

## Professional and technological education at IFRO: black women writers in humanistic and omnilateral reading education

### ARTICLE

Ivonete da Silva Cardoso Vieira<sup>i</sup> 

Instituto Federal de Educação, Ciência e Tecnologia de Rondônia, Porto Velho, RO, Brasil

Iza Reis Gomes<sup>ii</sup> 

Instituto Federal de Educação, Ciência e Tecnologia de Rondônia, Porto Velho, RO, Brasil 

### Abstract

This article aims to promote the inclusion of literary works, from the perspective of Black women writers, in the humanistic and comprehensive reading development of students enrolled in the Technical Courses integrated into Secondary Education at the Federal Institute of Rondônia, Porto Velho Calama Campus. The objective is to contribute to the students' integral and comprehensive reading formation through thematic notebooks about Black women writers and their works, providing possibilities for classroom activities. The research process was characterized as qualitative with an investigative nature, and the methodology used for its implementation was the participatory approach. The result was the dissemination of Black women writers and their literary works within IFRO. In addition to fostering the promotion, reading, and preservation of African and Afro-Brazilian literature.

**Keywords:** Black writers. Omnilateral reading training. Technical Course integrated to High School. IFRO.

### A educação profissional e tecnológica no IFRO: escritoras negras na formação leitora humanística e omnilateral

### Resumo

Este artigo tem como propósito a inclusão das obras literárias, na perspectiva de escritoras negras, na formação leitora humanística e omnilateral dos estudantes dos Cursos Técnicos integrados ao Ensino Médio do Instituto Federal de Rondônia, Campus Porto Velho Calama. O objetivo é colaborar com a formação leitora, integral e omnilateral dos estudantes por meio de Cadernos temáticos sobre escritoras negras e suas produções visando possibilidades de atividades em sala de aula. O processo de pesquisa se caracterizou por ser qualitativa de caráter investigativo, e a metodologia utilizada para a aplicação é a participante. O resultado foi a divulgação das escritoras negras e suas obras literárias no IFRO. Além de promovermos a divulgação, leitura e preservação da Literatura africana e afro-brasileira.

**Palavras-chave:** Escritoras negras. Formação leitora omnilateral. Curso Técnico integrado ao Ensino Médio. IFRO.

## 1 Introduction

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Brazil is a predominantly Black country. Data from the second quarter of 2024, provided by the *Pesquisa Nacional por Amostra de Domicílios Contínua* (PNAD Contínua – Continuous National Household Sample Survey) of the Brazilian Institute of Geography and Statistics (*Instituto Brasileiro de Geografia e Estatística* – IBGE), indicate that the Black population accounts for 56.7% of the Brazilian population<sup>1</sup>. This majority reflects the country's plural identity, marked by regional diversity and by countless customs, knowledge, and cultural practices inherited from the Black population.

As the granddaughter and daughter of Black women, I recognize the importance of including and valuing, in both formal and informal spaces, the voices of women who constitute the pillars of our society's identity and history—women who resist, fight, and increasingly claim their spaces, even in the face of attempts at silencing. Another reason that motivated me to conduct this study with Black women writers is that their literatures evoke my memories and origins.

Thus, I take this opportunity to honor the courageous women who have always struggled to provide the best for their children and who, due to social and historical circumstances, were deprived of attending school: my grandmother, Maria Dulce Valentin, and my mother, Maria de Lourdes da Silva Cardoso. Today, I feel fulfilled in being able to express, through this research, my gratitude to my grandmother and parents, who made it possible for me to reach this moment.

Literature is an art that manifests as both the creation and recreation of reality. Beyond reflecting the world, it enables profound reflection on human existence in its various contexts. Through this literary creation, readers can learn about the history, culture, and society of Black peoples while confronting their own realities through the fictions written by Black women, thus fostering a humanistic and comprehensive formation through literary reading.

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<sup>1</sup> Available at: <http://www.dieese.org.br/>. Accessed on: 08 jul. 2025.

For a long time, the Black population has struggled—and continues to struggle—for inclusion and recognition in Brazilian education. After intense movements and confrontations against numerous social and institutional barriers, Federal Law No. 12.711/2012 was enacted, guaranteeing the reservation of university and federal institute places for students who completed high school in public schools, as well as for those self-declared as Black, Brown (*pardos*), or Indigenous.

