

Characteristics, organization and management of a professional qualification school in the city of São Paulo

Características, organização e gestão de uma escola de qualificação profissional do município de São Paulo
Características, organización y gestión de una escuela de formación profesional en la ciudad de São Paulo

Clayton Ferreira dos Santos Scarcella

Universidade Europeia Del Atlântico, Brazil (clayton.fs7@gmail.com) (<https://orcid.org/0009-0007-2653-9329>)

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ABSTRACT

Keywords:

CMCT, Professional
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This study aims to analyze the organization and management of a public educational center, from the perspective of public educational policies. The object of study is the Municipal Center for Qualification and Training (CMCT) Professor Lenine Soares de Jesus, located in the neighborhood of Itaim Paulista, on the outskirts of the eastern zone of São Paulo, Brazil. The methodology used in this research is qualitative, where a documentary research was carried out that included the analysis of the Pedagogical Political Project (PPP) of the school unit, as well as the bibliographic collection of the Municipal Department of Education of São Paulo (SME SP). In addition, sources of local historical research were consulted for information about the district of Itaim Paulista and its neighbor, São Miguel Paulista. The motivation for this study emerges from the realization of the scarcity of opportunities and the low visibility of the educational difficulties faced by young people and adults, especially in the eastern part of São Paulo. The lack of free public policies for qualification and professional training for this public highlights a significant gap in the educational system. This research seeks, therefore, not only to analyze, but also to highlight this problem, contributing to a field of study that, so far, presents a limited bibliographic reference regarding this specific segment of education. By addressing these issues, this work aims to contribute to the improvement of public educational policies aimed at the professional qualification of young people and adults, especially in peripheral regions, where the demand for such initiatives is more pressing.

RESUMO

Palavras-chave:

CMCT, Educação Profissional,
Escola Pública, Gestão
Organizacional.

Este estudo tem como objetivo analisar a organização e gestão de um centro educativo público, sob a perspectiva das políticas públicas educacionais. O objeto de estudo é o Centro Municipal de Capacitação e Treinamento (CMCT) Professor Lenine Soares de Jesus, localizado no bairro do Itaim Paulista, na periferia da zona leste de São Paulo, Brasil.

A metodologia empregada nesta pesquisa é de caráter qualitativo, onde realizou-se uma pesquisa documental que incluiu a análise do Projeto Político Pedagógico (PPP) da unidade escolar, assim como o acervo bibliográfico da Secretaria Municipal de Educação de São Paulo (SME SP). Ademais, fontes de pesquisa histórica local foram consultadas para obter informações sobre o distrito do Itaim Paulista e seu vizinho, São Miguel Paulista. A motivação para este estudo emerge da constatação da escassez de oportunidades e da baixa visibilidade das dificuldades educacionais enfrentadas por jovens e adultos, especialmente na zona leste de São Paulo. A carência de políticas públicas gratuitas de qualificação e capacitação profissional para esse público evidencia uma lacuna significativa no sistema educacional. Esta pesquisa busca, portanto, não apenas analisar, mas também destacar essa problemática, contribuindo para um campo de estudo que, até o momento, apresenta um referencial bibliográfico limitado no que tange a esse segmento específico de ensino. Ao abordar essas questões, este trabalho visa contribuir para o aprimoramento das políticas públicas educacionais voltadas para a qualificação profissional de jovens e adultos, especialmente em regiões periféricas, onde a demanda por tais iniciativas é mais premente.

Palabras clave:

CMCT, Educación Profesional, Escuela Pública, Gestión Organizacional.

