy was integrated into the Common Core and was offered as a weekly class across all years of the EMI, except for the Forest Technician courses in Ji-Paraná and the three EMI courses at the Vilhena campus. In these courses, the emphasis was placed on Portuguese language and Mathematics, which resulted in the offering of philosophy and sociology only in the last three years of the EMI. The annual workload varied between 100 and 133 hours. Additionally, some EMI courses included, in the diversified core, the subject of professional ethics and citizenship, taught by philosophy instructors.

Philosophy curriculum was standardized across all EMI courses and followed a thematic approach, often emphasizing contemporary issues, as shown in Table 02.

Table 02 – Philosophy program for Vocational Education Integrated to High School courses at IFRO (2010-2011)

1°	2°	3°	4°

Introduction to Philosophy: concept; meaning of the word; Myth and Philosophy: distinctions and similarities; History of Philosophy: main authors and their thoughts; Contextualization: analysis of selected philosophical texts. Practice of philosophy.	Main philosophical schools. Ethics and morality: moral and ethical concepts in a globalized world. Theory of knowledge. Forms of knowledge. New concepts of nature and responsibility. Concepts of race, ethnicity, miscegenation, racism, racialism. Prejudice and discrimination.	Ethics and politics. Philosophy and science. Importance and limits of freedom. Freedom and politics. The art and technique of philosophizing. Media and information. Humans and the use of hypermedia. Contemporary philosophy.	Art and philosophy. Myth and history. Mortality and immortality. Science, religion, and politics. Ethics, philosophy, and nature. Philosophical thought and common sense. Philosophy in the context of education, science, and technology. Ideology in the world of work. Information, communication, and data. Contractualist thought. Anarchist thought. Alternative thoughts: Orientalism, postmodernism.

Source: produced by the authors based on the documentary analysis

The course syllabus reveals a lack of dialogue and collaborative planning among the education institution members, as verified by the repetition of themes across different school years while other important topics are overlooked. Furthermore, the content designated for certain years of the EMI is overly broad, while in other years, it is overly simplified, highlighting the absence of collective planning and alignment in curriculum development. This situation arose from IFRO's expansion process, which, driven by the necessity to promote new courses and operate campuses, led to the indiscriminate reproduction of Pedagogical Course Plans (PPCs) with minimal adjustments tailored to the socio-economic profiles of specific regions. Additionally, the institutional directives at the time promoted the standardization of EMI curricula, aiming to homogenize educational offerings across all campuses.

> The Federal Institute of Rondônia (IFRO) has been experiencing rapid transformations since its establishment, including the creation of new campuses, the introduction of several courses, and the arrival of new professionals. It is essential to **focus on building an institutional identity based on hegemonic educational principles** while respecting the diversity and multiplicity of individuals and processes. [...] Since the initial efforts to integrate IFRO's educational units, representatives from both the campuses and the administrative unit have emphasized the importance of striving for **achievable unity** amidst actual diversity (IFRO, 2010, p. 17).

This standardization, while simplifying the management of courses by the administrative unit, limited the collective construction of pedagogical projects. It reduced the capacity for dialogue with local demands, the labor market, and the specific process of identity-building at each campus. The pedagogical project is understood as a guiding framework for the sociopolitical commitments undertaken by the institution. It is through this project that the school community plans its actions and expresses its vision and goals for human development. Likewise, collective planning makes it possible to distinguish what is common and what is specific to each discipline, thereby fostering curricular integration. Documentary analysis allows us to sustain that the course projects during this period reflect the hierarchical nature of

EMI implementation at IFRO, primarily marked by a technical focus and centralized administrative decisions, at the expense of pedagogical considerations.

With the enactment of the National Curricular Guidelines for Technical Professional Education at the Secondary Level (No. 06/2012) and under governmental pressure to improve academic efficiency, in response to dropout rates, discussions began in 2013 regarding the redesign of the workload and duration of the EMI courses at IFRO[6].

