





## The gender core and female empowerment at IFPE: Contributions from documents and literature

CRUZ, Maria Aparecida<sup>(1)</sup>; SOUSA, Bernardina Santos Araújo de<sup>(2)</sup>

<sup>(1)</sup>  0000-0002-6116-619X; Master's student at ProfEPT - Postgraduate Program in Professional Education at IFPE - Federal Institute of Education, Science and Technology of Pernambuco (IFPE - *Instituto Federal Educação, Ciência e Tecnologia de Pernambuco*), Olinda Campus (PE), Brazil. Email: cidacruz@reitoria.ifpe.edu.br

<sup>(2)</sup>  0000-0002-8719-1588; Teacher, doctor and researcher at ProfEPT - Postgraduate Program in Professional Education at IFPE - Federal Institute of Education, Science and Technology of Pernambuco (IFPE - *Instituto Federal Educação, Ciência e Tecnologia de Pernambuco*), Olinda Campus (PE), Brazil. Email: bernardina.araujo@belojardim.ifpe.edu.br.

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### ABSTRACT

This article represents a fraction of a master's thesis, with excerpts from the bibliographic and documentary research, established on an investigation linked to the Research Line: Organization and Memory of Spaces in Professional and Technological Education. The research aims to: Analyze, based on documents and literature, the contributions of the Center for Gender, Education and Diversity Studies - Neged of IFPE to the construction of Women's Empowerment. To this end, a fruitful dialogue was established with the genealogy of this space, considering the fabric of its creation and the entire documentary corpus created, in order to corroborate with a perspective of technological professional education, endorsed in Integral Human Training in the direction of omnilaterality, structured, in the dimension that brings together thinking and doing in the same educational structure. The results are promising, in this sense, signaling that the gender issue in the various IFPE campuses has been very important, especially in the sense of meeting the purposes pointed out in the theoretical field and in the documentation.

### RESUMO

O presente artigo representa uma fração de uma dissertação de mestrado, com recortes da pesquisa bibliográfica e documental, estabelecido sobre uma investigação vinculada à Linha de Pesquisa: Organização e Memória dos Espaços em Educação Profissional e Tecnológica. A pesquisa tem como objetivo: analisar, a partir dos documentos e da literatura, as contribuições do Núcleo de Estudos de Gênero, Educação e Diversidade – Neged do IFPE à construção do Empoderamento Feminino. Para tal fim, estabeleceu-se um profícuo diálogo com a genealogia desse espaço, considerando a tecitura da sua criação e todo o *corpus* documental criado, no sentido de corroborar com uma perspectiva da educação profissional tecnológica, referendada na Formação Humana Integral na direção da omnilateralidade, estruturada, na dimensão que reúne o pensar e o fazer na mesma estrutura educacional. Os resultados apontados são promissores, nesse sentido, sinalizando em que a questão de gênero nos diversos *campi* do IFPE vêm sendo bastante importante, sobretudo, no sentido de atender aos propósitos apontados no campo teórico e na documentação.

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## Introduction

The contemporary studies and discussions that involve Professional and Technological Education, especially from the institutionalization of Integrated High School, corroborate with the overcoming of a merely technicist training and point to science, work, culture and technology as a principle. In this sense, the Graduate Program in Education, especially that focused on the Professional Master's Degree in Professional and Technological Education, has contributed to the intellectual formation of workers in the field of education and outside it. In this sense, it is understood that this perspective of formation is based on the perspective of Integral Human Formation, in the direction of omnilaterality<sup>1</sup>, breaking with the one-sided formation.

The theoretical and legal frameworks, the result of fruitful discussions that have taken place in the last two decades, have pointed to a perspective of education that is committed to the full development of the being, articulating professional training to the human dimension, in the direction of the full exercise of citizenship.

In view of the commitment to a perspective of integral human formation, we will present, as relevant and urgent, the need to discuss Women's Empowerment in the spaces of training for work, weaving forceful criticisms of the technicist process, in defense of polytechnics. Dermeval Saviani (2003, pp. 134-135) corroborates this debate when he asserts that the “bourgeois capitalist conception is based on the fragmentation of work into autonomous specialties. Workers are trained to perform efficiently certain tasks required by the labour market”.

From the perspective of an integral human formation, based on the conception of education that seeks the development of subjects in all perspectives and dimensions of human life, as advocated by Ramos (2014b), it is understood that the Gender Studies Center is on the horizon of this formation, contributing significantly to the construction of a more just and egalitarian society. Therefore, it is able to include gender diversity in its educational proposal.

Actions that generate reflections and interventions on and in sexist and exclusionary practices are institutionally assumed from the organization of these spaces. It is seen as indispensable that students belonging to the LGBTQUIA+ population and women and girls can, in their training processes, build and reconstruct knowledge about their rights, in short, that they can understand themselves as people of law.