RESUMEN

Este estudio tiene como objetivo analizar la organización y gestión de un centro educativo público, desde la perspectiva de las políticas educativas públicas. El objeto de estudio es el Centro Municipal de Calificación y Capacitación (CMCT) Profesor Lenine Soares de Jesús, ubicado en el barrio de Itaim Paulista, en la periferia de la zona este de São Paulo, Brasil. La metodología utilizada en esta investigación es cualitativa, donde se realizó una investigación documental que incluyó el análisis del Proyecto Político Pedagógico (PPP) de la unidad escolar, así como el acervo bibliográfico de la Secretaría Municipal de Educación de São Paulo (SME SP). Además, se consultaron fuentes de investigación histórica local para obtener información sobre el distrito de Itaim Paulista y su vecino, São Miguel Paulista. La motivación para este estudio surge de la constatación de la escasez de oportunidades y de la baja visibilidad de las dificultades educativas que enfrentan jóvenes y adultos, especialmente en la zona este de São Paulo. La falta de políticas públicas gratuitas de cualificación y formación profesional para este público pone de manifiesto un importante vacío en el sistema educativo. Esta investigación busca, por lo tanto, no solo analizar, sino también resaltar esta problemática, contribuyendo a un campo de estudio que, hasta el momento, presenta una referencia bibliográfica limitada sobre este segmento específico de la educación. Al abordar estos temas, este trabajo pretende contribuir a la mejora de las políticas públicas educativas orientadas a la cualificación profesional de jóvenes y adultos, especialmente en las regiones periféricas, donde la demanda de este tipo de iniciativas es más acuciante.

Introduction

The pilot project for the Municipal Training Centers (CMCT) was implemented in March 1993, with the aim of filling the gap left by the extinction of the National Industrial Learning Service (SENAI) at the Nitro Química Company, an institution that marked the history of the São Miguel Paulista district. In 2005^a, twelve years after the initial initiative, a new CMCT unit was set up in the neighboring district of Itaim Paulista, which is the subject of this research.

The Itaim Paulista CMCT offers a diverse range of seven professional qualification courses: Administrative Assistant, Logistics Assistant, Cutting and Tailoring, Confectionery, Home and Building Electrics, IT and Baking. Over its 19 years of activity, it is estimated that the institution has qualified more than 30,000 people for the job market, demonstrating its strong impact on the local community.

The curricular structure of the courses comprises a workload of 160 hours, with daily practical classes of 4 hours, distributed over three shifts (7am to 11am; 1pm to 5pm; and 6pm to 10pm), catering for an average of 20 students per class. Admission criteria vary according to the course: for Computer Science and Administrative Assistant, a minimum age of 14 and being in the 9th year of elementary school is required; for the other courses, the minimum age is 16, with no proven schooling requirement.

The selection process takes place bimonthly through a lottery system, in which candidates apply in person or virtually and take part in an in-person lottery to compete for one of the 20 places available in each class. Demand is significant, with approximately 1,200 candidates vying for 450 places in each selection process. The fact that the courses are free of charge is a determining factor for the high demand, especially among individuals looking for a new profession or a job.

According to Cristiane Nascimento Silva, the unit's current director, around 40% of graduates get jobs in the region immediately after completing the course, either in local businesses or as self-employed entrepreneurs (Tiveron and Silva, 2020). This underscores the positive impact of the CMCT on employability and local economic development.

In recognition of the project's importance, in October 2021 the São Paulo Municipal Department of Education produced audiovisual material documenting the professional success stories provided by this school. This documentary clarifies the mission and values of this type of educational center, such as the qualification and reemployment of young people and adults in the area to mitigate the cycle of poverty (EducaPref SME, 2020). In addition, at the beginning of 2023, on the occasion of the thirtieth anniversary of the pilot project, a special issue of *Magisterium* magazine was published entirely dedicated to the CMCTs. As highlighted in the special edition of *Magistério* magazine, the CMCT "has established itself over time as an education project that offers short-term professional qualification courses to young, adult and elderly residents of the city of São Paulo" (São Paulo, 2023, p. 4). This type of service is part of the Youth and Adult Education (EJA) program, reinforcing its role in professional and citizen training.

The administrative structure of the Centro Municipal de Capacitação e Treinamento (CMCT), which is the subject of this study, is characterized by a lean team, as can be seen in Table 1, made up of a school manager and seven school agents, who are responsible for

^a Decree No. 45.942, of June 1, 2005, creates the Municipal Training Center II, Itaim Paulista: <https://legislacao.prefeitura.sp.gov.br/leis/decreto-45942-de-1-de-junho-de-2005>

community service, inspectorate and administrative organization. This configuration reflects the historical origin of the CMCTs, which, as Cruz and Costa (2023, p. 13) point out, began their activities "with a focus on doing things with precision, efficiency, rationality and productivity, without sticking to processes of reflection and criticality, which, at the time, was very natural".

