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## ARE THE FEDERAL TEACHING CAREERS IN MS AND MEBTT EQUIVALENT?

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**Abstract:** This work resumes the discussion about the equivalence between the careers in Basic, Technical and Technological Education Teaching (MEBTT) and the career in Higher Education (MS). This topic was raised because there are cases of teachers requesting career redistribution from the MEBTT to the MS, however, there is only this possibility of migration between equivalent careers. In addition to this question, there is also the demand made by the control bodies, in this case, the Federal Audit Court, which has been insistently demanding from the Federal Institutes the implementation of point control electronically. During the development of the work, the profiles of the two careers were presented and the items were compared, in accordance with the legislation, that make two positions or public functions equivalent. In the end, it is concluded, therefore, whether there is the possibility of redistribution from Federal Institutes to universities and whether it is possible not to carry out electronic point control for the MEBTT career as occurs in universities for the MS career.

**Keywords:** Equivalence. Redistribution. Electronic Frequency Control. Teaching career. Higher Education. Teaching Basic, Technical and Technological Education.

## INTRODUCTION

This article has the general objective: to verify the equivalence between the careers of Basic, Technical and Technological Education Teaching and the Higher Teaching career, to verify if there is the possibility of redistributing between careers, as well as if it is possible to release electronic point collection for the MEBTT, given the nature and responsibilities of the respective careers.

## THEORETICAL FOUNDATION

To better understand the EBTT teaching career, it is essential to know the evolution of the Federal Network for Scientific and Technological Education (RFEPT).

Therefore, the historical evolution of RFEPT began with the creation of ``Escola de Aprendizizes``, through Decree Number 7,566, of September 23, 1909, and lasted from 1909 to 1937, (BRAZIL, 1909) and (BRAZIL, 1909a). With the sanction of Law number 378, of January 13, 1937, the then president Getúlio Vargas, reorganized the new Ministry of Education and Public Health and, determined in its Article 37, that the Schools of Apprentice Artifices be transformed into Industrial Lyceums or Professionals, intended for professional education, in all branches and degrees, remaining with that name during the period from 1937 to 1942. Still in the same article, in its sole paragraph, it foreshadowed the creation of new high schools throughout the country, thus demonstrating, the Federal Government's interest in investing in industrial education, thus disseminating professional education, (BRAZIL, 1937).

Decree Number 4,127, of February 25, 1942, abolished the Industrial Liceus, transforming them into Industrial and Technical Schools for the period from 1942 to 1959, thus offering professional training at a level equivalent to secondary school (BRAZIL, 1942). From then on, industrial education was formally linked to the country's educational structures, since students trained in technical courses were authorized to enter higher education courses in areas equivalent to their training. In 1959, by law number 3,552, of February 13, the autarchies were established, called Federal Technical Schools and lasted from 1959 to 1994 (BRAZIL, 1959). In 1965, the Federal Technical School of Rio de Janeiro (ETFRJ) was renamed the Federal Technical School of Guanabara (ETFG), due to the move of the

federal capital to Brasília, (BRAZIL, 1965). In 1967, through decree-law Number 181, of February 17, it gave a new name, changing its name to ``Escola Técnica Federal Celso Suckow da Fonseca``, (BRAZIL, 1967) and its role of teacher training ceased in 1978. when it was renamed the Celso Suckow Federal Center for Technological Education (CEFET-RJ), Maracanã unit, remaining with that name to this day (BRAZIL, 1978).

Still through this same Law, Number 6,545, of June 30, the Federal Technical Schools of Paraná and Minas Gerais were also transformed into Federal Centers for Technological Education (CEFETs), (BRAZIL, 1978).

In federal technical schools, the teaching career was formed by the career of 1st grade teacher. and 2nd Degrees. In CEFETs, the teaching career consisted of this, for those who taught classes in the disciplines of technical courses, and the MS career, formed by those who taught classes in higher education courses.

These transformations that occurred throughout history formed the basis, in 1994, for the National System of Technological Education, constituted by the Federal Network and integrated by similar networks or schools in the States, Municipalities and Federal District, however, the Federal Network had a transformation gradually, from federal technical and agricultural schools in CEFETs.

On December 20, 1996, the National Education Guidelines and Bases Law (LDB) was enacted, which dedicated Chapter III of its Title VI to professional education, (BRAZIL, 1996) and later this chapter was called "Professional Education and Technological" by Law Number 11,741, of July 16, 2008, which included section IV-A in Chapter II, to deal exclusively with secondary-level professional technical education, (BRAZIL, 2008).