Art. 1 Federal higher education institutions linked to the Ministry of Education shall reserve, in each selective admission process for undergraduate courses, by course and shift, at least 50% (fifty percent) of their places for students who have fully completed high school in public schools. Art. 3 In each federal higher education institution, the places referred to in Art. 1 of this Law shall be filled, by course and shift, by self-declared Black, Brown, and Indigenous individuals, as well as persons with disabilities, in accordance with the law, in a proportion at least equal to the respective proportion of Black, Brown, Indigenous, and persons with disabilities in the population of the Federal unit where the institution is located, according to the latest census of the *Fundação Instituto Brasileiro de Geografia e Estatística* – IBGE (Brasil, 2012).

Through Federal Law No. 12.711/2012, it is presumed that the long-awaited equality for the full exercise of citizenship and professionalization in the labor market has been achieved. This legislation opened the doors to higher education, expanding access and permanence of the Black population in educational institutions. According to data from the *Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira* (INEP – National Institute of Educational Studies and Research Anísio Teixeira) (2021)<sup>2</sup>, the number of Black people in higher education has been growing significantly.

The participation of the Black population has been valued in the historical, political, social, and cultural construction of the Amazon region, and the importance of Black women in regional social and economic formation is also highlighted. Although the current scenario is not ideal, it is evident that these women have been increasingly occupying spaces and asserting their presence in education—whether as students in the classroom or through diverse knowledge production. This raises the guiding question: does this knowledge

<sup>2</sup> Available at: <https://www.gov.br/inep/pt-br/areas-de-atuacao/pesquisas-estatisticas-e-indicadores/censo-da-educacao-superior/resultados>. Accessed on: Apr. 15, 2025.

production also manifest in literature? How have Black women writers been recognized at the *Instituto Federal de Rondônia* (IFRO – Federal Institute of Rondônia), Porto Velho Calama Campus? Such questions guide the present study.

The IFRO plays a fundamental role in regional development. Recognized as an institution committed to technological innovation and local strengthening, IFRO promotes professional, scientific, and technological education grounded in the integration of teaching, research, and extension, focusing on forming citizens committed to sustainable human, economic, cultural, social, and environmental development. This research, while engaging with all these dimensions, focuses particularly on aspects of human, cultural, social, and literary development.

To construct this work, bibliographical studies were carried out through a literature review. Initially, reflections are presented on the presence of Black women in the history of occupation in Rondônia, a necessary step to contextualize their trajectory and actions. Next, Professional and Technological Education in the Amazon is addressed from the perspective of Black women, culminating in an analysis of African and Afro-Brazilian literature within IFRO, with an emphasis on literary production by Black women writers.

As a researcher in the Professional Master's Program in Professional and Technological Education (*Mestrado Profissional em Educação Profissional e Tecnológica* – ProfEPT) and as a Black woman, I wish for this study and its resulting Educational Product to be accessible to all interested in the field, reaching both formal and informal spaces and contributing to human development and the inspiration of future generations.

## 2 Methodology

### 2.1 Research context

The Porto Velho Calama Campus was initially established as a Decentralized Unit (*Unidade Descentralizada* – UNED) of the Federal Technical School of Rondônia, created by Law No. 11,534 on October 25, 2007, under the direction of Professor Raimundo

Vicente Jimenez. On March 14, 2008, the first Public Hearing regarding the implementation of the Federal Technical School of Rondônia, Porto Velho UNED, was held. In December of the same year, the Federal Technical Schools, Agrotechnical Schools, and CEFETs were unified under the designation of Federal Institutes through Law No. 11,892 of December 29, 2008.

The IFRO Porto Velho Calama Campus contributes to regional development through the provision of courses and programs for initial and continuing training of workers, as well as technical professional education at the secondary level. The campus conducts teaching, research, and extension activities aimed at providing students with a comprehensive and holistic education.

The Pedagogical Curriculum Plan, Teaching Plans, and Lesson Plans of the Integrated Technical Courses at the Secondary Education level were analyzed to identify content related to the works of Black women writers, as outlined in Laws 10,639/03 and 11,645/08, which incorporated Afro-Brazilian and Indigenous history and culture into the Brazilian basic education curriculum. The analysis also aimed to verify the use of African and Afro-Brazilian literature from the perspective of Black women writers among Portuguese Language and Literature teachers in the Professional and Technological Education courses at IFRO – Porto Velho Calama Campus.

