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THE TRANSFORMATION OF FEDERAL AGRO-TECHNICAL SCHOOLS OF BAHIA INTO CAMPI OF THE FEDERAL INSTITUTE OF EDUCATION, SCIENCE AND TECHNOLOGY BAIANO

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ABSTRACT

The professional education expansion policies implemented over the past years have brought new demands for professional education in agriculture and cattle raising, especially after the transformation of the federal agro-technical schools into campuses of the Federal Institutes of Education, Science and Technology. The purpose of the present article is to analyze the impacts of Law 11892, of December 29, 2008 on the transformation of the EAFs of Bahia into the Federal Institute. In this respect, we have recurred official written sources and recomposed the memory of teachers regarding professional education on agriculture and cattle raising in the context of the federal agro-technical schools Baiano. With the creation of the federal institutes, new guidelines and settings have been established throughout expansion policies on professional education, implementation of new courses, new campuses, reformulations, incorporations and expansions of existing institutions.

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INTRODUCTION

The professional education expansion policies implemented over the past years have rendered new demands for professional education in agriculture and cattle raising, mainly after the transformation of the federal agro-technical schools into campuses of the Federal Institutes of Education, Science and Technology (IFs). The first expansion project of the federal network in the new millennium had as legal milestone Law 11195/2005, authorizing the federal government to create new institutions for professional education, without the compulsory requirement of maintenance by other initiatives. In accordance with such Law, The expansion of the offer of professional education, through the creation of new educational units by the Federal Union, shall occur, with preference, in partnerships with States, Municipalities, Federal

District, productive sector or non-governmental organization, responsible for the maintenance and management of the new educational establishments (Brazil, 2005, § 5, our emphasis). During the first phase of the federal network expansion plan sixty new institutions for professional education were built by the federal government, and during the second phase, the plan was to build an additional 354 units up until the year 2010. Nevertheless, this goal was not totally accomplished, mainly due to the delay in the bidding processes and in the construction. It should be observed that the intentions of the Federal Government were not only to build educational units, but also to transform the federal professional education network into a federal professional, scientific and technological education network and create the Federal Institutes of Education, Science and Technology (IFs). In this respect, on April 24, 2007 the Education Development Plan (Plano de Desenvolvimento da Educação - PDE) was released, a strategy of the Growth Acceleration Plan (Plano de

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Aceleração do Crescimento¹), in which the alleged relationship (education – territory – development) was announced, beginning with professional and technological education, having as a background expansion and, mainly, the creation of the federal institutes. This plan envisaged that the Federal Institutes of Technological Education (Institutos Federais de Educação Tecnológica - IFETs) would reorganize the model of professional education and take into account the different educational modalities (Brazil, 2007b). However, it is necessary to take into consideration the evaluation of the National Trade Union of Federal Public Servants:

“[...] on April 24, 2007 the Government released the Education Development Plan (PDE) which is a component of the Brazilian growth acceleration plan (PAC), with the clear objective of complying with commitments towards international financing entities commanding worldwide business, such as WTO, IMF and its banks IDB and IBRD, among others. With the PDE, the government places education within the globalization of economy, treating education as a commodity” (Sinasefe, 2008).

The trade union representation understood the educational development plan as one more articulation of the federal government to comply with economic determinations. Nevertheless, as of the PDE and amendment to Law 8948, of December 08, 1994 which banned the expansion of professional education, a legal opening was established for the creation of institutes and expansion of the federal network of professional and technological education. One of the first strategies adopted by the government team to put into practice the proposed expansion of professional education was the Public Call of the Ministry of Education, Department of Professional and Technological Education (MEC/SETEC), 002/2007. With this Public Call, all of the educational institutes connected to the professional and technological federal education network were invited, “summoned”, to be transformed into federal institutes and to set up a federal network of professional, scientific and technological education (RFEPCT).