With the promulgation of Law Number

8,948, of December 8, 1994, the National System of Technological Education was established, which gradually transformed the Federal Technical Schools and Federal Agrotechnical Schools into Federal Centers for Professional and Technological Education (BRAZIL, 1994). This change lasted during the 1990s, with the reform of Professional Education provided by Decrees 2,208/97 and 2,406/97 and the emphasis of this policy on the transformation of all federal technical schools into CEFET, as a strategy for implementing the Education Subsystem Professional and expansion, in higher education, of technologist training courses, (BRAZIL, 1997), (BRAZIL, 1997a). Then, on December 29, 2008, Law 11,892 was enacted, which established the Federal Network of Professional, Scientific and Technological Education (RFEPCT), thus establishing the Federal Institutes of Education, Science and Technology (IFECTs), and took other measures (BRAZIL, 2008a).

In the migration to Federal Institutes, a consultation was carried out with all CEFETs, Federal Agrotechnical Schools, Technical Colleges and only the CEFETs of Rio de Janeiro and Minas Gerais remained, while CEFET-PR had already been transformed into the Federal Technological University of Paraná (UTFPR), through law number 11,184 published on October 7, 2005, (BRAZIL, 2005) and the Technical School of the Federal University of Paraná (ETFPR) became the Federal Institute of Education, Science and Technology of Paraná (IFPR).

During the network expansion process, it was quite significant, leading to the installation of UTFPR in almost all regions of Paraná, consisting of 13 campuses, but it remained linked to the Secretariat of Professional and Technological Education (SETEC).

Already certain of the creation of the Federal Institutes (IFs), considering that the bill had been processed in the Federal Chamber

and was sanctioned by the Presidency of the Republic (PR), the adequacy of the federal teaching career is necessary. The newly created IFs had a legal obligation to offer 50% of their places in secondary-level technical courses, primarily in an integrated form, 20% of their places were to meet the offer of undergraduate courses, as well as special pedagogical training programs, with a view to training teachers for basic education, especially in the areas of science and mathematics, and for professional education and 30% of offers must be higher education courses in technology and bachelor's degrees, (BRAZIL, 2008a). Once the IFs were created, the Higher Education career, arising from the CEFETs, remained stagnant and was no longer restored, while the career of 1st and 2nd degree teachers was transformed into EBTT teaching, to meet the new demands which are: offering secondary education and higher on all campuses.

## **RESEARCH METHODOLOGY**

### **THE FOLLOWING SPECIFIC OBJECTIVES WERE FOLLOWED FOR THE DEVELOPMENT OF THIS WORK**

- Present the historical evolution of the Federal Network Teacher (general);
  - Present the historical evolution of the EBTT Teacher;
  - Point out the necessary elements, the criteria, for the equivalence of careers;
  - Make a comparison between these criteria;
  - Score and analyze the pros and cons of equality – salary impact, Recognition of Knowledge and Skills (RSC), responsibilities, among others.
- This work was developed through exploratory research, as the topic is not yet

consolidated and is insufficiently studied in view of the constant legal actions that led the bodies responsible for the construction of normative instruction number 2, which creates guidance, criteria and general procedures that must be obeyed by the bodies and entities that make up the organic and structuring system for the management of civilian people in the federal public administration (SIPEC), regarding the working hours referred to in article 19 of Law Number 8,112, (BRAZIL, 2018) and SEI Technical Note Number 28499/2020/ME, which consolidates the understanding about the non-exemption from electronic control of Teachers in the Teaching Career of Basic, Technical and Technological Education (MEBTT), under the terms of paragraph “e” of § 7 of article 6th of Decree Number 1,590 (BRAZIL, 2020), being the target of constant complaints to the competent bodies.

To fulfill the specific objectives of this research work, documentary research was developed reviewing current legislation, presenting the evolution of the teaching career and the Federal Network of Professional and Technological Education.

A comparative study of the equivalence criteria of the careers listed was carried out.

According to the study carried out, the pros and cons of equality were analyzed – salary impact, Recognition of Knowledge and Skills (RSC), duties, among others.

## **RESULTS AND DISCUSSION**

The methodology used to investigate equivalence between the various public positions and determine whether or not there is equivalence between the MS and MEBTT careers was the comparative method between the criteria defined by law. Therefore, studies were carried out and it was concluded that in order for there to be equivalence between positions or careers, the following

requirements must be met, as described in Article 37, of Law 8,112, of December 11, 1990 (BRAZIL, 1990):

- I - Equivalence of salaries;
- II - Maintaining the essence of the position's duties;
- III - Link between degrees of responsibility and complexity of activities;
- IV - Same level of education, specialty or professional qualification;
- V - Compatibility between the duties of the position and the institutional purposes of the body or entity.