In general, regarding Curriculum Organization, the Pedagogical Projects, lesson plans, and course projects analyzed are structured in educational pathways that include subjects distributed across three cores: the National Common Base Core (*Núcleo da Base Nacional Comum*), the Professional Core, and the Complementary Core.

The National Common Base Core includes the areas of knowledge indicated in Article 9, sole paragraph, of Resolution 2/2012 of the National Education Council (*Conselho Nacional de Educação – CNE*), comprising Languages, Codes, and their Technologies; Human Sciences and their Technologies; and Natural Sciences, Mathematics, and their Technologies. These subjects are essential for preparing students for continued academic life and for citizenship formation.

The Professional Core (*Núcleo Profissionalizante* – Professional Disciplines) consists of subjects specific to the curriculum of each course. These disciplines consolidate students' professional training while maintaining a focus on preparation for life in society.

The curricular components include content that prepares students for project planning and development, service and personnel management, and the practical application of techniques and technologies. Finally, the Complementary Core addresses professional practice related to the intended training and complementary activities, providing more intensive and specific experiences in real work situations. This core encompasses the practice of independent, transversal, optional, interdisciplinary, and continuously contextualized and updated studies and activities, enabling academic experiences compatible with students' professional formation.

## 2.2 Research Characterization

For the development of this research, an essential methodology was chosen to guide the actions and possible interventions concerning the subjects. The present study is characterized as qualitative and investigative in nature, and the methodology used for its implementation is participatory research. Initially, a bibliographic and documental investigation was conducted through the GNUTECA library management system. According to Denzin and Lincoln (2006), in qualitative research, researchers examine phenomena in their natural settings using an interpretative approach to the world, seeking to understand phenomena in terms of the meanings that people attribute to them. For Chizzotti (2008), qualitative research relinquishes the authority of the researcher to value the polyvocality of participants, from the perspective that human experience cannot be disregarded.

The participatory research methodology allowed the study to focus on the social reality of the subjects and their experiences, involving the participants in the situations under investigation. They effectively became partners, contributing to the development of



knowledge in the study environment and benefiting from the production of the educational product.

## 2.3 Research Setting and Participants

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The research was conducted at the IFRO, Porto Velho Calama Campus. Four (4) Portuguese Language and Brazilian Literature teachers working in the Integrated Secondary Education courses were invited to participate voluntarily.

This institution was chosen due to the researcher's academic affiliation and her interest in developing a study on the presence of Black women writers in the teaching of African and Afro-Brazilian Literature, aimed at fostering students' reading skills. Thus, the study sought to contribute to the strengthening and development of the educational network. Prior knowledge of the institution, its structure, and its functioning enabled the planning and execution of the research stages satisfactorily.

Regarding data collection instruments, an initial diagnostic questionnaire composed of nineteen (19) questions—five (5) open-ended and fourteen (14) closed-ended—was applied to trace the teaching profile and the initial perceptions of teachers regarding literary works from the perspective of Black women writers, as well as to identify the methodologies already in use. Additionally, a final questionnaire was used to evaluate the educational product; it contained seven (7) closed-ended questions and one (1) open-ended question.

In addition to the questionnaires, an online meeting was held via Google Meet with the research participants, lasting a maximum of one hour. During this session, a semi-structured script was used to better understand the challenges they faced while executing the curricular component.

## 2.4 Methodological Procedures for Data Analysis

The data analysis was based on the results of the questionnaires completed by the participants and their collaboration in the discussion circle conducted online via the Google Meet platform. The data analysis process was structured, beginning with data compilation. Since the questionnaires were made available through an electronic tool (Google Forms), the tabulation was also carried out electronically, using the form's built-in tools to gather, group, and organize the information. The reference for analyzing textual responses to open-ended questions was the content analysis technique (Bardin, 1977).

The proposal was presented to the participating teachers through a Discussion Circle. The meeting was held using Google Meet due to its ease of access, allowing participants to join from any location. The meeting did not exceed 60 minutes, and a semi-structured question script was prepared to guide the conversation, preventing discomfort and prolongation, and minimizing fatigue and stress. To ensure participant integrity, no personal identification was required at any point during data collection, thereby guaranteeing anonymity and confidentiality of the information.