The Public Call text anticipated that “[...] all the proposed formations of IFETs selected by the Department of Professional and Technological Education would be incorporated into one sole Legislative Bill, a draft of which is presented under Attachment II to the Public Call” (Brazil, 2007a, item 2.3). In a certain manner, apart from not having many options for the institutions, a very important role was given to Setec, once after the creation of the federal institutes; it would be of little relevance. In the Public Call, or in the determinations for adhesion to the proposal of the institutes, various contradictions were observed, among which – the predetermination of the number of campuses in each state (Attachment A) and the false freedom of choice under items 2.2.1 and 2.2.2, as described below:

The IFETs may be established: Through the transformation of the Federal Center of Technological Education, of the Federal Technical School or Technical School linked to the Federal University;

Through the integration of two or more federal institutions of professional and technological education of a same state. The maximum number of IFETs to be established within each unit of the Federation is included under Attachment I to the present Public Call” (Brazil, 2007a). Thereby all of the educational institutions linked to the federal network of professional and technological education were called, or summoned, to be transformed into federal institutions and set up a federal network of professional, scientific and technological education (RFEPCT). After various clashes between the community, the National Board of Leaders of Federal Agro-technical Schools (Conselho Nacional de Dirigentes das Escolas Agrotécnicas Federais - Coneaf) and the Professional and Technological Education Department (Secretaria de Educação Profissional e Tecnológica - Setec), under Attachment A of the Public Call, the creation of two institutes in the state was included, one stemming from the Federal Center of Professional and Technological education Baiano (Centro Federal de Educação Profissional e Tecnológica da Bahia) and another from the Federal Agro-technical Schools.

This opening permitted the alternative of transforming the federal agro-technical schools into Federal Institutes of Agro-industrial Education, Science and Technology Baiano (Institutos Federais de Educação, Ciência e Tecnologia Agroindustrial da Bahia IFET Agroindustrial – BA). The minutes of the legislative bill, under Article 5, item XII, presented the model of the institute to be created: “IFET Agroindustrial de Goiás, through the integration of Centros Federais de Educação Tecnológica de Rio Verde-GO, of Urutaí-GO and Escola Agrotécnica Federal de Ceres-GO” (Brazil, 2007a, item 2.3). In thesis, in the professional education expansion policy of the federal government there was no option for the federal agro-technical to continue as they were, because the minutes of the legislative bill foresaw only the following modalities: “I – Federal Institutes of Education, Science and Technology (Institutos Federais de Educação, Ciência e Tecnologia - IFET); II – Federal Technological Universities (Universidades Tecnológicas Federais - UTF); III – Federal Centers of Technological Education (Centros Federais de Educação Tecnológica - Cefet)” (Brazil, 2007a, Art. 1º).

If, on the one hand, the end of the federal agro-technical schools was already predetermined in the Public Call MEC/SETEC 002/2007, on the other hand, the desire to create the agro-industrial institutes in the states of Goiás, Santa Catarina and Bahia was interrupted by means of Ordinance MEC/SETEC 116, of March 31, 2008. It would have been much easier for the federal government, and would have a greater political projection, to create federal institutes with the same format, from a national standard model, which created equally the 38 federal institutes in Brazil. What was discussed with the community and planned in the adhesion proposal of the federal agro-technical schools of Bahia to the project of federal institutes was offset by means of Ordinance MEC/SETEC, 116 of March 31, 2008. This Ordinance approved, with reservations, the adhesion plan and established that the only condition possible was the transformation of the EAFs of Bahia into federal institutes of education, science and technology within the standards of the other institutes. This decision was a departmental move, which, in a certain manner redirected the construction of the federal institutes (Brazil, 2008a). In this sense, Law 11892, of December 29, 2008 created 38 (thirty eight) federal institutes of education, science

¹Upon the release of the Growth Acceleration Program (PAC) in January of 2007, the Federal Government assumed the commitment of taking up again the planning and execution of large logistical infrastructure, energy and social urban Works in the country (Brazil, 2016).