### **PAY EQUIVALENCE**

With the institution of the Recognition of Knowledge and Skills (RSC) for the Basic, Technical and Technological Education Teaching career (MEBTT), it became equivalent in terms of salaries to Higher Education. The RSC is a right achieved by law number 12,772, of December 28, 2012, (BRAZIL, 2012), which allowed the MEBTT teacher with an undergraduate level to receive Remuneration for Title (RT) equivalent to the Specialist (RSC-I), those who have a Specialization level, perceive the RT equivalent to Master (RSC-II) and those who have a Master's perceive RT equivalent to Doctor (RSC-III), without the aforementioned title.

RSC requests were permitted from March 2013 and are sent by a Permanent Teaching Personnel Committee (CPPD) and evaluated by a committee made up of three professors with doctorates or professors already approved in a RSC.

The granting of the RSC is done through an evaluation process, based on a descriptive memorial of the training and academic activities developed through which the knowledge and skills developed from individual and professional experience are recognized, as well as in the exercise of

activities carried out in the academic field.

From this concession, a comparative study was carried out between the different work regimes of teaching careers, namely, 20 hours, 40 hours and 40 hours with exclusive dedication (DE) and in all of them the remuneration, that is, basic salaries and remunerations for title are equivalent. Therefore, federal teaching careers, MS and MEBTT, are equivalent in terms of salary composition values, that is, ignoring the class nomenclature of each career. Observing the basic salaries (VBs) and their respective remuneration for qualifications (RTs), as well as the total values, of the 13 levels of each career for the 40-hour regime with DE and it was verified that they correspond to the same remuneration amount for both careers. According to the last valid career salary adjustment law, Law 14,563, of April 28, 2023, which amended Annex V of Law Number 14,535, of January 17, 2023, which estimates the revenue and fixes the Union's expenses for the financial year 2023. (BRAZIL, 2023).

### **MAINTENANCE OF THE ESSENCE OF THE POSITION'S DUTIES**

The Basic, Technical and Technological Education teacher's responsibilities include being responsible for activities related to Professional and Technological Education, primarily and/or preferably in secondary level technical courses, but also in higher education, as per described in Law 11,892/2008, (BRAZIL, 2008b). The activities correspond to Teaching, Research and Extension, which are inseparable and committed to social inclusion, sustainability, aiming at learning, expansion and transmission of knowledge, always in a dialogic process with communities and local productive, social and cultural arrangements.

The teacher may also be responsible for activities intrinsic to the performance of management, advisory, leadership,

coordination and assistance functions (even those relating to educational guidance and individualized pedagogical supervision), as well as other duties provided for in current legislation.

The activities inherent to the duties of the professor in the Federal Higher Education Career are those related to teaching, research and extension and those related to the exercise of direction, advice, leadership, coordination and assistance in the institution itself, as well as those provided for in specific legislation. Other academic activities that are also considered typical of higher education teachers are those belonging to research, teaching and extension, which are inseparable, aimed at learning, the production of knowledge, the expansion and transmission of knowledge and culture.

The way to enter the MS career and the subjects to be taught are equivalent to the EBTT career. The teacher is selected in a competition of tests and titles, having an area or subareas, with specific points for his/her work. However, if necessary, for academic-administrative adjustment, the scope of action may be expanded.

Considering that teaching activity is quite complex, making a comparison between the responsibilities of two public positions or functions, mainly due to the peculiarities of each position or function and the responsibilities and activities determined by law, is very difficult. According to the law, such activities have great similarities between them, however, given the peculiarities of each position, the activities of the two distinct careers have to be compared in some way. The activities developed by the two professionals, MS and MEBTT, with regard to higher education are perfectly equivalent and compatible, however, when comparing the activities developed in basic and technical education, however, there is no way to compare, as the MS does not work at these educational levels. However, it

can be highlighted that the MEBTT professor performs additional activities when compared to the MS professors, therefore, being able to ensure that the professionals in the first position are as equivalent as the activities carried out at the same level of education in the second, leaving only one provision in legislation so that they are treated equally.

### **LINK BETWEEN DEGREE OF RESPONSIBILITY AND COMPLEXITY OF ACTIVITIES**

Regarding the degree of responsibility and complexity of the activities of both careers, attention is needed. Both seek to train people. However, EBTT teaching has the characteristic of working from basic education to secondary and integrated technical level, concomitantly and subsequently, in addition to higher education, postgraduate education, face-to-face and distance learning (EaD) and programs with training courses initial and continuous (FIC), thus bringing a greater degree of complexity, as reinforced by Raquel Vidigal in (SANTIAGO, 2015). Both careers work with undergraduate and postgraduate education levels, covering higher or technological levels.