We understand that the studies and research coming from the Nucleus have guaranteed women, in addition to the acquisition of knowledge, the place of speech. That's right, due to the reception that is received at the Nucleus, it is not only the theoretical scope that matters, but, above all, the life stories of the women themselves that sometimes substantiate the

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<sup>1</sup>The concept of omnilaterality is of great importance for Marx's reflection on the problem of education. It refers to a human formation opposed to the unilateral formation brought about by alienated labor, by the social division of labor, by reification, by estranged bourgeois relations, in short.

theories that permeate the critical reflections learned on Gender and Diversity, two very dear themes in the field of education, given that there is still a lot of prejudice, discrimination and racism present in everyday actions and that need to be fought, reflected and, above all, mitigated with regard to diversity and gender.

In the institutional dynamics of IFPE, it is already possible to make visible the political-pedagogical and social relevance of the work that has been carried out by the Negeds, especially with regard to the construction of inclusive practices, understanding that this space favors a dense discussion about the diversity arising from gender issues and the occupation of the school space and the world of work as an inviolable right of all people.

Therefore, our assumption consists in the understanding that Women's Empowerment takes place from the perspective of building an awareness of themselves and about themselves, strengthening women to confront inequality and to constantly confront various forms of violence. In this sense, we start from the epistemological curiosity that substantiates the realization of this investigation: from the perspective of the bibliographic and documentary contribution on Female Empowerment in the context of the Gender Studies Centers in Professional and Technological Education, how female empowerment is worked in the IFPE Negeds, since these are dialogical and formative spaces on the issues of: Gender, diversity, identity, sexuality, differences, thus favoring the production of knowledge in the macro field of gender diversity?

In the context of the Negeds, there is an urgent need to dialogue with issues related to: Gender, diversity and female empowerment, in order to overcome different forms of oppression determined by still sexist conjunctures, treading the path towards female valorization, human emancipation and, above all, valorization of women, as well as to make the performance and contribution of the Center visible in evidence.

For the foundation of the research, we took two important points to select the theoretical framework. The first refers to the Gender Centers in the Federal Institutes and sought in the studies and research of Lima Junior (2020), and Raquel Antas (2020), and in the guiding documents of IFPE, such as resolutions, decrees, guidelines and projects, a basis for understanding Neged<sup>2</sup> for the discussion on gender in education, it was essential to look for significant elements in the field in scholars such as Louro (2023), Ramos (2014) and Saviani (2003), for the approach addressed in the research and for the history of professional education and polytechnics. This time, we were able to build a bibliographic and documentary base that contributed and supported the discussion at hand.

To carry out this research, the qualitative approach was taken as a basis, which according to Minayo (2001, p. 24) “the authors who follow this current are not concerned with

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<sup>2</sup>The Negeds are interdisciplinary centers that aim to promote, plan and execute actions related to gender and diversity issues, providing the formation of a critical awareness about gender relations.

quantifying, but rather with understanding and explaining the dynamics of social relations that, in turn, are depositories of beliefs, values, attitudes and habits” and are considered in the research proposal and brought to the elaboration of this article, from an excerpt about the bibliographic research, exploring the referential and the documentary part, established as an integral and fundamental part of the research, in this case, investigative and exploratory.

The study made from the theoretical contribution allowed us to highlight, from legal documents and literature, aspects related to the theme of female empowerment and the contributions of the Center for Gender, Education and Diversity Studies - Neged of IFPE, on this theme. Expanding the field of research and providing contributing elements to the analysis of this contribution to reaffirm this female empowerment, breaking the patriarchal model full of taboos and prejudices.

With regard to the academic dimension, there are still few investigations on Women's Empowerment in the Negeds, as well as few researches available in the repositories of Universities and the Coordination Bank for the Improvement of Higher Education Personnel (*Banco da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior - Capes*), so there is a need for further in-depth studies on the topic at hand, especially with regard to Professional and Technological Education. In addition, this study may contribute to the researcher herself, with regard to individual and collective reaffirmation, as a woman, mother, daughter, worker who seeks and defends a socially just inclusion for all people.

In this sense, this work represents an excerpt from the bibliographic and documentary research of the final course work of the Professional Master's Degree in Professional and Technological Education (ProfEPT), referring to the dialogues maintained with the literature and documents, in order to meet the following objective: To analyze the various understandings and orientations that involve and regulate the dynamics of the NEGEDs (Centers for Gender and Diversity Studies), in the structure of IFPE, in the context of Professional and Technological Education, highlighting, in this context, the emphasis given to the theme of female empowerment.

### **Legal basis for gender relations in IFPE**

In order to broaden understandings of the study theme, we opted for a pre-selection of documents with deals that contemplated human rights, gender violence, education as a public right, the fight against abuse and sexual and gendered violence.