> The problematic situation of student dropout has been widespread across vocational education courses nationwide. According to Dantas (2013), only 36.2% and 37.1% of students completed integrated courses in the Federal Education Network in 2011 and 2012, respectively. These figures were collected from the National System of Information on Vocational and Technical Education. At IFRO, based on the Academic Indicators Report from the Pro-Rectorate of Education (2012) for 2011, the dropout rate stood at approximately 13%, with a transfer rate of 8.36% and a withdrawal rate of 4.48%. The cumulative effect of withdrawals and transfers year after year results in a total loss exceeding 50% over the duration of the course (IFRO, 2014, p. 14).

The issue of student dropout is further compounded by budgetary constraints, which play a critical role in the process of rearranging courses. The budget composition and distribution for Federal Institutes (IFs) are established through the CONIF document of reference, a methodology that takes several factors into account when allocating resources. These factors include the number of enrollments, infrastructure and maintenance requirements for each course, campus classification, modality type, among others. The number of enrollments holds particular implication, as reducing the time required to complete a program increases enrollment figures by accelerating course completion cycles, thereby influencing the allocation of resources significantly.

The discussion was steered by the document "Reorganization of the Offering of Vocational Education Integrated to High School Courses at IFRO (2013)." Based on superficial data regarding dropout and completion rates for this modality, the document outlines the justifications for the process:

> Proposals to shorten the duration of integrated technical courses emerged from several campuses, justified by the community's demand for a quicker educational pathway. This would enable students to further their studies sooner. These proposals were also supported by indicators such as vacancy occupancy and dropout rates, which were **possibly linked to course duration**. [...] Completing high school in three years may be more attractive than the four-year Integrated Technical course for those primarily focused on progressing to higher education. Additionally, the Subsequent Technical Education model, completed in two or three semesters, is also appealing due to the increasing trend to accelerate processes in contemporary society (IFRO, 2013a, p. 3 and 25).

[6] The reorganization of the program's duration from four years to three years has been a topic of extensive discussions within the RFEPCT. The 2013 REDITEC conference addressed issues related to dropout rates and the completion rates of courses in the Vocational Education Integrated to High School (EMI).

The proposal for resizing the courses was approved on August 6, 2013, during the First Meeting of Education Directors, held in Vilhena/RO. During this meeting, the standardization of the common core syllabi was also approved, which "involves the consensual content by educational areas across all courses." These decisions were based on the understanding that there should be "a formation logic and institutional identity, aiming to provide common content for shared objectives" (IFRO, 2013b, p. 4).

The standardization of the common core syllabi was conducted through a forum on the Moodle virtual platform between September and October 2013. Each area was assigned a moderator responsible for mediating proposals and systematizing the syllabus. In the case of the philosophy discipline, there were eight teachers at IFRO that year, but only two participated in the forum. The lack of participation was not exceptional to philosophy; it was also observed in other areas. This low participation is linked to the hierarchical nature of the discussions regarding the resizing and standardization process. Furthermore, the methodology employed did not foster collective discussion. The Moodle tool did not enable interactivity but merely facilitated the juxtaposition of texts. Consequently, the process was inflexible, and instead of promoting collective construction, it merely ratified a decision already made by the general administration.

As for the philosophy program, presented in Table 03, the syllabi maintained their thematic structure with minimal changes.

Table 03 – Philosophy Program for the Vocational Education Integrated to High School courses at IFRO (from de 2014)

1°	2°	3°
Introduction to Philosophy: Concept. Meaning of the word. Myth and Philosophy: Distinctions and Similarities. Ancient Philosophy. History of Philosophy: Main Authors and Their Thoughts. Contextualization: Analysis of Selected Philosophical Texts. Reason and Truth. Philosophy and Education for the Diversity of Subjects and Their Forms of Thought.	Medieval Philosophy. Major Philosophical Schools. Ethics and Morality: Moral and Ethical Concepts in a Globalized World. Theory of Knowledge. Forms of Knowledge. Philosophical Logic. New Concepts of Nature and Responsibility. Concepts of Race, Ethnicity, Miscegenation, Racism. Prejudice and Discrimination.	Modern Philosophy. Contemporary Philosophy. Philosophy in Brazil. Philosophy in the context of education, science, and technology. Ethics and science. Freedom and politics. Media and information. Humans and hypermedia. Alternative thoughts: Orientalism, postmodernism. Importance and limits of freedom. Science, religion, and politics. Freedom and politics. Philosophy and traffic education.

