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PROFESSIONAL GUIDANCE PROCESS IN THE TRAINING OF BASIC LEVEL TEACHERS AT A TRAINING INSTITUTE IN THE CITY OF NAMPULA (MOZAMBIQUE)

Bonifácio da Piedade

``Universidade Católica de Moçambique``

Beatriz Armando

``Universidade Católica de Moçambique``

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Abstract: The right choice of a profession makes the individual enjoy the utmost happiness and is endowed with skills that earn his choice. The theme on the process of professional guidance in the training of basic level teachers in a training institute in the city of Nampula, takes shape in one of the teacher training institutes, in the city of Nampula (Mozambique), due to the fact that it is one of the places where the guidance processes implicitly occur, the possible models of intervention in professional guidance in that area, and the training models recognized in the SNE. In our understanding, guidance aims to direct the trainee towards a professional framework in an appropriate way, with skills appropriate to the profession, with qualities appropriate to the profession. With the aim of analyzing the process of professional guidance in the training of basic level teachers in a training institute. The research used a qualitative methodology focusing on the interpretative paradigm, in the case study modality. In terms of techniques, we used observation and interviews to better assess the veracity of our research. We had a total of 10 participants, including trainees and trainers in the initial training of basic education teachers. As a result of the research, it was concluded that the guidance and/or professional framework for basic education teachers in that institution is carried out through the curriculum that accompanies the training of graduates throughout training, periodic meetings and through verbalization. In this sense, trainees are framed in their career, with the intention that they will gain experience in the school field. It is suggested that professional guidance be included in the educational system; that is, that PB is integrated into the curricula of educational and school teaching. This will allow children and young students to learn to make right and balanced choices for professionalization.

Keywords: Vocational guidance, professional choice, intervention in guidance, vocational training, professional framework, professional skills.

INTRODUCTION

This article aims to analyze the process of professional guidance in the training of basic level teachers in a training institute in the city of Nampula (in Mozambique). Based on the bibliographical survey and field work (empirical experience) we made a synthetic reflection on professional guidance in the context of initial training of basic schooling classes, that is, the basic level. Everything starts with the initial base as a foundation, if teaching and learning fails in the first years of schooling, a lot can fail ahead. Therefore, we find it necessary to analyze the process of professional guidance in the training of teachers at this level, because if a pedagogue from the initial class or another is displaced from this profession and does not have the skills to respond and satisfy the basic needs of this educational layer, it could be death of a nation. Also, because our country does not have centers, schools or even a formalized discipline to help children and young people during schooling or as supplementary training, where professional guidance is provided. However, many young people in our Mozambican society compete en masse to train teachers with or without being their vocation. For this reason, reflecting on these points, we ask ourselves: how are trainees guided when professional non-compliance is found in this teaching area? The other issue has to do with skills: what skills are acquired during training? It is essential to take care of professional guidance because a professional well oriented in his choice has greater productivity and works with all the senses and enjoyment in his profession. The methodology used is qualitative with

an interpretative paradigm, so we used participant observation, semi-structured interviews and document analysis as data collection techniques. From these elements we triangulated the results. Trainers, trainees and the pedagogical direction participated in this study, making a total of 11 subjects. Having concluded that, guidance is an essential tool for any profession. The article also makes a concise analysis of the course of professional guidance in the initial training of teachers and realizes how essential it is for the teaching and learning process; that it is even suggested the integration of professional guidance in the curricula of the educational system, in the current curricula of formal education. The research comes in the educational field with an innovative dimension.

THEORETICAL FRAMEWORK

Professional guidance in initial teacher training is a process in constant development. This theme of professional guidance is little discussed in Mozambique, as we have some authors who confirm this reality, despite being a fundamentally rich and essential subject for anyone with a vocation in any profession they aspire to Agibo (2016), in his thesis, made it clear that, with regard to the Mozambican context, few studies have shown interest in promoting systematized services aimed at helping adolescents to reflect on the complexity of the choice process and its multidetermined nature. In the same sense, Chibemo (2018), in his article, it appears that there are structural problems at the national level, in terms of educational public policies aimed at vocational and professional guidance in educational institutions, at all levels. This time, there is a need to encourage the creation of national services, aimed at vocational and professional guidance. For Chibemo and Canastra (2017), in their article, they concluded that vocational and

professional guidance is still not sufficiently recognized, particularly in higher education. Going a little deeper into the development of vocational and/or professional guidance in Mozambique, we agree with the results of Ussene (2011), where he points out that the results of this Mozambican context indicate that the process of vocational guidance is little practiced in schools. Training is, in our view, a progressive and valuable process that allows the qualification of the person in various dimensions: personal, social, professional, among others, and professional excellence.