In this initial phase, the normative documents and acts with a very general scope were discarded. The phase referring to the selection and organization of the documentary corpus of this research was based, preponderantly, on those that made reference to the policies to combat sexual and gender inequality and the organization of the Negeds. In order to favor the understanding of the above, the documentary corpus chosen for the present study will be presented in the following table.

**Chart 1.**

*Documentary corpus of the research*

Document identification	Goal	Origin / Source
Federal Constitution of 1988	Defend full human development, the exercise of citizenship and qualification for work.	Brasil (1988).
Law of Guidelines and Bases of National Education - LDB	Defend an integrated curriculum in favor of human formation, conditions of access and permanence, and above all, education as a public and subjective right.	Brasil (1996).
Decree No. 1.973, of August 2 <sup>nd</sup> , 1996	Enact the "Inter-American Convention on the Prevention, Punishment, and Eradication of Violence against Women, Convention of Belém do Pará".	Brasil (1996a).
National Curriculum Parameters for Sexual Orientation - PCN	To guide and experience in school environments the training on sexual orientation, from elementary school, perhaps at a technological and higher level.	Brasil (1998).
Law No. 11.340 of August 7 <sup>th</sup> , 2006 - Known as "Maria da Penha" Law	Define domestic violence against women as a crime and point out ways to avoid, confront and punish aggression. It also indicates the responsibility that each public agency has to help women who are suffering violence.	Brasil (2006).
Ordinance No. 1.612/2011	Ensure the right to choose nominal treatment in acts and procedures promoted within the scope of the Ministry of Education.	Brasil (2011).
National Guidelines for Human Rights Education	Strengthen interdisciplinary actions for the promotion of fundamental, indivisible and inalienable rights in the most varied educational spaces.	Brasil (2012).
IFPE/Consup Resolution No. 82/2012	Approve the Public Selection Notice for the IFPE First Gender Award; the drafted draft of the creation of the Gender and Diversity Center in 2016.	IFPE (2012).
IFPE's Institutional Pedagogical Political Project (PPPI)	Highlight the importance of recognizing gender diversity and promoting human rights education.	IFPE (2012).
Law No. 13.005 of June 25 <sup>th</sup> , 2014 approves the National Education Plan (PNE 2014/2024)	Propose goals aimed at promoting gender issues as formative processes.	Brasil (2014).
Resolution No. 12, of January 16 <sup>th</sup> , 2015	Establish parameters to guarantee the conditions of access and permanence of transvestites and transsexuals - and all those who have their gender identity not recognized in different social spaces - in educational systems and institutions, formulating guidelines regarding the institutional recognition of gender identity and its operationalization.	Brasil (2015).
Resolution No. 39/2015	Address the social name usage policy for people who self-identify as Trans.	IFPE (2015).
National Curriculum Guidelines for Secondary Education	Address the promotion of human rights education, where gender and sexuality issues are present.	Brasil (2018).
Resolution No. 65 of January 20 <sup>th</sup> , 2021	Approve the Regulation of the Gender and Diversity Studies Centers (NEGEDs) of IFPE.	IFPE (2021).
Lilac Guide: Guidelines for the Prevention and Treatment of Moral and Sexual Harassment and Discrimination in the Federal Government	Bring guidelines for the prevention and treatment of moral and sexual harassment and discrimination in the Federal Government 2023.	Brasil (2023).
Law No. 14,540, of April 3 <sup>rd</sup> , 2023	Establish the Program to Prevent and Confront Sexual Harassment and Other Crimes against Sexual Dignity and Sexual Violence within the scope of the direct and indirect federal, state, district and municipal public administration.	Brasil (2023).
IPEA - Institute of Applied Economic Research - Law No. 12,813, of May 16 <sup>th</sup> , 2013	To promote and carry out research and social and economic studies and to disseminate the resulting knowledge, to provide technical and institutional support to the Government in the evaluation, formulation and monitoring of public policies, development plans and programs, and to offer society elements for the knowledge and solution of problems and challenges of Brazilian development.	Brasil (2013).
Atlas of Violence Established in 2016.	Organize and make available information on violence in Brazil, as well as gather IPEA publications on violence and public security.	Ipea (2016).
Femicide (Law No. 13,104 of 2015)	Femicide is a type of "aggravated homicide" and is therefore considered a heinous crime.	Brasil (2015).
Resolution No. 510, of April 7 <sup>th</sup> , 2016	To provide for the rules applicable to research in the Humanities and Social Sciences whose methodological procedures involve the use of data directly obtained from the participants or identifiable information or information that may entail greater risks than those existing in daily life, as defined in this Resolution.	Brasil (2016).

Source: Survey data, 2023.