Source: produced by the authors based on the documentary analysis

The integration of transversal themes into the philosophy curriculum has become more explicit. An example of this is the inclusion of traffic education, now part of the philosophy content. This reflects a misinterpretation of the guidelines for general basic education. By incorporating such topics exclusively within the philosophy discipline, the interdisciplinary nature of these themes, which should ideally be

addressed by all areas in an integrated manner, is overlooked. This approach overloads the philosophy curriculum with exogenous content while limiting the in-depth exploration of philosophical topics.

The process of (re)formulating the Pedagogical Course Projects (PPCs) during this period, following directives for resizing and standardization, resulted in a reduction in both course duration and the time required for completion of the Vocational High School Programs (EMI) from four years to three years. Table 04 presents data on the reorganized curriculum of the EMI at IFRO starting from 2014.

Table 04 – Curricular Organization of the EMI at IFRO Starting from 2014

Campus	Vocational Course integrated to High School	Year of the Pedagogical Course Projects Course Reformulation	Minimum time for completion	Common Core Total workload	Diversified Core Total workload	Professional Core Total workload	Total workload without internship	Philosophy total workload
Ariquemes	Food	2017	3 years	1.800	267	1.200	3.267	100
Ariquemes	Agriculture and Livestock	2018	3 years	1.883	267	1.233	3.383	100
Cacoal	Agroecology	2019	3 years	2.033	167	1200	3.400	100
Colorado do Oeste	Agriculture and Livestock	2018	3 years	2.100	0	1.233	3.333	100
Ji-Paraná	Chemistry	2015	3 years	1.800	200	1.200	3.200	100
Ji-Paraná	Forestry	2016	3 years	1.797	200	1.200	3.197	100
Ji-Paraná	Computer Science	2016	3 years	1.800	200	1.100	3.100	100
Porto Velho Calama	Construction	2017	3 years	2.000	0	1.200	3.200	100
Porto Velho Calama	Electrotechnics	2017	3 years	2.000	0	1.200	3.200	100
Porto Velho Calama	Computer Science	2017	3 years	2.000	0	1.200	3.200	100
Porto Velho Calama	Chemistry	2017	3 years	2.000	0	1.200	3.200	100
Vilhena	Construction	2014	3 years	1.800	200	1.200	3.200	100
Vilhena	Electromechanics	2014	3 years	1.800	200	1.200	3.200	100
Vilhena	Computer Science	2014	3 years	1.800	200	1.100	3.100	100
Cursos do EMI criados a partir de 2014								
Ariquemes	MSI	2014	3 years	1.800	200	1.100	3.100	100
Cacoal	Agriculture and Livestock	2015	3 years	1.800	300	1300	3.400	100
Cacoal	Computer Science	2016	3 years	1.800	200	1100	3.100	100
Guajará-Mirim	Computer Maintenance and Support	2016	3 years	1.800	200	1.100	3.100	100

Guajará-Mirim	Biotechnology	2017	3 years	1.800	200	1.200	3.200	100
Guajará-Mirim	Computer Science	2018	3 years	2.000	167	1.100	3.267	100
Jaru	Food	2018	3 years	1.800	200	1.200	3.200	100
Jaru	Work Safety	2018	3 years	1.800	200	1.233	3.233	100
Jaru	Commerce	2018	3 years	2.000	167	700	2.867	100

Source: produced by the authors based on the documentary analysis

With the resizing and standardization process, the total instructional hours for the EMI, previously set at 3,500 hours, were significantly reduced. The minimum hourly load established by Resolution No. 06/2012 was adopted as the maximum limit, based on the argument that: "If national legislation has established a minimum hourly load for courses, it is understood that this should be sufficient" (IFRO, 2013a, p. 25). Therefore, since it was not possible to reduce the professional core hours, which are determined by the National Catalogue of Technical Courses, the reduction was applied to the General Basic Education (FGB) and the diversified core hours. Consequently, even before the High School counter-reform and the promulgation of DCNEPT No. 01/2021, the EMI offering at IFRO was already limited to 1,800 hours in the FGB, except for some courses that incorporated the diversified core subjects into the FGB.