Table 1

CMCT's administrative team Prof. Dr. K. Lenin Soares de Jesus in 2024

Quantity	Assignment
1	Director
1	Secretary
6	School agent / education technical assistant (ATE)

Note. Source: the author

The absence of an education professional whose main function is pedagogical guidance is considered harmful, both in terms of the challenges of pedagogical practices and teacher training. According to Ribeiro, Baptista and Ribeiro (2021), pedagogical guidance plays an essential role in promoting the improvement of human conditions and life in society, guiding practices in a committed, personal and social way. In addition to the challenges related to pedagogical practices, the absence of other figures in management, such as coordinators and vice-principals, makes it difficult to address other needs in the school environment. According to Santos and Machado (2021), these agents play an important role in promoting the conditions, development and maintenance of the educational act itself. This absence reflects a challenge in the evolution of the "pedagogical thinking" of the CMCTs over their 30 years of existence, as mentioned by Cruz and Costa (2023).

The teaching staff is made up of 23 educators who are permanent employees of the municipal public school system, as shown in Table 2. One observation is made in relation to two professionals, one from the confectionery department and the other from the residential and building electrical course, who, having two permanent positions in the Municipal Department of Education, have chosen to accumulate their positions in this school unit. The confectionery teacher is the morning and afternoon teacher, while the electrical teacher is responsible for the afternoon and evening periods of the respective course.

Table 2

CMCT professors Prof. Dr. Lenin Soares de Jesus in 2024

Professional qualification course	Number of teachers
Administrative assistant	4
Logistics Assistant	3
Confectionery	2
Cutting and tailoring	3
Residential and building electrical	2
Basic IT	6
Bakery	3

Note. Source: the author

The professionals listed above teach in the qualification courses on the basis of their professional experience, additional training and notorious expertise in their field. One of the teachers, who teaches the confectionery course, for example, has a degree in pedagogy and, before teaching, worked as a baker, producing and selling bread, pot cakes, sweets and snacks door-to-door to pay for her degree in the early 1990s (SMESP Video Library, 2023). The training and experience of CMCT teachers reflects an interesting diversity. As exemplified by Cruz and Costa (2023, p. 13), "the courses offered at the beginning were: Serigraphy, Confectionery, Household Appliance Repair and Car Mechanics, all at basic level, with a workload of 111 hours". This variety of courses requires professionals with practical experience in their fields, as well as pedagogical training.

Organization of the Education Centre

School organization is a topic that has been approached from various theoretical perspectives that consider its attributes, components and particularities. Among these approaches is the cultural perspective, which offers a lens for understanding the dynamics of educational institutions. According to Libâneo (2001, p. 33), "the cultural perspective in the analysis of school organizations emphasizes the meanings, values and practices shared by school members". This approach recognizes that each institution builds its own culture, personalized and up-to-date, based on specific contexts. In the case of the Municipal Training Centers (CMCTs), this organizational culture is particularly relevant. As highlighted in *Magistério* magazine, "the CMCTs have established themselves over time as an education project that offers short-term professional qualification courses to young, adult and elderly residents of the city of São Paulo" (Cruz e Costa, 2023, p. 4). This specific mission shapes the institutional culture, influencing teaching and administrative practices.

The cultural perspective also emphasizes the importance of respecting diversity. In this sense, the CMCTs demonstrate a commitment to inclusion and equity. As noted by Cruz and Costa (2023, p. 13), "the CMCTs have sought to meet the demands of the community, taking into account local specificities and the needs of the students".

By adopting a cultural perspective, a vocational training center is committed to promoting inclusion and equity, seeking to eliminate cultural barriers that may prevent minority or culturally diverse groups from accessing education.