**Development**

***The formative territory: IFPE's gender and diversity nucleus***

We will not occupy ourselves with the exegesis of the IFPE, but we will point out some events that made it what it is. In this way, it is important to understand that events occur according to the historical moment and, above all, to the geographical territory in which the

events take place. In this specific context, it is important to activate the Institutional Development Project (PDI) of IFPE (2014-2018), which is concerned with historicizing how the creation of IFPE, which was previously the School of Apprentice Craftsmen (*Escola de Aprendizizes Artífices*), takes place. Here is an excerpt from the IDP (2015, p. 24), which says that:

On September 23<sup>rd</sup>, 1909, through Decree No. 7,566, President Nilo Peçanha created in each of the capitals of the states of Brazil a School of Apprentice Craftsmen, destined to provide free primary professional education. These schools had the purpose of training workers and foremen.

In this way, throughout the historical process of improvement and growth of the institution in the field of professional and technological training, IFPE is reached, as stated:

In 1999, through Decree S/N of 01/18/1999, ETFPE was transformed into the Federal Center for Technological Education of Pernambuco (*Centro Federal de Educação Tecnológica de Pernambuco*), CEFET-PE, expanding its portfolio of courses and also starting to operate in Higher Education with training courses for technologists (IFPE/PDI, 2015, p. 25).

There is an evolution in this change, that is: The implementation of higher education in the training courses of technologists, that is, higher quality in the level of schooling, serving the young public that aims at technological and vocational training.

Thus, we emphasize that, in the midst of so many changes in this institution, in 2008 we had the one that prevails until today. Here is the following excerpt that is the name of today's IFPE:

With the publication of Law No. 11,892, of December 29<sup>th</sup>, 2008, the Professional, Scientific and Technological Education Network was established and the Federal Institutes of Education, Science and Technology were created. The Federal Institute of Education, Science and Technology of Pernambuco (*Instituto Federal de Educação, Ciência e Tecnologia de Pernambuco - IFPE*) today consists of a total of 16 campuses, namely: Recife campus (former headquarters of Cefet-PE); the Belo Jardim, Barreiros and Vitória de Santo Antão campuses (former EAFs); the Ipojuca and Pesqueira campuses (former Uneds of Cefet-PE); the Afogados da Ingazeira, Caruaru and Garanhuns campuses implemented in Expansion II of the Federal Network of Professional Education; in addition to seven more campuses implemented by Expansion III, namely: Abreu e Lima, Cabo de Santo Agostinho, Jaboatão dos Guararapes, Palmares, Paulista, Igarassu and Olinda<sup>3</sup>, which is still the only campus operating in a temporary headquarters (IFPE/PDI, 2022, p. 26).

Therefore, IFPE currently has 16 campuses, which are concerned with the Gender and Diversity Center, created since the 2012 National Guidelines for Human Rights Education.

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<sup>3</sup>Construction began in 2023, in the vicinity of the current operating place.

Thus, the developments around human formation on differences, respect, cultures and identities, as well as on all the diversity inherent to the human being, were created:

The Centers for Afro-Brazilian Studies signed an agreement with the Women's Secretariat of the State of Pernambuco, for the implementation of Gender Centers and Combating Violence against Women, in all campuses of the Institute, in order to discuss with the community systemic actions on these themes in an open and scientific way (PDI/IFPE, 2014, p. 26).

In this sense, we emphasize that, through the 2012 National Guidelines for Human Rights Education, through intersectorality, it was possible to create the Centers, among them, we will emphasize the Gender and Diversity Center.

We emphasize that, although we started from the IFPE Institutional Development Plan, it is worth mentioning that the creation of the Gender Center was the initiative of the Secretariat of Women of Pernambuco (SecMulher) for its implementation, since:

These centers emerge as an action to strengthen the Naíde Teodósio Prize for Gender Studies (which is also a subprogram of SecMulher/PE), launched in 2007, whose objective is to “expand and strengthen the critical debate, in formal teaching spaces, on inequalities between men and women, aiming to stimulate the production of knowledge about the gender category” (Antas & Arantes, 2021, p. 126).

In the midst of the purpose of strengthening the Naíde Teodósio Award, the Gender Centers are also a SecMulher program to combat inequalities between men and women and promote the production of knowledge about gender. An important move that, through partnership, would give possibilities to reach a larger audience. Thus, according to Antas and Arantes (2021, p. 130), they point out that:

The NEG and the Naíde Teodósio Award are subprograms of the Gender Training Program in Formal Education, belonging to the Policy for Gender Training and Support for Women in the Production of Knowledge, Culture and Sports, coordinated by the Gender Training Management (subordinated to the Executive Secretariat of SecMulher/PE).

These subprograms aim to foster the discussion of gender relations and violence against women within school and academic environments, stimulating reflection on these themes and seeking to expand knowledge and information for the construction of public policies for women and to combat gender violence.