In order to reveal the impacts of the resizing process on curriculum organization, the technical course in computer science, offered at three campuses, was selected for a comparative analysis between the 4-year and 3-year curricula.

Table 05- Comparison of the curriculum organization of the technical course in Informatics integrated to High School.

Disciplines	Vilhena Informatics 2011	Vilhena Informatics 2014	PVH/ Calama Informatics 2011	PVH/ Calama Informatics 2017	Ji-Paraná Informatics 2011	Ji-Paraná Informatics 2017
	4 Years	3 Years	4 Years	3 Years	4 Years	3 Years
Portuguese Language and Brazilian Literature	367	300	333	300	333	300
Mathematics	367	300	333	300	333	300
Physics	233	167	200	167	200	167
Chemistry	133	167	133	167	133	167
Geography	133	133	133	133	133	133
History	133	133	133	133	133	133
Biology	133	133	133	133	133	133
Philosophy	100	100	133	100	133	100
Sociology	100	100	133	100	133	100
Arts	67	67	66	67	66	67
Physical Education	200	200	200	200	200	200

Total FGB hours	1966	1800	1930	1800	1930	1800
English Language Arts	100	100	100	100	100	100
Spanish Language Arts	100	100	100	100	100	100
Introduction to Computer Science	67	-	67	-	67	-
Professional Ethics and Citizenship	33	-	33	-	33	-
Health and Work Safety	33	-	33	-	33	-
Entrepreneurship	33	-	33	-	33	-
Diverse Core Total Hours	366	200	366	200	366	200
Professional Core Total Hours	1134	1200	1235	1200	1235	1100
Total hours without internship	3466	3200	3531	3200	3531	3100

Source: produced by the authors based on the documentary analysis

The reduction in total course hours did not impact all subjects equally. Portuguese and Mathematics underwent a 10% reduction in their total instructional hours, while Physics and Chemistry experienced an equalization. However, Philosophy and Sociology were among the most affected disciplines, each losing more than 25% of their total instructional hours. The remaining subjects maintained their previous hours. Additionally, the resizing process removed subjects such as "Professional Ethics and Citizenship" and "Introduction to Informatics," which were part of the diversified core. Meanwhile, subjects like "Health and Safety at Work" and "Entrepreneurship" were incorporated into the professional core.

In addition to changes in the curricular structure, to facilitate the implementation of the Vocational High School Program (EMI) within three years, 20% of the curriculum was allocated to non-face-to-face activities (ANPs). Consequently, all subjects integrated 20% of ANPs into their syllabi, scheduled weekly during non-presential Saturday classes. However, this approach answered the purpose of a bureaucratic tool for administrative record-keeping, helping to ease the curricular constraints, rather than being an effective teaching and learning strategy. Other adopted measures included increasing the number of curricular components per academic year and extending the weekly workload by adding a sixth daily class period and an additional shift. Notably, the EMI at campuses with an industrial profile remained offered on a partial basis; nevertheless, its implementation effectively translated to a full or "extended" workday. Despite the guiding document for reorganizing EMI offerings at IFRO stating, "We do not foresee a risk of quality loss with the expansion of distance learning (EaD), nor with the prospect of offering full-time or extended shifts beyond four or five hours per day" (IFRO, 2013a, p. 25), the actual implementation of the curricular resizing on a day-to-day basis proved otherwise.

In practical terms, the curricular resizing resulted in a streamlined educational approach, where content was condensed to fit into a shorter timeframe, thus impacting the depth at which subjects could

be studied, particularly those requiring more critical reflection, such as philosophy. Additionally, its implementation was not supported by the necessary administrative and pedagogical measures to enhance student retention and success, such as adequate infrastructure, supplementary meals, and learning environments for social interaction. As a result, the optimistic discourse was contradicted by the actual implementation, highlighting that cost reduction and the drive for academic efficiency took precedence over the goal of providing comprehensive, polytechnic human development within the Vocational High School Program (EMI).