## 2.5 Development of the Educational Product

After analyzing the data obtained through the initial questionnaire and the first discussion circle, the development of the prototype Educational Product began. Its objective is to provide Portuguese Language and Literature teachers with thematic notebooks containing bibliographies and works by Black women writers of African and Afro-Brazilian Literature. These notebooks include a proposed teaching sequence based on poems by writers Maria da Conceição Evaristo and Chimamanda Ngozi Adichie.

The educational product contains sections such as an introduction, writers' bibliographies, main works, awards received, and, to assist teachers, tips for implementing didactic sequences in the classroom.



To meet teachers' perspectives and provide support, the educational product was continuously reviewed and revised during its development. For its validation, a questionnaire was created and sent via email, as well as made available through Google Forms.

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## 3 Results and Discussion

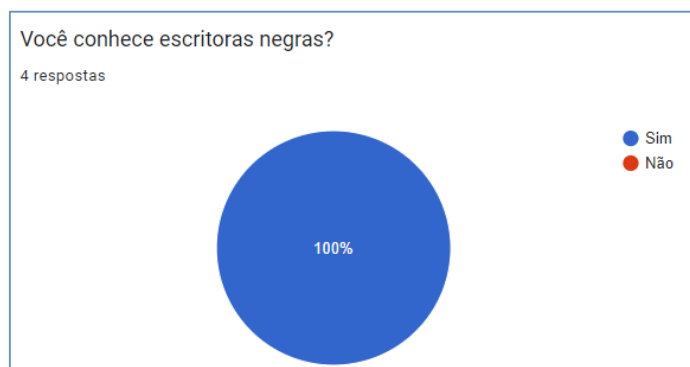
In order to address the objectives and research problem, some of the results and discussions derived from the study are presented below.

### 3.1 Analysis of the Results from the First Discussion Circle and Initial Questionnaire – Diagnostic

The proposal was presented to the participating teachers during the first Discussion Circle for their knowledge and approval. Additionally, the aim was to identify potential contributions for improving the thematic notebooks, which are composed of literary works by African and Afro-Brazilian Black women writers, designed to foster students' comprehensive and holistic reading development in the Integrated Technical Secondary Education courses at the Porto Velho Calama Campus – IFRO.

Upon analyzing the results of the initial questionnaire, it was observed that 100% of the teachers hold a degree in Letters, with master's or doctoral qualifications, and that 50% have more than 11 years of experience in Professional Education. In the questionnaire, teachers were asked: "Do you know Black women writers?"

**Graph 1 – Do you know Black women writers?**



Source: Interview with teachers, 2023

According to the data presented in Graph 1, the teachers already demonstrate familiarity with Black women writers. It is evident that the educators are providing space and visibility to voices that have long been silenced. Their prior knowledge of these writers indicates that pedagogical work is already being carried out in the classroom. This context reflects the reality of teaching that aligns with public inclusion policies and the struggle, as Ciavatta (2014) points out, for a comprehensive and holistic education.

It is considered that the teachers at IFRO – Porto Velho Calama Campus already implement formative actions aimed at minimizing colonial discourses while simultaneously presenting the decolonial perspectives present in the works of these writers. This is a very positive finding, as it challenges the subjugation imposed by the network of knowledge and power inherent to a colonial apparatus. Colonial discourse attempted, and in some cases succeeded, in erasing the voices of Black women; however, the presence of these women in the IFRO school context represents a rupture of that power, offering alternative histories and narratives, preventing the so-called “single story,” and engaging with the ideas of Chimamanda Ngozi Adichie.

In order to enrich the proposal of the thematic notebooks to be developed as an educational product, question 8 included an open-ended question in which participants reported the use of literary works by Black women writers during reading activities and indicated which writers are included in their classes.