The institutional formative locus fosters initial and continuing education, as the people involved in the Gender Center (those who are interested in the themes addressed by it, in events such as commemorative dates) can appropriate the knowledge on the theme, as well as reflect, problematize and foster the creation of public policies, such as the creation of quotas

for diversity, as well as public policies aimed at women, with regard to combating violence against women.

The intersectoriality present for IFPE to endorse its actions in favor of this very important theme, an action done according to the established partnership. For SecMulher:

The existing Centers have stimulated the production of pedagogical activities that articulate the curricular contents with the specific knowledge of the gender area. Important issues, such as violence against women and power, are discussed and deepened. In this way, the work of the Centers has resulted in actions that involve the entire school environment, including, in some cases, in a very systematic way, through interdisciplinary work and/or projects (Pernambuco, 2014, p. 135).

A pertinent strategy that the Women's Secretariat of the State of Pernambuco developed to do justice to training in formal teaching spaces, since curriculum must be problematized around the issue of gender and themes that cross the becoming of humanity cannot be ignored in the school environment, such as sexual diversity, violence against women, disability, sexual abuse of children and adolescents, pedophilia, rape, sexual orientation, sexuality and so many other themes that are inherent to human formation in fullness.

In this way, SecMulher proposes that the NEGs<sup>4</sup> are units that promote training, research and extension actions, which aim to develop practices committed to social transformations, based on the promotion of women's rights and gender equality, expanding the discussion on hierarchies and privileges that characterize gender relations in our society and that are (re)produced in formal spaces of education. To this end, it has a range of partnerships, among them, IFPE itself, the Joaquim Nabuco Foundation (*Fundação Joaquim Nabuco - Fundaj*), the Federal University of Pernambuco (*Universidade Federal de Pernambuco - UFPE*), the Foundation for Historical and Artistic Heritage of Pernambuco (*Fundação do Patrimônio Histórico e Artístico de Pernambuco - Fundarpe*), the University of Pernambuco (*Universidade de Pernambuco - UPE*), the Publishing Company of Pernambuco (*Companhia Editora de Pernambuco - Cepe*), among others, which add up to the construction and production of this action.

Therefore, SecMulher has occupied other training spaces with the implementation of the Gender Centers, a very important intersectoral action so that pedagogical activities around gender and diversity issues can be disseminated, although what interests us is IFPE's Neged. According to Antas (2017, p. 04):

In 2012, IFPE signed a technical cooperation agreement with SecMulher and became part of the subprogram of the Centers for Gender Studies and Combating Violence Against Women. In this one, the centers received the nomenclature of 'Center for Gender and Diversity Studies' (Neged), and each

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<sup>4</sup>We highlight that the Education and Gender Center is a program of the Women's Secretariat of the state of Pernambuco and Negeds is the Gender and Diversity Center of IFPE.



campus of this Institute, plus the Directorate of Distance Education, has its own center, which acts autonomously. There are currently 17 centers, which are linked to the Coordination of Inclusive Policies of the Dean of Extension of IFPE, to the General Directorate of Campi (or, in the case of EaD, to the Directorate of Distance Education - DEaD) and to their respective Extension Coordinators.

Understanding the historical moment in which the Gender Center was implemented is extremely important for us to make the political moment of the time viable. Thus, in 2012, Governor Eduardo Campos, of the Brazilian Socialist Party (PSB), was in power. Thus, we highlight the historical importance of the presence of SecMulher in this implementation, especially at the IFPE Recife Campus.

We will emphasize Resolution No. 65 of January 20<sup>th</sup>, 2021, which is concerned with proving “the Regulation of the Gender, Education and Diversity Studies Centers (Negeds) of the (IFPE - 2021, p. 01)”. In this legal document, it means that the Center can be aimed not only at students of face-to-face courses, but also at courses offered by the distance education modality, thus contemplating greater training access, especially for women.

We consider it important to activate the purpose of the respective Nucleus, as stated in Resolution No. 65, which states in its Article 2 that “the NEGEDs are interdisciplinary nuclei that have the purpose of promoting, planning and executing actions related to the themes of gender and diversity, providing the formation of a critical awareness about gender relations”. In its first paragraph, it presents the concept of gender and diversity, based on the principles of the Yogyakarta Principles that deals with the Application of International Human Rights Law in relation to Sexual Orientation and Gender Identity. It can be seen that there is a consistent theoretical basis and still grounded in the Brazilian Constitution of 1988, as well as the LDB (9394/96) that supports legal aspects on Brazilian Education, as well as ordinances, resolutions of the MEC and the National Council for Combating Discrimination and Promoting the Rights of Lesbians, Gays, Transvestites and Transsexuals. The paragraphs of the same article cited above have been highlighted in this discussion:

§ 3<sup>rd</sup> This Regulation considers the guidelines of the National Plan of Policies for Women (PNPM), which point to the need to promote the inclusion of themes related to gender equality in educational institutions.