Brazilian cultural diversity, as Do Nascimento (2021) points out, is a fundamental aspect of national identity, characterizing Brazil as a country marked by great plurality, especially in a global context that emphasizes the importance of diversity. From this perspective, the organization of an educational institution must take into account social and human aspects, recognizing the importance of this in creating an enriching educational environment. The practical approach allows them to incorporate inclusive strategies, empathy and an understanding of social complexities, preparing them to face the specific challenges of the educational environment. By integrating this practical perspective, the courses improve teaching skills and contribute to the formation of aware and socially responsible citizens.

The cultural perspective in school organization, therefore, is not only limited to the inclusion of different groups, but also to the creation of an educational environment that

value and take advantage of this diversity. As Candau (2020, p. 23) argues, "critical interculturality points to the construction of societies that assume differences as constitutive of democracy and are capable of building new, truly egalitarian relationships between different socio-cultural groups". Thus, CMCTs, by adopting a cultural perspective in their organization and pedagogical practices, not only train their students technically, but also prepare them to understand and apply educational theories in a meaningful way in social interactions and professional development, contributing to a more inclusive and equitable society.

Management of the Education Center

Educational centers propose objectives for education that are related to their reality, uniqueness and needs, taking into account contextualization and the influence of educational policies. Therefore, different management models are implemented, and the adoption of one model does not exclude the application of the other: they operate in a complementary way.

The strategic-situational approach, as described by Matus (1996), focuses on identifying and understanding social interests, as well as political and economic viability. With this, pedagogical practice recognizes the actors who may be involved in the situation and the action. Based on this analysis of reality, plans and forecasts are made that take into account the various possibilities and variables that involve the political, economic and social dimensions. As such, the management model is implemented in a democratic and participatory manner, considering the diagnosis of problems and applying strategies to achieve the established objectives.

The Strategic-Situational Model for the Management of Educational Centers is a fundamental approach to the success and effectiveness of educational institutions. According to Libâneo (2001, p. 56), "school management must be understood as a dynamic and interactive process, which adjusts to the needs and specificities of the school environment" because it recognizes that management must be adapted to the needs, challenges and specific contexts of each institution.

Variables such as age, gender, race, education and occupation are used in quantitative community surveys. In the context of CMCT, which caters for a heterogeneous public in terms of age and other factors, the articulation of social, political and economic aspects is vital for the effective planning and execution of pedagogical practices. Collective participation, involving students, teachers, staff, parents and the local community, is essential in this model. As Paro (2015, p. 78) states, "democratic school management presupposes the effective participation of all segments of the school community in the pursuit of quality education for all".

Each school or educational center has a diversity of actors, including students, teachers, staff, parents and the local community, each with their own needs, expectations and objectives. In the reality of the CMCT, which caters for a very heterogeneous public (starting with age, from 14 to unlimited), considering social, political and economic aspects, the articulation of these three pillars is important for the planning and effective execution of pedagogical practices.

In turn, collective participation, where students, teachers, staff, parents and the local community are actively involved, is a key part of this model. The diversity of actors in an educational center, as mentioned in the specific case of the

CMCT, requires a flexible approach that takes into account the specific needs of each group.

Democracy and participation in decision-making are elements that enrich the educational environment, as they allow diverse perspectives and experiences to be taken into account. According to Paro (2015, p. 78), "democratic school management presupposes the effective participation of all segments of the school community in the pursuit of quality education for all". Flexibility, essential in the educational context, enables an agile response to changes, ensuring that the institution is aligned with the demands of the job market and the varied needs of students. The emphasis on collaboration creates a motivating environment where everyone involved feels committed to the educational process, a crucial aspect in educational centers that cater to heterogeneous audiences in terms of age and other factors. The Strategic Situational Planning technique is presented as an innovative approach compared to traditional planning methods. Lida (1993) argues that "this new planning method is applicable to complex systems, such as social organizations, which are subject to various types of uncertainty". Thus, the Strategic-Situational Model stands out as an approach that transcends simple management, holistically integrating the political, economic and social aspects.

This integration promotes collective participation and adapts to the complexities inherent in educational management, which is essential for meeting contemporary challenges.