Although the curricular restructuring process at IFRO preceded the Brazilian educational counter-reform, it already reflected its core principles at the time. The emphasis on curriculum standardization and reduction aligns with the technicist approach of the counter-reform, neglecting important aspects such as student retention and success, which are intertwined with improved infrastructure and funding.

In this context, which appeared rather pessimistic for the Vocational High School Program (EMI) at IFRO, several campuses began questioning the model and the inadequacy of the part-time school schedule in relation to the new curricular structure. Furthermore, in response to the enactment of the Brazilian high school counter-reform, efforts were made to defend and sustain its core principles, leading to a heated debate about the necessity of reformulating the Pedagogical Projects of the Courses (PPCs) and progressively extending the school day. Additionally, the publication of the guidelines for Vocational Education integrated with high school at IFRO, through Resolution No. 32/REIT - CONSUP/IFRO/2021, aimed to establish the foundational principles for implementing the EMI. These guidelines were aligned with the 2018 CONIF framework, developed by the Forum of Education Leaders (FDE), which became a strategic document for maintaining the institutional and didactic-pedagogical autonomy of the Federal Institutes.

In this context, and in accordance with the prevailing normative frameworks, both the Porto Velho Calama and Vilhena campuses undertook the reformulation of the Pedagogical Projects (PPCs) for the Vocational High School Program (EMI). While the guidelines emphasised the importance of preserving the core principles of Vocational and Technological Education (EPT) and maintaining the full range of subjects, with an emphasis on integration and holistic human development, the reformulation process diverged from these principles in certain instances. The following sections explore how this process was implemented at each campus.

Since 2019, the Porto Velho Calama campus has been conducting studies on the impacts of curricular resizing and exploring strategies to address the curriculum reduction while reinforcing the principles of Vocational and Technological Education (EPT). In this context, in 2021, the campus offered

a professional development program aimed at enhancing understanding of the EMI's foundational principles as well as comprehension over criticism on the hegemonic educational propositions for education. Based on this ongoing teacher education program, the process of reformulating the Pedagogical Projects (PPCs) began in 2022, characterized by the collective and active participation of the school community members. This reformulation resulted in significant changes to the curriculum at this campus. The first change was the formal adoption of a full-time school schedule. Additionally, the curricular workload was increased from 3,200 to 3,500 hours, apart from internship hours. Another relevant characteristic involved curricular integration. To promote a culture of integration, a new curricular component titled 'Integrative Practices' was created. This component aims to unify different fields of knowledge, fostering a holistic understanding of the world of work and the connection between theory and practice. Regarding the philosophy subject, it was maintained throughout the three years of the EMI program. Its syllabus was completely restructured through discussions with school community, and the syllabus was defined with the possibility of integrating other areas, aligning with the alumni profile.

Regarding the Vilhena campus, the reformulations took a different direction, intensifying the curriculum reduction and undermining the principles of integrated education. While the Pedagogical Projects (PPCs) advocate for the *'omnilateral* development of the student,' they adversely align with the counter-reform principles by structuring a curriculum that promotes:

> […] the development of competencies and skills across diverse educational contexts, promoting problem-solving in response to challenges, while supporting the development of autonomy and the ability to achieve learning goals. Thus, the courses offered each semester represent crucial tools for curriculum flexibility and responsiveness to regional realities. They encourage continuous innovation while ensuring the unity and equivalence of the formative processes. (IFRO, 2022, p. 28)."

Based on the principles of 'meaningful education,' the curriculum organization of the EMI at Vilhena Campus adopted a modular format, offering subjects in a condensed manner each semester. The total curricular workload remained at 3,200 hours, delivered on a part-time schedule, despite the inclusion of additional subjects. For instance, in the Electromechanics program's professional core, the number of components increased from 19 to 23. The philosophy discipline was offered in the first semester of both the first and second years of the EMI, while in the Informatics program, it was concentrated only in the second year. Regarding the program itself, no changes were made to the previous proposal; rather, the syllabi, which were originally spread over three years, were condensed into two.