§ 4<sup>th</sup> Within the institution, the actions will be guided by the National Curriculum Parameters (PCNs), which guide the education sector towards the inclusion of transdisciplinary themes, such as sexual orientation, gender equality and diversity (IFPE, 2021, p. 02).

We understand, therefore, the complexity surrounding the approaches to be carried out at the nucleus. With regard to complexity, we activate interdisciplinarity, which requires initial

and continuing education, so that the themes worked on in the Center can be experienced in the classroom with all youth, or rather, with all people.

Another level of complexity is around the legal discourse activated so that the Center fulfills its function in promoting integral human formation through all laws that guarantee fundamental rights to all people, such as: Federal Constitution of 1988; Law No. 9,394, of December 20<sup>th</sup>, 1996; MEC Ordinance No. 1.612, of November 18<sup>th</sup>, 2011, and in Resolution No. 12, of January 16<sup>th</sup>, 2015, of the National Council for Combating Discrimination and Promoting the Rights of Lesbians, Gays, Transvestites and Transsexuals, the PNPM and the PCNs. It means, therefore, that it is not an act of goodwill on the part of professionals to address the issue of gender and diversity, but, above all, an obligation placed in this set of legal documents, so that social inclusion can be a fact in training spaces.

Yogyakarta<sup>5</sup>, which, according to its resolution, has as its principles:

The Application of International Human Rights Law in relation to Sexual Orientation and Gender Identity conceptualizes gender identity as referring to the internal, individual, and deeply felt experience that each person has in relation to gender, which may or may not correspond to the gender assigned at birth, including the personal feeling of the body (which may involve, by free choice, modification of bodily appearance or function by medical, surgical, or other means) and other gender expressions, including dress, speech, and mannerisms (Yogyakarta Principles, 2023, p. 2).

The guiding principles on human rights in the international dimension tend to conceptualize gender identity. Based on this understanding, we activate two founding categories that corroborate the complexity with which this theme should be treated. The first is the identity statement and the second is Human Rights. Identity with regard to how the human being perceives himself, the image he has of himself and how he sees and considers himself, his individual uniqueness. Human Rights, while respecting the freedom of human beings to be what they are.

Therefore, the Regulation of the Gender and Diversity Studies Centers (Negeds) of IFPE, present in Resolution No. 65 of January 20<sup>th</sup>, 2021, consists of exposing and guiding the purpose of the Centers, as well as their guidelines, the coordination of the Rectory's inclusive policies, the objectives, the administration of the Center, the attribution of Negeds, the final and transitional provisions. In other words, this Resolution, along with the regulations, discusses the nature of the Negeds. Therefore, it is essential for the inclusion policies in the IFPE to be concretely implemented, starting from each nucleus. Especially, for this research, we will focus on the implementation of the Negeds of the Pesqueira and Recife campuses.

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<sup>5</sup>Principles on the application of International Human Rights law in relation to sexual orientation and gender identity.

The work of the Negeds from the Dean of Extension of IFPE is present in the 16 campuses of IFPE. Therefore, it is considered a democratic space that fosters integral human formation focused on the issues of human diversity. That being the case:

The Federal Institute of Education, Science and Technology of Pernambuco (*Instituto Federal de Educação, Ciência e Tecnologia de Pernambuco - IFPE*), as an institution committed to integral human formation, in all dimensions of life and, also, considering that integral education involves the recognition of the legitimacy of multiple sexual and identity expressions, gave materiality to its policy of inclusion of LGBTQIA+ populations, among other actions, through the creation of the Gender and Diversity Study Centers (NEGED) (Lima Júnior, 2021, p. 18).

As mentioned above by Lima Júnior, the Center deals with all dimensions of life, the multiple sexual and identity expressions, especially people belonging to the LGBTQIA+ group. Given this focus, Lima reaffirms the following:

Linked to the Dean of Extension of IFPE (PROEXT), and operating on all campuses of the institution, the NEGEDs constitute an important tool for the production of knowledge on gender and sexual diversity, in addition to promoting the inclusion of LGBTQIA+ students, leading the process of appropriation of the school community about the existence of numerous possibilities of sexual and identity manifestations and the need to respect different non-hegemonic expressions (Lima Júnior, 2021, p. 18).

In his master's dissertation involving this theme, Lima Júnior (2019, p. 59) infers that “the first movements towards the creation of the Gender and Diversity Center (NEGED) at IFPE took place in 2009 when the institution participated in the Naíde Teodósio Prize for Gender Studies”. In other words, we had a partnership with the Women's Secretariat of the State of Pernambuco to implement the Gender and Diversity Centers at IFPE. Since then, the work that has been carried out on the role of the Negeds has increased significantly, especially emphasizing discussions and reflections on sexuality, gender and diversity.