Drévilion (sd) emphasizes professional guidance, associating it with the vocational dimension, where he considers that vocation is an invasive motivation and a level of aspiration, a passion. He also points out that professional guidance would be the set of means likely to reveal an evolving personality vocation.

The term “orientation” right from the start, in our understanding, suggests a list of synonyms for direction, course, destination, guide, guideline, instruction, among other synonyms. Linked to this term, Lehman (2010), quoting Holland (1988), when speaking of orientation and drapery states that “orientation” refers to determining, adapting or adjusting a position, directing, guiding, recognizing or examining the place, the position you are in, so you can guide yourself. And for this author to guide, it contains the idea of disorientation, of someone who needs parameters to guide himself. While planning refers to making plans, projecting, tracing. The important thing in guidance is to differentiate and have parameters to distinguish those who need and want to set some goals in their training, people or trainees who voluntarily or involuntarily feel disoriented in the face of issues of their function and more question the bond with the teaching profession to which they aspire.

The dictionary of synonyms (2008) emphasizes that “orientation” is synonymous with compass, direction, encerebration, guide, impulse, inclination, indication, north, rule, direction and tendency. While “guiding” means *direct*, forward, teach, clarify, guide, inform, navigate, guide, preside, guide yourself, study, certify, learn and among others.

The authors Ribeiro and Uvaldo (2007), Carvalho and Martinho-Araújo (2010) have a common core on orientation. These reference that “guide” means to guide, direct, forward, examine the various aspects of an issue. In the technical sense in which we use the expression, it can be used followed by a qualifier such as educational guidance, professional guidance, sports guidance, recreational guidance, etc. when we use it without any adjective, as the Americans do with the term “guidance”, we are referring to the specific and particular process of general guidance that includes action in different areas.

Following the same idea, Tavares (2009) states that to guide is to conduct, guide and develop the capabilities of subjects to exercise values of freedom, solidarity, tolerance allowing the construction and a conception of reality that integrates knowledge, ethical and moral valuation of same.

Professional guidance can be understood as a guiding instrument that aims to provide one or more individuals with an opportunity to think or rethink their future(s), through professional planning, knowledge of the world and alignment with your organization’s values. It is an instructional process mainly of advice and guidance, but which also involves debates, systematizations, recommendations and choices that address needs, subsistence, desires, aspirations, considerations, comparisons, consumption, occupations, dreams, concerns, challenges and changes (Calvosa, Leite, Krakauer & Fereira 2021).

For Melo-Silva, Lassance and Soares (2004), professional guidance refers to a fundamental and necessary process for the right choice of a profession. These focus on the choice before vocational training. However, these guidelines are not left aside for those who are in teacher training to better fit into their professional career. Therefore, professional *guidance*, which fits into our theme, is linked to Guidance, understood as a project of systematic and professional help using educational procedures to favor self-knowledge, help in decision-making and good relations with the context.

One of the concerns of the research has to do with competences, therefore, the notion of competence refers to the ability to understand a given situation and react appropriately to it, that is, establishing a certain assessment of that situation in a proportionately fair way to the situation. need that it suggests in order to act in the best possible way (Alessandrini, 2002).

DISCUSSION OF RESULTS

This part of the article discusses the results of the study based on the previously mobilized categories, which are: 1- the admission criteria for graduates to the teacher training course. 2- the training models in force at the IFP. 3- the models adopted for intervention in professional guidance in teacher training. 4- the skills required in the training of basic education teachers. 5- The course of the trainees’ professional guidance process in the act of training.

The participants were coded by the letters F1, F2 which mean trainer1, 2 and so on, DP pedagogical director and Fndo1, Fndo2 trainee1, 2 to facilitate identification.