and technology (IFs) throughout the Brazilian territory. And also instituted, “[...] within the scope of the federal education system, the Federal Network of Professional, Scientific and Technological Education, linked to the Ministry of Education” (Brazil, 2008b, Art. 1). As of the enforcement of this Law, 31 federal centers of technological education (Cefets), 75 decentralized educational units (Uneds), 7 technical schools, 39 federal agro-technical schools and 8 schools linked to federal universities were transformed into campuses of the IFs. In this same manner, the EAFs of Bahia were transformed into campuses of the federal institutes of education, science and technology Baiano (IF Baiano). From this date, a minimum 50% of vacancies was established in the IFs for technical professional secondary education, preferably in an integrated manner. In this respect, it would be the responsibility of technical and professional education in agriculture and cattle raising to dispute these vacancies with the other courses that were created within the campuses of the EAFs.

With the creation of the federal institutes (IFs), new guidelines and settings were established through the professional education expansion policies, the implementation of new campuses, reformulations, incorporations and expansion of existing institutions. In other words, the new administrative and pedagogical organization of these institutions became a multi-campus and cross-curricular system, higher education courses on technology, undergraduate courses, bachelor degrees, engineering courses, technical courses and, also, the federal network of professional, scientific and technological education (RFEPCT). This new institution began to have a generalist category, doing and offering everything, a prop for the educational deficits, built for the formation of technical professionals, technologists, engineers, either graduates or skilled technicians.

Theoretical-Methodological Route: In this research, we analyzed official documents presenting a relation with professional education in agriculture and cattle raising, such as laws and decrees. More specific documents were also analyzed on the creation of the Agricultural School of Catu and its transformation into a federal agro-technical school /IF Baiano. We applied free, semi-structured interviews with teachers of these institutions. In the light of the reality “seen from inside”, we aimed to understand how the teachers witnessed, reviewed and reconstructed the trajectory of the course and construct the present in a dialectic movement with the past. Resorting to Magalhães (2007, p. 103), it could be said that “[...] here memory appears as an important source of connection between the past and the present, that is to say temporized rationalization of experiences”.

Interpreted reality in accordance with our memory is not the same as its manifestation, but, when we remember, we reduce complexity and attribute a relationship of value or meaning according to the viewpoint of the groups with whom we share the reality, which is always social.

“[...] as soon as we evoke collectively various circumstances that each of us remember (and which are not the same, although related to the same events), we are able to think, remember collectively, and past facts assume greater importance and we believe that we revisit them with greater intensity, once we are not alone when representing these memories back to ourselves” (Halbwachs, 2006, p. 29-30).

Nevertheless it is worth clarifying that, in the same manner as the author, it is our understanding that memory is social, individual in its collective symbiosis, but, different to the author, it is our understanding that memory is not always consensual, we consider that this society determines itself and is determined by concrete contradictions (Magalhães and Almeida, 2011). It is possible to say that the teachers form these schools, based on values, standards and conditions (social framework) that consign these institutions, whereby it based on the conceptions of Halbwachs (2006), when he states that each group is interwoven with those with whom there is a relation, interaction and the construction of collective representations regarding an experienced phenomenon.

The technical course on agriculture and cattle raising: in the context of the transformations of the IF Baiano: The technical course on agriculture and cattle raising, from the creation of the Federal Agro-technical School of Catu, and even after the creation of the other EAFs of Bahia, was a benchmark of these schools, both in the number of inscriptions, as in social recognition. Presently, the technical course in agriculture and cattle raising, integrated to secondary school, offered by the IF Baiano “[...] comprises a course load of 4,600 hours, plus 240 hours of internship. The course is on an annual basis, with one sole registration for Secondary School and Professional Education” (IF Baiano, campus Catu, 2016). It should be observed that the institutions, when preparing the course plan, may opt to offer the integrated modality to secondary school or a subsequent course.