The defense put forward is that the Negeds are a methodological artifact that enables the appropriation of knowledge about gender and sexual diversity. In this case, it is important to highlight that there have been significant advances both in pedagogical practices of an inclusive nature and in legal documents, such as Resolution No. 39/2015, which “regulates the policy of using the social name for people who call themselves transvestites, transsexuals, transgenders and intersex within the scope of the Federal Institute of Education, Science and Technology of Pernambuco - IFPE” (IFPE, 2015, p. 02). Therefore, these legal changes make it possible to use the name that best identifies the human being in his sexual identity. Thus, the right to be called by one's social name is guaranteed in its article. Behold:

Article 8. The right of the applicant to always be called orally by the corresponding social name and gender, without any mention of the civil registry, by the entire academic community, including service providers,

whether in class attendance, in cafeterias, in the library, in the graduation ceremony, in the defense of a thesis, dissertation or monograph, in the delivery of certificates and declarations, is ensured as well as at similar events (IFPE, 2015, p. 04).

It is worth mentioning that Neged not only collaborates with the production of enunciative legal discourse on gender and diversity, but has enabled the production of knowledge around various themes that are worked on by the Center. As we have already mentioned, Lima Júnior's work on the LGBTQIA+ population has other productions carried out on other themes, such as the work of Antas (2017), which deals with violence against women.

Therefore, according to the historical moment of the 2015 to 2022 interregnum, many projects were put into circulation to combat gender ideology in schools. We will not dwell on such censorship issues, because what interests us is the work developed in the Gender and Diversity Center at IFPE, focused on Women's Empowerment. Still in relation to the studies of Lima Júnior (2019, p. 59), the author infers that “the first movements towards the creation of the Gender and Diversity Center (Negeds) at IFPE took place in 2009 when the institution participated in the Naíde Teodósio Prize for Gender Studies”. In other words, we had a partnership with the Women's Secretariat of the State of Pernambuco to implement the Gender and Diversity Centers at IFPE.

### ***Women's Empowerment and achievements: Notes from the literature***

The bibliographic research was guided by the following research descriptors: Public policies for women, violence against women, female empowerment, gender relations, Gender Study Centers and Diversity (*Núcleos de Estudo de Gênero e Diversidade*). Based on these highlights, the selection of texts for reading was based on visits made to the websites of the CAPES thesis and dissertation database and the Educapes Platform, the website of the Secretariat of Women of the state of Pernambuco and the IFPE Repository.

Results indicate that public policies aimed at women fulfill the function of denaturalizing the place of oppression that women have historically occupied because of the culture of patriarchy, chauvinism and misogyny. Breaking down situations of oppression, violence and violation of women's rights, in particular, is a flag that must remain permanently raised, especially because of the persistence of femicide, for which we still have very high rates, that is, the rate of women killed by their partners is still very high today. One of the ways to combat this reality that violates human life and dignity is to educate on gender issues from an early age. According to data from the “Atlas of Violence” (*Atlas da Violência*), in 2018, 4,519 women were murdered in Brazil, a slight decrease compared to the previous year. This represents a rate of 4.3 homicides per 100,000 women. The report shows that the total homicide rate against women fell by 9.3% between 2017 and 2018.

However, although the total number of female homicides has decreased, the situation has improved only for non-black women. The analysis of IPEA data, disaggregated by race, shows that between 2008 and 2018 there was an 11.7% drop in homicides of non-black women. However, among black women there was an increase of 12.4%. In 2018, 68% of women murdered in Brazil were black.

Thus, “public policy comprises a modality of relationship between the State and society, that is, it reveals the ways in which the State acts in relation to the problems existing within the societal formation” (Vianna, 2004, p. 29), that is, public policy in general. As for the public policy specifically aimed at women, we highlight what is considered by SecMulher de Pernambuco:

Gender Public Policies for Women are those actions that have women as subjects and are effectively aimed at their empowerment, promoting social, political and economic equality between the genders. The application of these concepts advocates that policies for women should include three dimensions: a. Reparation for the disadvantages that this segment of the population still experiences, due to the long years of violation of their civil, political, economic and social rights; b. Protection of this segment of the population from domestic and sexist violence; c. To meet the specificities arising from the physical complexion and biological functioning of the female population, such as pregnancy, childbirth, abortion provided for by law, menopause, among others (Pernambuco, 2023, p. 34).

Considering the existential differences between men and women, evidencing the latent gender inequality in our society, how can we perceive the wage disparity for men even though they perform the same functions as women. Public policy has a triadic function, as it aims to repair, protect and assist all women who have their rights violated, suffer various types of violence and go through extreme situations of pain that need to be assisted, such as childbirth, abortion, rape, menopause and other misfortunes that affect being a woman, such as colic, monthly menstruation, its hormonal variation and its mood swing.