Therefore, regarding the category of criteria for the admission of trainees to the teacher training course, the interviewed actors presented several criteria of which the

following stand out: age, level of education, documentation, fee for paying the registration fee, all these criteria are disclosed in a notice from the Ministry of Education and Human Development (F1, F2, F3, F4, F5, Fnd01 and Fnd02). Furthermore, throughout the participant observation we verified that, in fact, these listed criteria mirror the reality of what the interviewees said. In the same vein is Public Notice 2021, which refers, on its page nr.1, as criteria and stages for admission, age, level of education and valid personal identification documents. And it follows the various steps, namely: Online pre-registration and face-to-face registration; Publication and correction of provisional lists; Publication of final lists; Written exam; Correction of exams; Publication of examination results; Conducting an interview; Calculation and publication of results; Registration; Beginning of the academic year (p.1). Based on these data, combined with Ministry documents, it is understood that there are well-defined criteria for the entry of trainees into the Institute.

With regard to the category of training models in force at the Institute for Teacher Training, the interviewees said that the model currently in force is 12^a +3 years (F1, F2, F3, F4, F5, Fnd01 e Fnd02), a model introduced in 2020. With this statement, we understand that the Institute has gone through several models, since 1982 with the 6th class model +1 year until then with the current model of 12th class +3years of training. With these findings we agree with Niquice (2006) when he underlines that in 1982 he began the 6th + 1 course and the curriculum of this course was oriented towards “the carrying out of theoretical classes and pedagogical practices, through activities such as a production campaign, cleaning, construction, rallies and commemoration of festive days” (p.35). In this line, the Notices (2022, 2023) confirm the existence of only this model of 12th grade

+3 years in force and likewise, the MINEDH (2019) in the Curricular Plan of the training course for primary education teachers and adult educators’ states: “for this course lasting three years of face-to-face training, which includes six months of internship, the entry level is 12th grade” (p.5). Respondents also considered it to be a very good model because it provides highly qualified skills for professionalization (DP, F3, F4, Fnd01). This idea is also supported by the curriculum plan (2019) which states that this course lasts for three years.

From the participant observation it was possible to contemplate and confirm that the current training model is really that of 12^a class + 3 years. Therefore, with these statements from respondents, participant observation and documents from the Ministry of Education, it is clear that the current model in teacher education is that of 12^a class +3 years of training.

As for the category on the models adopted for intervention in professional guidance in teacher training, the interviewees said that the intervention models in professional guidance in teacher training are diverse: the integrated model (to refer to the psychopedagogical model, (DP, Fnd01, Fnd02, F3, F5), the counseling model (*counseling*), the program model and the service model. The interviewees stressed that there is no single isolated model, several models are used, because the academic training process just as human training is so demanding that the 4 models mentioned above are necessary.

Most respondents said that the psychopedagogical model works with the program model, seeking to meet the objectives; This model also includes advice that helps trainees clear up doubts about the course and professional guidance (F2, F4, DP, F1). Allied to this, Tavares (2009) addresses four models: services; counseling; of programs and

psychopedagogical clarifying that they are fundamental for intervention in professional guidance for students, even implicitly.

In this sense, Tavares (2009) and Terrón (2007) explain that the counseling or counseling model assumes a direct and individualized intervention between the advisor and the advisee, so that a face-to-face relationship is provided between the two. Therefore, the interview is privileged as the tool used. Therefore, the model arises to solve problems and is an eminently therapeutic model. The objective is to resort to satisfying the specific needs of the mentee.

The service model, Terrón (2007), defines as any direct intervention carried out by a team of specialized professionals, on a set of subjects that present a need and demand a benefit. Thus, a service offered in the work environment will propose help activities directly carried out by the supervisors without counting on the participation or involvement of different work agents and usually outside the specific place of work. In the school environment, we often find this organizational model, through the different psychopedagogical services.

As for the model of programs, the intervention axes are: mainly direct, but it can be indirect, in groups, but it can also be individual; internal, but it can be external and proactive. Tavares (2009) says that, being a guiding intervention model, it emerges as an action that must focus on the individual and his context and through forms and strategies that respond to objectives set from the needs that arise at a given moment. This way, the idea is validated that any intervention that must be carried out must be carried out through a program carried out by a professional.