The students of the technical courses for professional education in agriculture and cattle raising of the campuses of the IF Baiano, arising from the federal agro-technical schools, have, at present, three options for access and permanence in the institutions: day school – the students do not have a strong bond with the institution and generally spend only one morning or afternoon in the pedagogical activities; semi-boarding school – the students have academic activities in the mornings and afternoons, and have lunch at the IF; and boarding school – the students reside at the school, have three meals a day, participate in the work schedules for maintenance and technical assistance of the production sectors of the schools. The implementation of the IF Baiano is recalled with great dissatisfaction, in the allegation that the reality experiences within the institution is chaotic, the IF Baiano does not have a consolidated proposal and denies the educational experiences constructed previously by the federal agro-technical schools. In this respect, the practical activities that were developed by the students in the sectors of the schools are considered as a favorable strategy to the development of professional education and a reference for teachers to reconstruct their experiences within the institution, establishing a comparison with the situation faced after the creation of the federal institutes, where this is being lost, as reiterated by teachers “[...] a load of theoreticians who have not lived, do not live, don’t know the proposal for professional education and try and deviate the course of the education. Today we are not sure where this will go. I feel that our condition today as an institution has lost its direction. Professional education within the IF Baiano is without direction” (Ex-aluno, Jul. 2015). The counterpoints are always present in the speeches of those who experienced the agro-technical schools and the reality of the institutes, in the sense of reconstructing a positive image of what existed previously and the uncertainty of what is or what will be the IF Baiano.

The pride of the work performed as a teacher and the concern in relation to the future are always in the memory of the teachers. The appreciation of the production sectors of the institution towards the development of the pedagogical work in the specific disciplines of the course is constant, as can be observed below: “[...] the school was a pleasant surprise for me, because I say to my students that if I were to account for all I taught and all I learned, I would have to pay back money to the Federal Union. I learned much more than I taught. I became a teacher here. I found a school that had already been established, an established farm. When I arrived here to give classes on goats, sheep and pigs, I had never seen a pig in my life, and it was here in the school where I learned to be a teacher on pig farming. This experience gave me sufficient background to later give classes in a university on pig farming, be a consultant on pig farming, and give lectures on pig farming” (Professora, Jul. 2016).

Recollections of teachers are frequent when mentioning the infrastructure of the school, mainly in reference to the school-farm system, as something that not only favor the learning process of the students, but also offered great support towards the development of practical activities of the course. In this regard, a framework is featured in which the institution permitted a complementation in the formation of teachers in technical knowledge and an educational practice of interaction with the productive sector. The value of the practical activities developed in the Educational Production Units (*Unidades Educativas de Produção – UEPs*) is evidenced in the reconstitution of the teachers, where they spent whole weeks with the students, as a means of attaining technical professional formation in agriculture and cattle raising. One of the interviewees stated: “I worked with second year students, I worked with third year students and I worked with post-secondary school students. [...] I spent whole weeks with the students. [...] we were able to place them well in the labor market, through the practical activities. All of the activities here at the school were with the aid of the students, fruit harvesting, and maintenance of the sector, cleaning and gardening. Everything was done, even selecting eggs, everything was performed with the students” (Professora, Jul. 2016).

Nevertheless, the agro-technical schools are reconstructed in such a relation of belonging that, despite the transformation they have experienced over time, what existed continues alive in the memory. In other words, it is from the reconstruction of the space, relation with time that teachers are able to describe, in the finest details, the meaning to their work and to the students of the practical experiences acquired during the work activities developed in the production sectors of the school: “[...] when we used to do that, we could show to the students the dynamics of working on a farm. It is something that those who are not involved maybe cannot understand; that I needed to have my student not only one day in the practical guided work, I needed them always in the sector, that is how I can transform them into an agricultural technician, this was during the times of the Agro-technical School, we were able to carry this out in a masterly way, we were with the students the whole time, even if it was only talking. I need my students inside the production sector, experiencing it” (Professora, Jul. 2016). The production sectors of the agriculture and cattle raising field that existed in the federal agro-technical schools are described in the recollections of the teachers as being very specific. Namely, these were sectors that dealt with animals

and plants which, despite having a routine, it was frequently transformed. In this manner, it was in the day to day routine, experiencing the productive sectors, practicing activities and observing the routine of the animals, different and transformed at each moment that experiences and learning processes occurred. “[...] it’s not possible to say ‘sow you will give birth now’. It’s not possible to say: ‘now you will break a leg’, ‘now you will become ill’. Thus, the more time the student spent inside the production sector, the greater experience to be obtained” (Professora, Jul. 2016).