The responses are presented in the box below:

## Box 1 - Use of literary works by black women writers in classroom reading activities

Participants	During teaching and learning activities, do you include reading sessions with literary works by Black women writers? If yes, which ones?
Teacher 1	Yes. Carolina Maria de Jesus, Paulina Chiziane, Ryane Leão, Conceição Evaristo, Mel Duarte
Teacher 2	Yes. Various writers, without the need to label them as Black
Teacher 3	I have not been able to, but I will be able to
Teacher 4	Yes. On occasions of analysis and/or use in argumentative essay texts

Source: Data from the initial questionnaire (2023)

By observing Box 1, it is evident that some of the teachers surveyed already promote reading sessions with literary works by Black women writers. One of the responses illustrates this practice: “Yes. Carolina Maria de Jesus, Paulina Chiziane, Rayane Leão, Conceição Evaristo, Mel Duarte” (Teacher 1).

The response from Teacher 1 reinforces the initiative to disseminate Afro-Brazilian history and culture through the works of these writers during reading activities with students. Among them, Maria da Conceição Evaristo stands out for giving voice to women and addressing issues of social injustice, while Paulina Chiziane and Carolina Maria de Jesus are well-established authors whose trajectories have paved the way for other women to engage in writing.

In addition to referencing Laws No. 10,639/03 and No. 11,645/08, which establish the mandatory teaching of Afro-Brazilian and Indigenous History and Culture, the teachers also provide students with a broadened perspective on African and Afro-Brazilian history and its interactions with Brazilian history. Through this practice, it is evident that work with Black women writers is effectively being carried out at IFRO – Porto Velho Calama Campus, representing a positive aspect of the Thematic Notebook proposal, which can further expand reading and research opportunities for teachers.

Notably, the inclusion of lesser-known names, such as Ryane Leão and Mel Duarte, draws attention. Ryane Leão is a Brazilian poet and teacher who gained visibility by sharing her texts on social media. She is the author of *Tudo nela brilha e queima: poemas de amor e luta* (2017) and *Jamais peço desculpas por me derramar: poemas de temporal e mansidão* (2019). Although her work is not yet as widely recognized as that of the other mentioned authors, her presence in the pedagogical repertoire demonstrates that IFRO teachers are attentive to contemporary productions, balancing more familiar and lesser-known literary contexts. This practice contributes to anti-racist and plural education in the classroom.

Another cited writer is Mel Duarte, born in São Paulo in 1988. She is a poet, slammer, and cultural producer. She began writing at the age of eight and started her literary journey by participating in poetry events in her city from 2006. She holds a degree in Social Communication and worked professionally in the field before dedicating herself fully to her writing career.

In 2013, she published her first book, *Fragmentos Dispersos*, which gathers highly expressive poems. Three years later, she released her second work, *Negra, nua, crua*, a book highlighted by the newsletter *Literafro Novidades* and which remains among the most accessed reviews on the portal.

Mel Duarte's poems aim to represent Black women beyond stereotypes, expressing pain, lived experiences, processes of female empowerment, and aesthetic acceptance in everyday life. Through her writing, she conveys the strong and revolutionary voice of Black women, situated within marginal poetry and Afro-Brazilian literature, contributing to the valorization of the diversity of experiences and perspectives of the Black population.

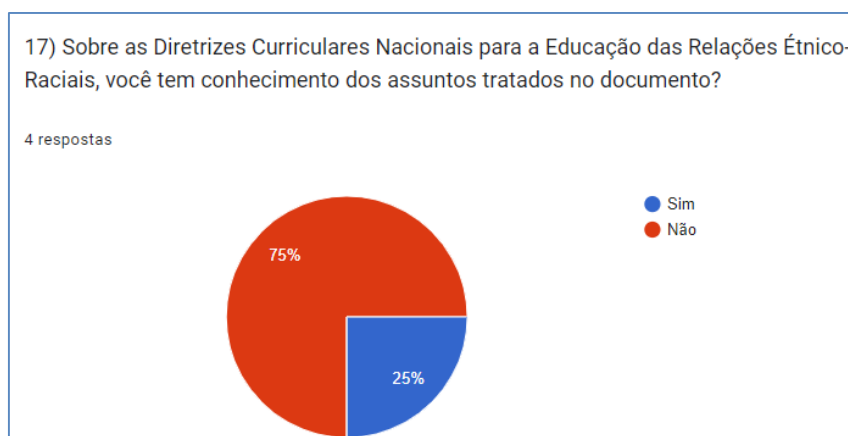
To confront situations of discrimination, Brazilian Black women have turned to education as a means of constructing, reconstructing, and re-signifying their identity in the present day, and they continue to struggle for a better future, understanding that their culture contributes to the history and social formation of the country. Black literature

expresses the real experiences and thoughts of Black people, revealing in its texts an identity of existence and the value of the voices of those who, for a long time, were silenced.