The psychopedagogical model is a mixed model, where all the models mentioned above fit. It is adapted to the educational context, it is clinical in specific cases. It is an alternative to support the tutorial action. In a sense, it is a

program intervention. Herreras (2007) stresses that psychopedagogical guidance adopts a life cycle approach. Therefore, the model is not necessarily limited to the school context, there are different contexts. The distinction between psychopedagogical intervention contexts is based on the development process of the individual to guide. It is an oriented-centric model. The mentee is in the first place in the educational system and not the advisor.

Within this category we wanted to know: *How are trainees who appear to be displaced from the teaching profession framed?* The interviewees stated that first, it must be said that there are many candidates who enter training without having the vocation of the teaching profession, but who implicitly find in the institute adequate guidance for the teaching profession (F1, F2, F3, F4, F5, Fndo2, DP). This reality is contrary to the thinking of Patrick (2023) postulates that “students must leave school for training with an idea of what they want to be and that they are free to choose” (Diary of January 10, 2023), equally This way, students or candidates for teacher training must go to the training institute with a pre-defined vocation for this beautiful profession.

Regarding the trainees who seem to be displaced from the teaching profession, the responses of the interviewees were converging. They fit through constant awareness, considered as one of the greatest works; through dialogue; the curriculum plan; periodic meetings with some trainers; it is seen as a challenge and therefore special attention is given; through some specific disciplines such as education for citizenship, ethics and professional deontology; Learning Psychology; didactics, among other disciplines (F4, DP, Fndo2, F1, F2, F3, F5). With the observation we realize that the trainees who show themselves out of place in the teaching profession are sensitized to this teaching

vocation, from some curricular subjects, insistence on verbalization and presentation of the themes that are asked to develop throughout the classes, they gain a taste for teaching and consequently the teaching vocation is born. And the necessary skills for the teaching task are instilled.

Thus, analyzing this challenge, we verify that trainees with a vocational deficit are oriented towards a professional teaching framework, if after all the sensitization and all support for the teaching framework runs out *may be referred to other sectors of the administrative area of a school, even if it is to ring the bell* (DP, F3), all of this from a psychopedagogical perspective.

Corroborating this perspective, Herrera (2004) argues that, “nowadays, psychopedagogical intervention is a reality that, promoted from the various administrative spheres, opens up paths and is progressively implemented in the educational sector” (p.202).

With these findings, we realize that, in this category, there are several intervention models in PB. And the psychopedagogical model (as an integral model of the other models) and programs are the ones that make themselves felt; because in addition to the curricular activities there are extracurricular ones that influence the trainee’s pedagogical performance. These models allow the trainee or student to be the center of learning, which is why “at IFP the class is centered 75% on the trainee and 25% on the trainer’s intervention” (DP, F4).

For Herrerias (2007), psychopedagogical orientation adopts a life cycle lineage. It is not limited to a single area. The distinction of intervention contexts is based on the development process of the individual to guide. It is an intervention centered on the mentee, not on the advisor. The mentee is in the first place in the educational system and

in the community.

Every vocation, whatever the profession, must be born naturally and not forcibly. For Patrick (2023), “educational guidelines are processes that cannot be left out of the process of education, teaching and learning in the country” (‘`Jornal Diário`’, January 10, 2023). Souza, Galeffi and Silva (2010) corroborate this idea by making it clear that the ability to make a professional choice refers to the idea that this procedure contributes to the organization of the ego, interfering with self-acceptance and the recognition of one’s own limitations. Thus, there are several limits to the field of professional choice of subjects and this has to do with the subjectivity given to each one. The same authors give some reason for uncertainty in professional choice when they state that:

when talking about the teaching profession, we find numerous discouraging reasons that inhibit someone’s desire to become a teacher, as reality is full of challenges, starting with the lack of social recognition and low salary, as well as the precarious conditions in the profession. With so many opposing points in common, what makes a young person seek the teaching profession? Many take the entrance exam and start the course without having a clear understanding of what it really is to be a pedagogue and from the beginning deny to themselves any possibility of being a teacher (p. 177).