In the educational context, as observed at CMCT, this approach allows the school not only to react to changes, but also to anticipate them, guaranteeing a quality and relevant education for all its students

Pedagogical Innovation in the Far East of São Paulo

This school has emerged as an institution of notable relevance in the educational scenario of the far east of the capital of São Paulo, consolidating itself as a center for promoting financial emancipation and professional qualification. Located in the neighborhood of Itaim Paulista, a region historically marked by socio-economic challenges, the CMCT represents an institutional response to the demands for technical training and insertion into the job market.

An analysis of the CMCT's trajectory and impact reveals its catalyzing role in local development. By offering a diverse range of professional qualification courses - from Administrative Assistant to Baking - the institution caters for a wide range of interests and aptitudes, boosting employability and entrepreneurship opportunities in the region.

The pedagogical model adopted by the CMCT, which combines theory and practice in short courses, is particularly effective in the context of Youth and Adult Education (EJA). This approach responds to the pressing needs of an audience that often has to juggle studies, work and family responsibilities. The flexibility of the timetables and the free courses are determining factors for the high demand, highlighting CMCT's role in democratizing access to professional education.

The data presented by Tiveron and Silva (2020) are eloquent as to the reach and effectiveness of the CMCT, combined with the estimate that more than 30,000 people have been qualified over 19 years of activity and the fact that around 40% of graduates obtain employment in the region immediately after completing the course (Educaprefsp SME, 2021), either in local commercial establishments or as self-employed entrepreneurs.

This last aspect is worth highlighting, as it highlights the potential of the CMCT as an agent of local economic transformation. By training professionals who go on to work in the region itself, the Center contributes to a virtuous cycle of endogenous development, strengthening the economic and social fabric of Itaim Paulista and the surrounding area.

The resilience and adaptability of the CMCT has been evident during the COVID-19 pandemic. The rapid transition to teleworking and online classes via the Google Classroom platform demonstrated the institution's ability to adapt to adverse circumstances, maintaining its commitment to professional training even in times of crisis.

The institutional recognition of the CMCT's relevance, materialized in audiovisual material produced by the São Paulo Municipal Department of Education documenting professional success stories (Videoteca SMESP, 2023) corroborates the perception of the Center as an exemplary case of effective public educational policy. This recognition not only validates the work carried out, but also serves as a stimulus for the continuation and possible expansion of the model to other regions of the city with an action that transcends the mere offer of technical courses, becoming a true agent of social and economic transformation in the far east of the São Paulo capital. The Center exemplifies how well-designed and executed public education policies can make a significant contribution to mitigating socio-economic inequalities and to sustainable local development.

We see a close relationship between this type of school unit and the concept of pedagogical innovation, as it reflects an educational approach that responds dynamically to contemporary social and economic demands. CMCT incorporates elements that current Brazilian pedagogical literature identifies as promising for innovation in the educational field, such as Ghanem (2013, p. 386) who defines educational innovation as "practices that depart from what is customary in a given place and time, even if they are customary elsewhere or have been at other times". From this perspective, the CMCT represents a pedagogical innovation by breaking with the traditional model of professional education, offering short courses that adapt to the immediate needs of the job market and the possibilities of its students.

CMCT's curricular and methodological flexibility is in line with what Arroyo (2013) describes as another characteristic of pedagogical innovation: the ability to respond creatively to the challenges posed by social reality. The author argues that "innovation is more than introducing novelties. It means making progress in the training and social inclusion of the grassroots sectors. It means democratizing access to knowledge, culture and social participation." (Arroyo, 2013, p. 131)

By providing public, free and quality vocational training, it contributes to the democratization of knowledge and social transformation, which are fundamental aspects of pedagogical innovation according to this perspective. Another innovative aspect of CMCT is its integration with the local community and the job market. This approach is supported by the ideas of Gadotti (2009), who advocates a school that is more open and connected to its surroundings because

"The school can't change everything and it can't change itself. It is closely linked to the society that maintains it. It is both a factor and a product of society. As a social institution, it depends on society and, in order to transform itself, it also depends on the relationship it maintains with other schools, with families, learning in a network with them, establishing alliances with society, with the population." (GADOTTI, 2009, p. 53)

The constant adaptation of the courses offered by CMCT to local demands and the high employability rate of its graduates demonstrate this innovative attitude, which goes beyond the mere transmission of content to effectively transform realities. The integration of theory and practice, a striking feature of the CMCT, is also in line with Freirean conceptions such as that training should overcome the dichotomy between theory and practice, promoting a reflexive praxis where "critical reflection on practice becomes a requirement of the Theory/Practice relationship without which theory can become blablabla and practice, activism." (Freire, 2011, p. 24)

This approach is evident in CMCT's courses, where students are exposed to practical situations that simulate the real challenges of the job market.