Therefore, it is essential that teachers do not limit themselves to the subject of Portuguese Language and Brazilian Literature, but also incorporate ethnic-racial, cultural, and representational themes across all areas of knowledge, recognizing diversity as a fundamental value for the formation of critical and conscious citizens.

In Question 17, teachers were asked about their knowledge of the National Curriculum Guidelines for the Education of Ethnic-Racial Relations (*Diretrizes Curriculares Nacionais para a Educação das Relações Étnico-Raciais* – DCNER). The following graph presents the responses of the research participants:

**Graph 2 – Regarding the National Curriculum Guidelines for the Education of Ethnic-Racial Relations, are you familiar with the topics addressed in the document?**



Source: Interview with teachers (2023).

The analysis of Graph 2 reveals that, when asked the question: “Regarding the National Curriculum Guidelines for the Education of Ethnic-Racial Relations, are you familiar with the topics addressed in the document?” 75% of the participants indicated that they were not familiar with the content covered in the document.

The National Curriculum Guidelines for the Education of Ethnic-Racial Relations (*Diretrizes Curriculares Nacionais para a Educação das Relações Étnico-Raciais – DCNER*) were created with the aim of addressing inequalities, eliminating discrimination, and promoting social inclusion and citizenship within the Brazilian educational system. The document provides educational actions aimed at combating racism and supporting Afro-descendant groups through affirmative action policies and pedagogical proposals.

Through the implementation of ethnic-racial relations education, the works and productions of Black women writers gain visibility and contribute to the formation of citizens capable of interacting while respecting legal rights and valuing diverse identities. The lack of familiarity among some teachers highlights the need for continuing education on the subject, as well as broader access to the document.

Thus, the guidelines reinforce the importance of educational institutions investing in research materials on Afro-Brazilian and African history and culture, promoting students' comprehensive and holistic reading development.

## 4 Insights on the Thematic Notebooks

The main objective of the educational product is to provide Portuguese Language and Literature teachers with content that can contribute to students' comprehensive and holistic reading development in the Integrated Technical Secondary Education courses at the Porto Velho Calama Campus – IFRO, and, consequently, to other students and formal and informal spaces of reading and education. Working with literature by Black women writers in students' reading formation contributes to the educational principle of human development and its relationships with the surrounding environment, while fostering the appreciation of Brazilian culture. The development of the didactic sequence occurred interactively, involving classes from the Integrated Technical Secondary Education courses at IFRO with the aim of promoting a reflective understanding of the richness of works by Black women writers in African and Afro-Brazilian literature.



In the Thematic Notebook on Conceição Evaristo, the following question was posed: “What is the contribution of Conceição Evaristo’s works to the comprehensive and holistic reading development of students?”

Literature allows readers to immerse themselves in various social themes, and African and Afro-Brazilian literature must be present within schools, both public and private. Access to literary narratives is a citizen’s right, as emphasized by Antonio Candido.

Conceição Evaristo’s works encourage teachers and students to reflect on their roles in society, questioning patriarchal and prejudiced structures. It is believed that, through the author’s life writings (*escrevivências*), it is possible to initiate a comprehensive and holistic education for students in the Integrated Technical Secondary Education courses. Through these readings, students can critically examine their own positions regarding racism, misogyny, prejudice, and all forms of subjugation constructed by colonialism in Brazilian society.

Conceição Evaristo’s works present great narrative richness, addressing cultural values as well as political and social issues, while simultaneously encouraging reflection on the presence of Black people in the construction of Brazilian identity.

Below is an example of a didactic sequence proposed to teachers, which can be consulted in the Thematic Notebook on Conceição Evaristo.