Despite defending the reason for the uncertainty in the professional choice, in our Mozambican reality it seems to be contrary to this idea by the empirical data collected with our interviewees and throughout the participant observation of the classes. Denoting to be normal, in Mozambican society, many young people who finish high school and do not have the opportunity to get a job, much less to enter college. These young people, for the most part, when the public notice for teacher training is published, flock

a lot to this teacher training competition, not because there is a specific vocation for this teaching area, but with the aim of looking for an alternative to achieve any type of job. In this regard Souza, Galeffi and Silva, (2010). They point out that the search for self-understanding rescues the appreciation of the human person, increasingly forgotten and disregarded in the scope of professional training.

From the testimonies of the interviewees, observation, combined with theories from different authors, we realize that training is a fundamental and structuring element of the human person and the four models adopted for intervention in professional guidance in teacher training are essential in the process of professional orientation.

- In the category on the competences required in the training of basic education teachers, the actors interviewed said that: the competences to be instilled are subdivided into three levels: at the level of knowing how to be, at the level of knowing how to be and at the level of knowledge (DP, F2, F3, F5). Where some have pointed out that in the 1st level, which is knowing how to be, it is an individual matter, how I will be, how you behave, your personal presentation. The level of knowing how to be has to do with social issues, what it's like to socialize with the community wherever you are (DP, F3, F5). And the level of scientific knowledge, they mentioned that this level requires gathering the scientific skills of the area where they are going to teach (DP, F5, F4). If you are a Portuguese teacher, you must have rhetoric, know how to articulate the language, the dynamics (DP). In the personal and social domain, the trainee must be able to communicate adequately in various contexts; duty capable of acting with the ethical and deontological principles associated with the teaching profession (F3, F4).

In the field of scientific knowledge, it was

noted that the trainee must be in a position to master the contents of primary education and their relationship between disciplines (F3, F5, DP). There can be no discrepancy in the children's learning because in training the trainee is sent to master psychopedagogy and other psychologies that are in effect in the course's curricular plan. The last domain is professional skills – the trainee must be in a position to plan, mediate and evaluate the teaching and learning process – to mediate is to teach and in the end, he must show a scientific culture and promote professional self-development - constantly get involved in reading and investigation, wherever the teacher is, he must do research (F4).

Complying with competences, the curriculum plan for the training course for primary education teachers and adult educators (2019) states that it develops “seven competences organized into three domains, namely: the personal and social domain, with its various domains; the domain of scientific knowledge and their respective areas and the domain of professional skills and their related areas” (p.14). On this path Perrenoud and Thurler (2002) refer that competence is a knowledge in use, a knowledge that translates into the effective capacity of use and intellectual, verbal or practical handling.

For Alessandrini (2002), the notion of competence refers to the ability to understand a given situation and react appropriately to it. We can also look at it as the quality of someone who is capable of appreciating and resolving a certain issue, doing a certain thing, capacity, aptitude, suitability.

Regarding how skills are instilled, respondents said that it is through pedagogical practices (DP, F3, F4); through seminars or simulation classes, where one of the trainees teaches and their colleagues serve as students and then practices how to teach; through some requirements of the

teaching profile, being required to straighten up when going to class (DP, F1, F3, F4, F5); guidance of psychopedagogical works for their production; follow-up of academic and extracurricular activities (F1, F2, F3, F4, F5, Fndo2); demonstrate scientific knowledge for the trainee to know how to follow his master (F2, Fndo2), among several points listed.

Regarding the strategies used for the acquisition of skills. Respondents answered that it has been through learning to plan a lesson (F1, F3, F5, F4), through methods of how to teach, through research work and the respective defenses of the work, active methods (F2), if the trainee does not do the job well, he must be asked to do it again until the lesson is over (F3); through the exercise in the organization of the individual portfolio (F5), the continuous evaluations carried out throughout the year, the scientific works; through techniques centered on student learning; quarterly and semi-annual reports (F5, F4, F3).