The contextual framework of the federal agro-technical schools supports the reconstruction of the teachers and serves as a counterpoint in the judgment of the paths of professional education in the context of the creation of the IF Baiano – a disassembly of the educational proposal of the school-farm system and the construction of another proposal that denies the previously consolidated experiences, mainly in reference to the practices in the productive sectors: “[...] in the old days I would give class and stayed with the students the whole week to transform them into agricultural technicians. Today I have one shift a week to transform these students into agricultural technicians [...]. *People don’t seem to understand* the technical course in agriculture and cattle raising and believe that it is a drawn up practice. The teacher gets the practice, does it once, and the student learns. That is not how it works. I need, in order to transform the student into an agricultural technician, for the student to incorporate concepts, and in order for this to happen, I need the student inside the sector” (Professora, Jul. 2016).

The concern of the teachers that were part of the agro-technical schools are perceptible in relation to the present reality of the IF Baiano, with emphasis to the impact suffered by the schools of the school-farm system. One of the most evidenced aspects is the process for reduction of the course load in order to adjust to the reality of a higher number of students and less resources. In this manner, ruptures with issues of the past are inevitable in the face of the multi-campus and pluricurricular proposals of the federal institutes, thus the dissatisfaction with the adjustments made in the IF Baiano are always present, when the teachers establish a comparison between before and now: “Every meeting I go to, that I went to at the rectory I notice that when I say anything people say that we must forget the Agro-technical school. That we are now IF Baiano, this is like a son denying a mother or father; they want to rewrite history and don’t understand that the mother and father have accumulated experience and that, from this accumulated experience one can accumulate more experience; therefore for the IF Baiano we took the whole history of the Agro-technical school and threw it in the rubbish” (Ex-aluno, Jul. 2016). The teachers who lived the experience of the agro-technical school demonstrate dissatisfaction in the face of the issues placed or overlaid on the past of the institution and manifest indignation and resistance to the differences of the present configurations of the campuses of the IF Baiano. In this regard, emphasis to the reconstruction of memory is greater in relation to the reduction of the course workload, reduction of contents and for the time designated for working in the productive sectors. Nevertheless, this is not the only issues raised; the teachers remember also the alterations in the form of the students’ admittance, as presented below. The technical courses offered by the federal agro-technical schools were sought after, with little vacancies and a high demand. In the federal schools Baiano, an average of 160 vacancies was offered per year at

each institution. The inscription of new students is performed through selection processes with written exams, to evaluate the knowledge of the Portuguese language, mathematics and specific knowledge of the agricultural area. In the specific part, empirical knowledge related to experiences and interaction with the rural environment and, in some schools, evaluation was through interviews. The selection processes of the institutions are remembered, both by the teachers of the EAF Guanambi, as well as by those of EAF Senhor do Bonfim. They reconstruct their experiences, emphasizing the prior form of entrance as efficient, as a means of inserting the candidates of the rural environment and also those with greater affinity with the course: “[...] previously, to be admitted here [...], there was an interview, the student did the theoretical exam and passed for the interview, and the interview classified or eliminated the student. Another form was more coherent than the one presently applied, with Portuguese or math exams. There was a specific field exam, such as: who uses *Cangaia* (a type of harness)? These questions were understood by those who lived in the rural environment, right? And in the first year you realized that the students were from the rural environment” (Professor, Jul. 2016).

This type of selection became marked in the memory of the teachers, as a means of access to those who, in their mind, were the target public of the agro-technical schools, those being the children of rural workers, who searched in the school an opportunity for having an education that, in a certain manner, was related to their lives. It should also be observed that many of them pursued in the school a means of overcoming a tough and poor life in the rural environment, in the search for a job in the large farms and, mainly in the agribusiness. The labor market offered financial advantages and there was a great acceptance of the technicians from the federal agro-technical schools. Therefore, the comparison between the profile of the students of that school and those of the IF Baiano is constant:

“[...] previously, I remember, we used to have a written exam and then an interview in order to give opportunity to students from the backwoods, low income students and those with affinity with the courses offered. Thus, from the moment in which we open to all under equal conditions, there should be a way to offer opportunity for the target public that we need, those who live in the rural areas, children of rural workers, who can contribute to their local communities. Presently, the selection process, as it is happening, is generalizing and there are already researches that point out that over 90% of the students come searching for quality education which is offered in secondary school to be able to reach a university” (Ex-aluno, Jul. 2016).