In addition, CMCT's ability to adapt quickly to adverse situations, as demonstrated during the COVID-19 pandemic, reflects what Libâneo (2013) describes as a fundamental characteristic of innovative educational institutions: resilience and organizational learning capacity. The author argues that "the school needs to stop being merely an agency for transmitting information and become a place for critical analysis and the production of information, where knowledge makes it possible to attribute meaning to information." (LIBÂNEO, 2013, p. 28).

The successful transition to remote teaching and the subsequent incorporation of digital technologies into CMCT's pedagogical practices exemplify this capacity for adaptation and continuous innovation, which directly links social transformation, theory-practice integration and the capacity for continuous adaptation. As Saviani (2021, p. 13) points out,

Education, as well as being a certain type of social practice according to the society in which it operates, is itself a way of producing and reproducing knowledge as a fundamental aspect of social reality itself.

In doing so, CMCT not only prepares its students for the job market, but also contributes to building a more equitable and economically dynamic society, exemplifying the transformative potential of innovative professional education in the Brazilian context.

There is also a direct relationship between this school's proposal and the Sustainable Development Goals (SDGs) of the 2030 Agenda established by the UN. As part of SDG 4, which aims to ensure inclusive, equitable and quality education, CMCT offers free and accessible vocational education, promoting the educational inclusion of young people and adults and contributing to lifelong learning. At the same time, the institution is aligned with SDG 8, which seeks to promote decent work and economic growth by qualifying professionals for the job market, fostering employability and local economic development.

CMCT's work is also in line with SDG 10, which aims to reduce inequalities by providing professional qualification opportunities for people in situations of socio-economic vulnerability. By training professionals who work locally, CMCT contributes to the sustainable development of the community, thus aligning itself with SDG 11, which aims to make cities and human settlements more inclusive, safe, resilient and sustainable.

It is also in line with SDG 17, which emphasizes partnerships and means of implementation, through its work in partnership with the private sector and other institutions to promote professional education, in collaborative action that strengthens the means of implementation and revitalizes partnerships for development

the report also highlights the CMCT's multifaceted role in promoting the SDGs and sustainable local development.

According to Gadotti (2016, p. 2), "the SDGs represent an opportunity for nations and their citizens to embark on a new path to improve the lives of all, leaving no one behind". In this sense, the CMCT, by acting at the intersection between education and work, contributes to the realization of these objectives in the local context.

Cruz and Costa (2023, p. 6), in their analysis of the CMCTs, corroborate this perspective by stating that "the care offered at the CMCTs is in line with SDGs 4 (Quality Education) and 8 (Decent Work and Economic Growth)". This shows that the institution is aligned with global sustainable development goals.

It is important to emphasize that, as Loureiro argues (2020, p. 45):

"Implementing the SDGs requires an integrated approach that recognizes the interconnections between the different goals and targets. In the context of vocational education, this means not just training for work, but training citizens who are aware of and capable of contributing to sustainable development in its many dimensions."

In this sense, CMCT, by providing training that goes beyond technical skills, incorporating aspects of citizenship and sustainability, demonstrates alignment with the principles of the SDGs, standing out as an example of an educational institution committed to sustainable development and social transformation. The predominance of female students represents a phenomenon with implications for the fight against gender violence, machismo, misogyny and the promotion of female emancipation that reflects a broader trend in youth and adult education and vocational training, where women have increasingly sought to more opportunities for qualification and entry into the job market.