Analyzing these statements, we understand that the skills required are knowing how to be, knowing how to be with others socially and having the scientific knowledge necessary to guarantee the teaching profession, since, as Roldão (2003) mentions, competence once acquired is not forgotten or forgotten. is lost, but it can always be expanded and consolidated. For this reason, in the view of Roldão (2003) "it implies the ability to adjust knowledge to each situation, so it must be consolidated, integrated and mobile" (p. 24). Therefore, initial training needs to be seen as a strategic component of improving the quality of basic education (Faleiro & Flaviano, 2017). Therefore, after acquiring teaching skills, they remain and it is up to the teacher to continuously update them.

In the last category on the course of the trainees' professional guidance process throughout their training, the interviewees

answered that the course of the trainees' professional guidance process is long. First, it is mandatory to live in the boarding school; inside the boarding school there are internal rules and in the academic area there are others; they have an integral formation, this involves: personal hygiene, work in the field: the plowing, the vegetable garden, in the garden; we learned art: making rugs, musical instruments, pictures, flags, etc.; the music, how to make a morning news etc. In the academic area, it is not allowed to go in a mess, you must always go to the classroom neat, well-presented, in a suit, with well-combed hair, with normal hair and not with strange cuts (Fndo1, Fndo2, F2, F3, F4, F5, DP). In the first year the subjects are general and in the 2nd year in the 2nd semester they are didactics, professional subjects (DP, F2); in the grades council, the trainee's assessment begins at the internship, whether or not all guidelines are met (DP, F2, F3, F4).

As for the structure, the respondents said that the course is structured for three years, that is, for six semesters. the last one is just an internship, the 6th semester (F5). They also stated that throughout the training, the trainees manifest themselves gradually according to the years of stay of the trainees (Fndo1, Fndo2, F2, F3, F4, F5, DP).

From related testimonies, we found that the curriculum plan of the teacher training course (2019) in use at the institute confirms that the course is structured for 3 years and consists of six semesters. In this training path, Candau (1997) believes it is important to promote education and training articulated with broader problems of society and its different practices, which are a space where young people and adults are trained to be active builders of the society in which they live and exercise their citizenship. Therefore, this requires a participatory and dialogical educational practice, which works on the

practice-theory-practice relationship, and in which the daily school and training is permeated by the experience of human rights.

In this line of ideas, Pacheco (2003) equates the course of initial teacher training, using the metaphor of the snail race. Where this serves to contextualize how slow initial training has been and the various processes it goes through.

For Flores (2003), teacher training is a process that implies permanent reflection on the nature, objectives and logic that govern its conception, organization and operation, that is, talking about teacher training implies talking about the way in which approach teaching and reflect on what it means to be a teacher in a given context.

These and other findings from the interviews lead us to conclude that the course of the professional guidance process is not explicit, but takes place through various activities, from some content in the classroom, pedagogical practices that are reused to guide trainees to understand the teaching task.

FINAL CONSIDERATIONS

The development of this article led to the conclusion that the process of professional guidance is the key to living healthy and balanced in all senses in the profession. Because everything will contribute to your psychological and professional good.

Based on the results of the research, we realized that professional guidance for basic education graduates in that institution is carried out through the curriculum that accompanies their training, periodic meetings and through the teaching of contents that help the trainee to understand their mission as a teacher and through the training that takes place in pedagogical practices. In this sense, trainees are framed in the teaching career, with the intention that they will gain experience in the school field.

For this reason, the mentor must focus on developing the individual's analytical capacity to help in decision-making. What this implies is a series of self-knowledge that must be developed from different perspectives. Training is a fundamental and structuring element of the human person, which is why the existence of models adopted for intervention in professional guidance in teacher training are essential in the process of professional guidance.

In addition, to achieve great professional successes, it is essential to gather the necessary skills to make work run smoothly. Thus, the teacher needs to be prepared for the challenges of the contemporary world. The course of the professional guidance process is carried out throughout training through various activities that converge to the same end.

In order to improve the training of future teachers, all trainers working in teacher training courses need to be attentive, with a discerning eye, so as not to let trainees who are not oriented to teaching advance just to guarantee their bread.

In order to respond to the needs of our present and future society, it is suggested that professional guidance be explicitly included in the teaching policies of the Mozambican educational system. In other words, professional guidance must be explicitly integrated into school curricula across the country. Well, this will allow children and young students to learn to make right and balanced choices for professionalization.

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