Before the public of the school was selected within a guideline for the formation of workers for the agricultural area, now other priorities are opened for students of IF Baiano, who take the technical course in agriculture and cattle raising: “[...] if you asked in 2007, most of the students would say they wanted to follow a career of studies, but many would say “I am here to be a technician, I want to develop something” with pride of being a technician, The students study here and are proud to be here, giving their best and going downtown and mentioning being a student of the federal institute, but the question is, is the student now here to learn for the university entry exams, to take the Enem exam, sometimes they don’t even remember they are taking a technical course” (Professor, Jul. 2016).

In a certain manner, the reconstruction of past experiences of the teachers in the agro-technical schools and, presently, in the campuses of the IF Baiano not only piece together the format of selection of students for the institution but, also, evidence the new profile of the students of the technical course on agriculture and cattle raising. The comparison made by teachers between what the agro-technical schools were before and the present issues of the IF Baiano substantiate the criticisms to the implementation process of the institutes, resumed as something with a good past and an uncertain future, evidencing an existential crisis of the teachers in the current situation of the institution: “[...] before, we had freedom to direct our selection process; today we can no longer do this, because today the selection process is commanded by the rector, [which] judges understand what is best for each unit, but, sincerely, I do not partake of this idea. A selection process that is more interested in averages of mathematics and Portuguese can only pass individuals who studied in private schools, the best schools, and not those who need to be in here” (Professora, Jul. 2016).

The means with which the Rector is conducting the selection process for accepting students in the agricultural and cattle raising technical course, after the transformation of the agro-technical schools into the campuses of the IF Baiano, is strongly criticized by the teachers. On the other hand there are praises for the form of acceptance practiced before, when the schools were independent autarchies and had didactic, administrative and financial autonomy to develop the selection process in a more contextualized manner and in accordance with the actual condition of the target public. The teachers point out that at each new selection process the institution is performing different procedures, further excluding the rural population: “[...] the selection process, through scores in mathematics and Portuguese, with quotas for students from public schools, does not attend and does not draw the public we need inside these institutions. Now they plan to draw lots, they seem to be jesting with our activities within the schools. They say it is for improvement, but I sincerely do not see how we can carry out everything we used to do; today it is no longer possible” (Professora, Jul. 2016).

The criticisms to the new forms of selection for admittance to the institutions evidence the desire of the teachers for the inclusion of students from the rural area for the technical course on agriculture and cattle raising. They claim that, the schools in the rural area do not, in general, offer a good basis of the propaedeutic knowledge, and therefore these students have a disadvantage in relation to students from urban zones and, mainly, those from private schools. In this respect, there is a resistance on the part of the teachers in relation to the new profile of the students and a valuation of the form of access practiced during the period of the federal agro-technical schools, where the objectives of the institutions were apparently clearer: “[...] a substantial portion of the students entering the school had the objective of leaving the school with a profession, in order to earn a living from this profession. Today I can no longer visualize this. Today I see it as a means for the student to gain access, a very ample adhesion of students, mainly from private schools, who wish to gain access to a good quality of education, but not to become a professional, but to be able to run for a vacancy in a university, to higher education” (Professora “A”, Apr. 2016). The contextual framework of the federal agro-technical school serves as a support for the teachers to reconstruct a special