**Figure 1 – Image of the proposed didactic sequence in the notebook *Reflections on Black Women's Memories through the Poetic Voice of the Writer Conceição Evaristo***



Source: Reflections on Black Women's Memories through the Poetic Voice of the Writer Conceição Evaristo<sup>3</sup>

Why work with Conceição Evaristo's literature in the classroom? Considering that Black literature in Brazil is still little known, largely due to the lack of dissemination of works, it is understood that literature plays a crucial role in the academic and personal development of individuals. In this sense, including Black women's literature in pedagogical

<sup>3</sup> Available at: <https://repositorio.ifro.edu.br/items/dbb5b8e3-97d4-48ec-afa2-f4d1ddabbd0a>. Accessed on: July 5, 2025.

practices not only fosters reading habits but also develops critical thinking, social awareness, and appreciation of diversity.

Conceição Evaristo's works present contemporary literature that portrays the daily lives of Black women and denounces the racial discrimination deeply rooted in society, contributing to the formation of students who are conscious of the social, cultural, and ethnic-racial diversity present in Brazil. The author encourages reflection on our roles as teachers, readers, and citizens in a patriarchal and prejudiced society, and it is believed that, through her life writings (*escrevivências*), it is possible to initiate a comprehensive and holistic education for students in the Integrated Technical Secondary Education courses. Through these readings, students can critically examine their own positions of resistance and engagement in relation to racism, misogyny, prejudice, and all forms of subjugation constructed by colonialism, while the narratives address cultural values, political and social issues, stimulating reflection on the presence of Black people in the construction of Brazilian identity.

Similarly, the works of Chimamanda Ngozi Adichie contribute to students' comprehensive and holistic reading development, allowing them to learn about the history, culture, and society of Black peoples and to reflect on their own reality through the fictions created by Black women writers. Literature, understood as a creation derived from reality, enables readers to reflect on human existence in its multiple contexts, developing creativity, interpretation, and imagination, which are fundamental for the construction of individual identity. In her works, Chimamanda addresses issues such as racism, sexism, and social inequalities, articulating her life experiences with global realities, recovering marginalized cultures, and promoting reflections that engage both colonial and decolonial perspectives, contributing to an education that is equitable in terms of gender and race.

**Figure 2 – Image of the proposed didactic sequence in the notebook *Reflections on Black Women’s Memories through the Poetic Voice of the Writer Chimamanda Ngozi Adichie***



Source: Reflections on Black Women’s Memories through the Poetic Voice of the Writer Chimamanda Ngozi Adichie <sup>4</sup>

Working with the literature of Chimamanda Ngozi Adichie in the classroom is essential, as literature significantly contributes to the construction of individual identity. The works of Black women writers hold great historical and ethnic value, highlighting Afro-descendant culture, which makes the inclusion of Black women’s voices in pedagogical practices necessary. Beyond fostering reading habits, this approach encourages critical thinking, awareness, and the appreciation of diversity.

<sup>4</sup> Available at: <https://repositorio.ifro.edu.br/items/2ffcbcd3-49a7-4ee8-893f-cbff9240cbd7>. Accessed on: Jul. 5, 2025.

Chimamanda's works invite reflection on themes such as identity, racism, and feminism, presenting memorable characters and engaging narratives with accessible language and high literary quality. These works contribute to the formation of students who are conscious of the social, cultural, and ethnic-racial diversity present in society.

The proposed didactic sequence uses the book *The Danger of a Single Story* by Chimamanda Ngozi Adichie — a Black Nigerian woman — as a resource to value Afro-descendant students, their history, social protagonism, and their contribution to knowledge construction. The aim is to present a teaching practice that motivates students to read, prioritizing learning through textual genres, especially literature by Brazilian and African Black women writers.

The activity allows for reflections on social vulnerabilities present in the author's texts and relates them to the realities of the school community. Suggested discussion questions include: Are you telling single or multiple stories? Who narrates your stories? How are these stories told? And do our media tell single or multiple stories?

In conclusion, the Thematic Notebook presents Black women writers and scholars from the state of Rondônia who use their voices to value literatures produced by Black women, serving as a support tool for implementing Law No. 10,639/03 in Portuguese Language and Brazilian Literature classes. The perspective of this notebook is to take the first step toward the knowledge and dissemination of the work carried out by Black women writers and researchers in the state, recognizing the urgency of knowing and valuing locally produced work so that these voices can be heard and read.