According to Rosemberg (2001, p. 515), "in Brazil, education has been one of the social fields in which women have made clear achievements". In the context of the CMCT, this achievement is materialized in access to professional education, which has historically been a predominantly male space. The author argues that education is a vector for female emancipation, as it provides not only technical knowledge, but also tools for awareness and empowerment.

The impact of this majority participation of women in the CMCT on the fight against gender-based violence is multifaceted. As Saffioti (2004, p. 47) points out, "Gender violence, including its family and domestic forms, does not occur randomly, but derives from a social organization of gender that privileges the male."

In this sense, the professional training offered by the CMCT can be understood as a tool of resistance to this unequal social organization. By providing women with skills and knowledge that increase their chances of entering the job market and achieving financial autonomy, CMCT contributes to challenging the structures that sustain gender-based violence.

Cruz and Costa (2023) note that at the CMCTs "the growing number of female students in the most varied courses offered is striking". This reality not only reflects women's search for qualifications, but also challenges gender stereotypes in various professional areas. As Hirata (2002, p. 345) argues, "the sexual division of labor is the form of division of social labor resulting from social relations between the sexes; more than that, it is a priority factor for the survival of the social relationship between the sexes."

By offering courses in areas traditionally considered masculine, such as residential and building electrical work, the CMCT contributes to deconstructing this sexual division of labor, promoting greater gender equity in the professional market.

Female emancipation in this context is not limited to financial independence, but also includes the development of a critical awareness of gender relations. As Freire (2005, p. 46) states:

"Authentic liberation, which is humanization in process, is not something that is deposited in men. It's not an extra, hollow, mythologizing word. It is praxis, which implies the action and reflection of men on the world in order to transform it."

From this perspective, CMCT's educational environment, by providing spaces for dialogue and reflection, can catalyze processes of female awareness and empowerment that transcend the mere acquisition of technical skills. The fight against machismo and misogyny also benefits from the majority presence of women in the CMCT, since "machismo is a belief system that infiltrates all relationships. It is an ideology that manifests itself through a set of behaviors, attitudes and ideas that devalue and violate women" (Tiburi, 2018, p. 39).

Living in an educational environment where women are in the majority can help to deconstruct these sexist beliefs, both among the students themselves and among the male students present, where female predominance represents a significant transformative potential.

By providing quality professional education for women, the institution not only contributes to their inclusion in the job market, but also to building a more equal society, which, according to Carneiro (2003, p. 119) "the struggle of black women against gender and racial oppression has been drawing new contours for feminist and anti-racist political action, enriching both the discussion of the racial issue and the gender issue in Brazilian society."

Final Considerations

This work sought to understand how this institution operates within the context of professional education and its relevance to the local community. The methodological procedures adopted included documentary research, consultation of the bibliographic collection of the São Paulo Municipal Department of Education (SME SP), and local historical research sources.

By revisiting the initial objectives of the study, we can conclude that the analysis of the organization and management of the CMCT was successfully carried out, revealing a structure that seeks to align itself with the needs of the local community and the demands of the job market. The cultural perspective adopted in school management proved fundamental to understanding the institutional dynamics and their relationship with the socio-economic context of the region. The study partially succeeded in identifying and analyzing the educational public policies that guide the work of the CMCT, although it became clear that the institution operates in line with the Sustainable Development Goals (SDGs) of the 2030 Agenda, particularly SDGs 4 (Quality Education) and 8 (Decent Work and Economic Growth).

One aspect worth highlighting is the way in which the CMCT has managed to adapt to local needs, offering courses ranging from electrical to confectionery. This flexibility demonstrates an understanding of the demands of the labor market and the aspirations of the community.

The survey also revealed important challenges. The scarcity of free public policies for professional qualification and training in the region highlights the crucial importance of the CMCT, but also points to the need to expand this type of initiative.

In terms of academic contribution, this study fills an important gap in the literature on vocational education in peripheral urban contexts. It offers insights into how educational institutions can operate effectively in areas of social vulnerability, promoting not only professional qualifications but also community development. For future research, we suggest looking more closely at the long-term impact of the courses offered by the CMCT on the professional careers of graduates. In addition, it would be valuable to explore how the CMCT model could be replicated or adapted for other regions with similar socio-economic characteristics.

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