Favoring actions that promote the well-being of women in all its dimensions is an urgent premise, because, through all the policies implemented and programs experienced, they have not yet been enough to mitigate the barbarities that women go through in society, especially starting from their social environment first, the family, then the school and, finally, society itself.

It is important to note what we are calling empowerment in this context, especially the female one, because this statement has a pluri-meaning inherent to the process of the action of power:

Although the growing use of the term empowerment has been due to the emancipatory movements related to the exercise of citizenship - the movement of blacks, women, homosexuals, movements for the rights of disabled people - in the United States, in the second half of the 20<sup>th</sup> century, the Empowerment Tradition has its roots in the Protestant Reformation, initiated by Luther in the

16<sup>th</sup> century in Europe, in a movement of leading role in the struggle for social justice (Baquero, 2012, p. 174).

Considering the historical context, understanding the history of the issue of gender in education is imperative, however, it is not up to us here and now to make the exegesis or the historiography of gender. We highlight that Louro (1994, p. 32) wrote an article about “a reading of the history of education from the perspective of gender. In it, we see how important gender is in the educational context to be debated, because only by having knowledge of our rights can we fight for them”. In other words, we can't let male culture rob us of ourselves. It's about understanding not only conceptually about gender, but in practice, changing our positions in and for society.

How can education operate with other narratives about the position of women in the history of the current society? The question of gender is crucial for us to find this answer. But, that's not our intention here. What we intend is to reflect analytically and critically on gender and education. In this sense, IFPE has contributed to full human development, which is in line with the issue of gender and education, as it consists of the “inseparability between policies that value diversity, especially with regard to ethnic, cultural, gender, religious, etc. issues, promoting educational work for the unveiling and reduction of stigmas” (IFPE, 2012, p. 46). Therefore, Neged is of paramount importance for discussions on themes that address the issue of gender, education and diversity.

In the IFPE PDI it is quite clear the type of education that is intended to be offered to people in training:

[...] the provision of a non-restrictive, inclusive, non-discriminatory and democratic education, regardless of gender, national origin, ethnic-racial, economic, social or cultural conditions, choices of creed, sexual orientation, gender identity, age group, people with disabilities, high abilities/giftedness, global and developmental disorders (IFPE, 2014, p. 274).

The Feminist Movement is crucial to break the taboo on sexual and gender identities and practices, as social identities are practiced in relationships between people, since identity politics emerge in this logic. In this sense, Louro (2023) considers that “sexuality is 'learned', or rather, it is constructed, throughout life, in many ways, by all subjects” (Louro, 2023, p. 6, emphasis added). Therefore, sexual identity is apprehended through the experiences that subjects have in their established relationships, which, concomitantly, are apprehended according to social and technological advances.

## **Conclusion**

The approach to IFPE's Negeds corroborates the understanding of how pertinent its performance has been so that people in general can participate in a professional education

project that, with a view to omnilaterality, reinforces its commitment to the emancipation of socially oppressed subjects.

In this ongoing research, we aimed to explain the legal documentary framework on gender, which is placed in the table of legislation. That is, the legal discourse on gender that endorses the importance of this category being problematized in the field of education in general and in technological and professional education in particular, as we deal with the IFPE Negeds. Afterwards, we focus on historicizing the creation of the Negeds in IFPE, highlighting the importance of SecMulher in their geneology. That is, with the actions of the Women's Secretariat on gender, with the NEG subprograms and the Naíde Teodósio Award, which aim to occupy the formative territory of formal spaces, which are part of the Gender Training Program in Formal Education, thus occupying the IFPE.

According to research carried out among the various categories addressed in the Negeds, the one that interests us in this investigation is female empowerment. Hence, we point out that Negeds play an important role in fostering female empowerment for cis or trans women to reaffirm their identity and fight for their rights.

Therefore, the gender issue is a theme that permeates female empowerment in favor of the emancipation and individual transformation of the participants, whether through lectures on commemorative dates, such as women's day, black consciousness, sexuality, gender, diversity, inclusion and others.

We point out that the studies that involve female empowerment point in the direction that the knowledge produced through the IFPE Negeds corroborates so that many women can reaffirm themselves in society as women who own themselves, free, autonomous, capable and powerful to be wherever they want and where they can, gradually, break shackles rooted in the patriarchal model deconstruct taboos and prejudices, assuming a feminine consciousness, understanding themselves as subjects of law.

Finally, we do not exhaust this research, we intend to continue through the narratives of cis or trans women participating in the IFPE Negeds to identify the enunciative developments on the enunciation of female empowerment understood by them.

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