image of the changes and transformations of the institution and also to reflect on the bottom line goals of the school, namely, the task was to form students of rural origin for certain professions; presently, there is a greater insertion of students from private schools. Nevertheless, there is still an emphasis as to the quality of the education in the campuses of the IF Baiano, deriving from the federal agro-technical schools, which arouses the interest not only of students looking for a professional formation with the aim of being able to immediately have access to the labor market, but, also, as a means of access to a differentiated secondary school education, capable of enabling the continuity of studies in higher education. It has been observed that there is an association between the selection process and the orientation of the pedagogical proposal of the institution and vice-versa, in a dialectic relation, where the alteration of one is related to the development of the other. In other words, new courses were created in different areas and modalities to be offered in the campuses of the IF Baiano, derived from the agro-technical schools, in equal conditions to the technical course on agriculture and cattle raising. The transformations, in the context of the IF Baiano, when reconstructed by the teachers evidence a reality which disregards the past of the institution.

Final considerations: The federal institutes created in 2008, therefore still very recent, incorporate the contradictions in the conceptions that guide professional education policies in Brazil, specifically in relation to agricultural education. Notably the technical courses on agriculture and cattle raising, developed as of the year 1964 and which predominated until the year 2008, when the agro-technical schools were transformed into campuses of the federal institutes, but not necessarily into agricultural institutes. Initially, the discussions involving the transformation of the agricultural schools into institutes had the purpose of enhancing the installed capacity in these schools and improve the conditions for scientific-technological production. Nevertheless, the creation of the institutes did not take into consideration the individual specificities and transformed the four agro-technical schools into campuses of the IF Baiano. These institutions presently offer the following courses: technical, technological, bachelor degrees, engineering, undergraduate, postgraduate, *lato sensu* and *strictu sensu* and short duration courses for qualification and further education of different natures.

These transformations were not pacific; to the contrary, they have generated many debates, once the federal institutes created a set of courses that did not, necessarily, maintain a unity around the area of agriculture and cattle raising, in accordance with the tradition and social trust on the academic performance and formation in these schools, not least because the creation of different courses, in a certain manner, diffuses the material and human conditions that should focus on this area of study. In short, the so-called integration and verticalization of elementary education to professional and higher education, recommended through Law 11892/2008, to optimize the physical structure, staff and management resources, were not in fact accomplished. Hence there was a disregard to the background of professional education in agriculture and cattle raising, something constructed and consolidated by the federal agro-technical schools. Political disputes, contradictions and conflicts surfaced and began to be a component of the academic routine of these schools, up until then considered by students, teachers and the community as premises of education and formative importance, fundamental

for the activities of the agricultural area. In accordance with the adopted logic, the federal institutes began to fulfill the demands for the creation of courses to attend to the request of the society and governmental political deliberations, such as the National Program for Access to Technical Education and Employment (Programa Nacional de Acesso ao Ensino Técnico e Emprego - Pronatec), without having, necessarily, as its core objective professional education in agriculture and cattle raising, which, previously, occupied an important position in the formation of professionals for this area. Accordingly, this area became just another area of knowledge, both in respect to the offer of courses and new vacancies, as well as in the political viewpoint. Law 11892/2008, which originated the institutes, superseded the school-farm for agricultural courses, transforming them into institutes of technical and technological formation, as well as adding other undergraduate and engineering courses, among others. Thus, the institutes are multi-campus and cross-curricular federal institutions that encompass elementary education, professional education and higher education, in different modalities, as well as offering other options of courses.

Professional education in agriculture and cattle raising is encountered, today, in these institutes, in the midst of proposals for verticalization and integration between elementary education, professional education and higher education, once, historically, the technical course in agriculture and cattle raising was offered exclusively in federal agro-technical schools, with the clear and explicit proposal of forming technicians in secondary school, and its implementation was justified by the location of municipalities in the interior of the state and in regional centers with predominance in farming activities. In summary, the institution changed as a whole and the reflexes of the offer of cross-curricular courses in professional education and higher education in the IF Baiano, in a certain manner, has influenced the standardization of the selection process. Presently, the institution is undergoing a process of construction of experimental processes in the selection for admittance of students, with generic and equal evaluations for all the courses, disregarding the specificities of the technical course in agriculture and cattle raising and the real-life conditions of the target-public.

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