In addition to all the arguments already listed, both careers present a set of classes, levels and nature of work. The two careers belong to the same occupational group, as they are a set of functional categories of the same nature, scaled according to education, level of complexity and degree of responsibility and responsibilities of each position or public function. The professional performance of civil servants occupying both positions will be equivalent, given the same degree of complexity of both positions. This only reinforces the perspective of equivalence, since the nature of the work carried out in different careers and in federal educational institutions and their typical activities of the positions are the same, differing only at the

basic and technical level.

When the EBTT teaching career was created, it was possible to prove that teaching work was similar, but in different institutions, that is, in Federal Institutes (IFs) and Federal Universities (UFs). When the MEBTT career was created and transformed, there was a well-defined project, as at the time university positions were worked in parallel. However, after a few years, a series of obstacles were created and it was admitted that the relationship between the functions between the two institutions is not clear, despite practically all the equivalence criteria corroborating this, detailing only this criterion, in regarding the complexity of the activities, and that of item II, in the case of maintaining the essence of the tasks, as they are difficult to compare. This prerogative was not extended to the EBTT teaching profession due to a lack of legal provision, as per the understanding of the Federal Attorney General's Office contained in Opinion Number 47/2013/DEPCONSU/PGF/AGU, of February 12, 2013, approved by the Federal Attorney General, on February 11, 2015, (AGU, 2013).

### **SAME LEVEL OF EDUCATION, SPECIALTY OR PROFESSIONAL QUALIFICATION**

The teaching career in Federal Higher Education Institutions (IFES) is governed by Laws number 12,772/2012, number 12,863/2013 and number 13,325/2016, already mentioned above (BRAZIL, 2016). The aforementioned laws establish that the Federal Teaching Career (CMF) is divided into three distinct careers, as per the following breakdown:

- Higher Education Career, dedicated to professionals trained in academic activities typical of higher education teachers;
- Freelance Career, with the purpose of

contributing to the growth, development and strengthening of skills to achieve excellence in teaching and research at IFES; It is

- Basic, Technical and Technological Education Career, aimed at professionals qualified in academic activities specific to teaching staff within the scope of basic education and professional and technological education, as provided for in law number 9,394, of December 20, 1996, (BRAZIL, 1996), and in law number 11,892, of December 29, 2008, (BRAZIL, 2008b).

The activities of the careers and Isolated Positions of the Federal Teaching Careers and Positions Plan are those related to teaching, research and extension and those inherent to the exercise of direction, advice, leadership, coordination and assistance in the institution itself, in addition to those provided for in specific legislation.

The MS and MEBTT careers are made up of four classes and 12 equivalent levels. The vacancy for the position of Freeholder is made up of a single class and level assigned by the Ministry of Planning, Budget and Management (MPOG) to the Ministry of Education (MEC).

On March 1, 2013, the regulation of Article 105 and Article 106, items I and II, of law Number 11,784, of 2008 and the EBTT teaching careers and the isolated position of EBTT professor, of dealing with these sections, became part of the Federal Teaching Careers and Positions Plan, observing the correlation table. In this way, the isolated position was created and incorporated, which came to be called Full Professor of EBTT teaching, (BRAZIL, 2008a).

As of March 1, 2013, teachers belonging to the Higher Education Career of the Single Plan for Classification and Remuneration of Positions and Jobs (PUCRCE), covered by

law number 7,596, of 1987, were transferred to the PCCMF, in accordance with with the correlation table contained in law number 12,863, September 24, 2013, which amended law number 12,772/2012, which provides for the structuring of the Federal Teaching Career and Position Plan; amends Laws Number 11,526/2007, 8,958/1994, 11,892/2008, 12,513/2011, 9,532/1997, 91/1935, and 12,101/2009; revokes provision of Law Number 12,550/2011; and took other measures. On this date, the positions of Full Professor of the MS Career at PUCRCE became part of the Class of Full Professor of the MS Career of the Federal Teaching Career and Positions Plan, that is, the same career plan and positions as the EBTT teaching profession., (BRAZIL, 2013).

At that time, teachers occupying career positions governed by PUCRCE were included in the new Federal Teaching Career and Position Plan, but this framework did not represent, for any legal effect, including retirement purposes, because there was discontinuity in relation to the career, to the position and current responsibilities carried out by its occupants. For teachers belonging to the former categories of Assistant Professor, Associate Professor and Full Professor, the careers have the same number of levels. However, for teachers belonging to the Assistant Professor and Assistant Professor categories, there was a repositioning, as the new equivalent classes now have only two levels.