Table 07- Philosophy Syllabus of the EMI: Porto Velho Calama and Vilhena Campuses

Philosophy Syllabus of the EMI: Porto Velho Calama		
1º year	**2º year**	**3º year**

Culture and Humanization. Ontology of Being. Types of Knowledge: Philosophy, Science, Religion, Arts, Common Sense, and Mythology. Greek Paideia: from "Mythos" to "Logos". The Pre-Socratic Philosophers. Sophists. Socratic Period: Socrates, Plato, and Aristotle.	Hellenistic Period: Epicureanism, Stoicism, Skepticism. Medieval Philosophy. The birth of science. Modern Philosophy. Epistemology. Political Philosophy. Aesthetics.	Kantian Criticism. Idealist Dialectics. Historical and Dialectical Materialism. Phenomenology. Ethics and Morality. Bioethics. Professional Ethics. Postmodern Philosophy. Contemporary Philosophy. The Frankfurt School. Microphysics of Power. Epistemology of the South and Decolonial Studies.
Philosophy Syllabus of the EMI: Vilhena		
1° year		**2° year**
Introduction to Philosophy: concept. Meaning of the word. Myth and Philosophy: distinctions and similarities. Philosophy of Antiquity. History of Philosophy: main authors and their thoughts. Contextualization: analysis of some philosophical texts. Reason and truth. Philosophy and education for the diversity of subjects and their ways of thinking. Philosophy of the Middle Ages. Main philosophical schools. Ethics and morality: moral and ethical concepts in a globalized world. Theory of knowledge. Forms of knowledge. Philosophical logic.		New concept of nature and responsibility. Concepts of race, ethnicity, miscegenation, racism. Prejudice and discrimination. Modern Philosophy. Contemporary Philosophy. Philosophy in Brazil. Philosophy in the context of education, science, and technology. Ethics and science. Freedom and politics. Media and information. Mankind and hypermedia. Alternative thoughts: Orientalism, postmodernism. Importance and limits of freedom. Science, religion, and politics. Freedom and politics. Philosophy and education in traffic.

Source: produced by the authors based on the documentary analysis

The process of constructing philosophical knowledge cannot be regarded as a rigid one; it requires time for development and assimilation, which the modular or semester-based approach does not provide. On the contrary, this format tends to reduce teaching and learning to the mere reproduction of content, ultimately undermining the concept of an integrated curriculum.

In contrast to these propositions, the process of developing the Reference Curriculum for the Vocational Education integrated to High School Program (EMI) at IFRO began in 2023. Its purpose was to guide the didactic-pedagogical organization of the integrated technical courses at the high school level, while also ensuring the foundations for curricular integration and *ominlateral* concept of education. Unlike the standardization process, the reference curriculum aims to guarantee the minimum content for each subject while simultaneously exploring ways to integrate various areas and disciplines, with a focus on the desired profile of human development, which also encompasses the specificities of vocational education in each course.

The development of the Reference Curriculum was driven by an ongoing professional development program focused on the principles of polytechnic and holistic education. This program began with in-depth discussions among teachers of the common core subjects in the first phase, and would be followed by engagement with professional core teachers in the second phase, and in the final phase it would involve all teachers in collaboratively establishing pathways for curricular integration.

In the first phase, discussions regarding philosophy began at the "IFRO First Philosophy Teachers' Conference: Philosophy and Teaching," held on August 16 and 17, 2023, in Cacoal/RO. This

event marked the first collective initiative organized by IFRO's philosophy teachers. During the conference, an overview of philosophy education at IFRO was presented, along with critical discussions about addressing the discipline's peripheral status within the curriculum. The event also sparked debate on the establishment of foundational philosophy content to be integrated into the reference curriculum. Following the conference, monthly virtual meetings were organized to further discuss and refine the key content of the subject, ultimately leading to the outcomes presented in Table 07.