The goal is to present diverse stories, places, desires, and productions, allowing readers to know multiple versions of reality and avoiding treating the Literature and History of Rondônia as a single narrative. Among the writers highlighted in the notebook are Célia Cristina Marques de Oliveira, Claudenice Luna Leite, Cledenice Blackman, Elaine Márcia Souza Rosa, Joely Coelho Santiago, Leide Pontes, Roziane da Silva Jordão, Sônia Maria Gomes Sampaio, and Patrícia Pereira. It is known that other Black women in the state are producing literary works, but these were the ones identified during the research.

In their works, these writers use literature to express identities, feelings, and the appreciation of culture, encouraging other women in the region to write and resist the silencing imposed by prejudice. These works can become important tools for the reading formation of students in Rondônia. Thus, the Thematic Notebook, by presenting academic and literary writers from the state, contributes to giving visibility to regional Black women, making their voices known and allowing them to resonate in society.

## 4 Final Considerations

Aiming at inclusion and improved performance in fulfilling the demands of the labor market, compatible with technological and human complexity, Professional and Technological Education seeks to provide young people and adults with knowledge that enables qualification, professionalization, and updating. Within this perspective, it also includes knowledge historically silenced, such as the literary writing of Black women, which forms part of our History, Culture, and Society, contributing significantly to humanistic and holistic education.

Throughout this study, the objective was to understand how literary works, from the perspective of Black women writers, can contribute to the comprehensive and holistic reading development of students in the Integrated Technical Secondary Education courses at the Porto Velho Calama Campus – IFRO.

In this context, an Educational Product was developed in alignment with the social, economic, and cultural demands of the courses at the Federal Institute of Rondônia, with the potential to strengthen students' reading development by incorporating African and Afro-Brazilian literature written by Black women through Thematic Notebooks, which contain a compilation of literary works by African and Afro-Brazilian women writers.

The development of the product involved the active participation of Portuguese Language and Brazilian Literature teachers, whose engagement, through discussion circles, contributed to enriching the structure of the notebooks. The goal is to provide a resource that supports teachers in planning and conducting classes and contributes to



students' comprehensive and holistic reading development, based on literary works from the perspective of Black women writers.

Therefore, the Thematic Notebooks, containing bibliographies and works by Chimamanda Ngozi Adichie and Maria da Conceição Evaristo, as well as presenting academic and literary writers from the state of Rondônia — Célia Cristina Marques de Oliveira, Claudenice Luna Leite, Cledenice Blackman, Elaine Márcia Souza Rosa, Joely Coelho Santiago, Leide Pontes, Roziane da Silva Jordão, Sônia Maria Gomes Sampaio, and Patrícia Pereira—are, at the conclusion of this research, recognized as instruments capable of stimulating comprehensive and holistic reading development in students and providing opportunities for continued application of this perspective in the classroom.

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<sup>i</sup> **Ivonete Cardoso**, ORCID: <https://orcid.org/0000-0002-5537-5235>

Instituto Federal de Educação, Ciência e Tecnologia de Rondônia - IFRO

Mestre em Educação Profissional e Tecnológica – PROFEPT. Graduação em Administração. Especialização em Metodologia do Ensino Superior e EaD. Pós-Graduação Lato Sensu em Gestão de Educação a Distância- IFRO. Pós-Graduação Lato Sensu em Docência para a Educação Profissional e Tecnológica-IFES.

Author contribution: autora.

Lattes: <http://lattes.cnpq.br/7994161141755552>

E-mail: [ivonetecardoso02@gmail.com](mailto:ivonetecardoso02@gmail.com)

<sup>ii</sup> **Iza Reis Gomes**, ORCID: <https://orcid.org/0000-0001-8668-1692>

Instituto Federal de Educação, Ciência e Tecnologia de Rondônia - IFRO

Professora do Instituto Federal de Rondônia – IFRO; Pós-doutorado em Letras: linguagem e identidade pela UFAC; Doutora em Sociedade e Cultura na Amazônia pela UFAM; Líder do Grupo de Pesquisa Criadamazônia/IFRO/CNPq – Processos de criação na/da Amazônia; Professora do ProfEPT.

Author contribution: orientadora.

Lattes: <http://lattes.cnpq.br/3933966635177350>

E-mail: [iza.reis@ifro.edu.br](mailto:iza.reis@ifro.edu.br)

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