Table 07 – Reference Curriculum for Philosophy in the Vocational High School Program (EMI)

1° ano	2° ano	3° ano
Philosophical Attitude: Introduction to Critical Thinking. Introduction: from "Mythos" to "Logos". Pre-Socratic Philosophy. Socratic Period: Socrates, Plato, and Aristotle.	Hellenistic Schools. Medieval Philosophy. Modern Philosophy and the Problem of Knowledge. Ethics and Bioethics.	Political Philosophy: State, Democracy, and Ideology. Aesthetics. Postmodern Philosophy: The End of History and Metanarratives. Decolonial Studies. Philosophy and the Environment.

Source: produced by the authors based on the documentary analysis

The definition of the foundational philosophy syllabus, which integrates the reference curriculum of the EMI, presents a distinct approach from the previous ones, focusing on the history of philosophy. However, the construction of this proposal was based on the understanding that the instrumentalization of school content should not be established in an uncritical manner, detached from the socio-cultural reality. On the contrary, it must be seen as a necessary reference for understanding and reflecting on social issues.

Although the reference curriculum for the EMI at IFRO was not completed due to a change in the administration staff, the process of its construction during the first phase marked a significant departure from the institution's historical practice of simply standardizing and replicating other curricula. Unlike this previous approach, the development of this curriculum involved a collective and formative process, promoting collaborative construction and fostering curricular integration. This represents an important step of resistance in the effort to establish philosophy as a core discipline, rather than a peripheral one, within the EMI curriculum at IFRO.

Thus, future reconsiderations will focus on the foundational philosophy content developed by the collective group of educators. This is a key step in resisting the marginalization of philosophy, ensuring its consolidation as a central discipline within the EMI curriculum at IFRO.

CONCLUSION

The historical development of vocational education in Brazil has been marked by structural duality, with dichotomous educational pathways for leaders and those being led. At each historical period,

this duality influenced the role assigned to vocational education, often resulting in proposals that marginalized or excluded the teaching of philosophy in this modality of education. As a result, the mandatory inclusion of philosophy, established by Law 11.684/2008, represented a significant milestone in vocational education. However, since 2016, educational reforms and increasing budget cuts have gradually contributed to the dismantling of the Federal Network of Professional Education, Science, and Technology. Consequently, Vocational Education Integrated to High School Education has increasingly been shaped by a market-driven approach.

The analysis revealed that, at the onset of the implementation of Integrated High School Education (EMI) at IFRO, philosophy was included in the curriculum throughout all years of high school. Additionally, professional ethics and citizenship were incorporated as curricular components. However, during this period, the development of the philosophy program became standardized, lacking a collective planning approach and coherent organization, as evidenced by the overlap of content.

The curricular resizing implemented in 2014, which resulted in a reduction in both the workload and the duration required to complete Integrated High School Education (EMI), initiated a process of curricular streamlining and constriction. In the case of philosophy, there was a 25% reduction in its total instructional time, although it remained part of the curriculum throughout all years of EMI. From this perspective, although the resizing process of EMI at IFRO preceded the recent high school reform, it already reflected its foundational principles, particularly in terms of emphasis on standardization and curriculum reduction, as well as the incorporation of distance learning (EaD). These elements align with the reform's logic, signaling a neotechnicist approach to education that neglects the necessary conditions for student retention and success.

In contrast, the proposal to establish the Reference Curriculum, which initiated discussions among the IFRO's philosophy teachers to define the foundational content for the subject, represents a process of resistance and advocacy for the continued presence of philosophy within the EMI. This movement not only elevates the role of philosophy in the EMI at IFRO but also reaffirms the principles of polytechnic and holistic education, viewed from the perspective of a unitary education concept. In this context, philosophy is considered essential, as it prepares students with the necessary tools to interpret and master the underlying principles of the techniques used in production, fostering the complete development of the human subject. However, despite a few initiatives aimed at strengthening the curriculum in this direction, there is still no institutional framework ensuring the continuity of consistent actions—independent of administrative changes—that would defend a curriculum tailored for the working class amidst ongoing dismantling policies.

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