Regarding the specialty or professional qualification, both careers may have competitions for a specific area or sub-area, and the teacher cannot be exempt from teaching classes in the general area. Regarding qualifications, the LDB provided for *lato sensu* postgraduate studies as a minimum requirement for entry into a higher education career, however, a small change in

the career plan of federal teachers, made by the government in Law Number 12,772/2012, eliminated this requirement (BRAZIL, 2012). With this, it began to allow entry into the higher education teaching career, through a public examination, for any holder of an undergraduate diploma, in the assistant professor class, therefore equaling the same requirements required by the MEBTT, that is, the Minimum degree is just graduation. In this way, the two careers also became equivalent in this item.

### **COMPATIBILITY BETWEEN THE DUTIES OF THE POSITION AND THE INSTITUTIONAL PURPOSES OF THE BODY OR ENTITY**

The EBTT teaching career is very complex. Therefore, a very detailed and careful study would be needed considering that the teacher teaches classes in basic and technical education, in integrated, subsequent, concomitant, *proeja*, higher education, postgraduate technical courses. Thus, the role of the EBTT professor becomes broader and more complex than the activity of the MS professor. The first career operates in various modalities and levels of teaching, in addition to research, extension and management, but also, among these fields of activity, are the same level of teaching, research, extension and management performed by higher education.

When the EBTT career was created, discussions were more focused on expansion, the quality of expansion, the identity difficulties of IFs, the complexity of the work of EBTT teachers, among other points.

Another criterion that must be evaluated is the compatibility between the duties of the positions and the institutional purposes of the bodies or entities, as determined by article 37, item VI, of law number 8,112, of 1990, (BRAZIL, 1990). This analysis can begin from the different concepts regarding the purpose



of basic education and higher education, brought by law number 9,394, of December 20, 1996, which establishes the Guidelines and Bases of National Education, as expressed in (BRAZIL, 1996), which are distinct.

This criterion is the only one that effectively presents different purposes, regarding the teaching of classes in basic education by MEBTT teachers, however we can inform that it is an additional activity to the work of these teachers, which is supplanted when we analyze the higher education activities carried out by teachers from MS. At this level of education, the duties and purposes of both careers are exactly the same.

## CONCLUSIONS

Equity between the MEBTT and MS careers is not a pacified point in the legal field, as there are several questions in court, such as the one arising from Process number 05100.205993/2015-94, from the IFRR rector, which deals with the Redistribution Consultation between positions and careers of the Federal Teaching Careers and Positions Plan, resulting in Technical Note number 3736/2019-MP, (MP, 2019), OPINION, number 00010/2020/CPIFES/PGF/AGU, (AGU, 2020) and Process number 23147.002670/2017-58, from the IFRR rector, which deals with the consolidation of understanding regarding the exemption from electronic control of Teachers in the Teaching Career of Basic, Technical and Technological Education - EBTT, in accordance with paragraph "e" of § 7 of article 6th of Decree Number 1,590, of August 10, 1995, which resulted in SEI Technical Note Number 28499/2020/ME and other topics:

I - Mandatory electronic time control of the EBTT Professor;

II - Multiplicity of natures of the EBTT teacher's activities;

III - Unique situation that entails an exception regarding point control;

IV - Limitation of control only to teaching activities;

V - Possibility.

VI - Need to change the understanding set out in Opinion Number 47/2013/DEPCONSU/PGF/AGU, (AGU, 2019).

According to Technical Note number 002/2019 REI-PRODI/IFES, (BRAZIL, 2019), which provide for frequency control, compatibility of schedules in the paid accumulation of positions, jobs and functions, applicable to public servants, working in bodies and entities that are part of the direct, autonomous and foundational Federal Public Administration, which led IFES to form the commission to create a set of standards in line with the precepts of productivity and dedication of EBTT teachers. This alignment would allow IFES, within the scope of the autonomy granted by law number 11,892, of December 29, 2018 (article 1, sole paragraph), to establish an attendance control mechanism aligned with what defines the judicial decision favorable to the group of teachers of the Ibatiba Campus. There is a Civil Appeal; AC: 1000120-66.2017.4.01.4300, which deals with an appeal filed by the Union of Teachers of Federal Public Higher Education (Federal Universities) in light of the sentence that dismissed the authorial claim aiming at the annulment/revocation of the effects of Normative Instruction Number 1/ 2016/REITORIA/IFTO, (BRAZIL, 2016a) which established working hours control for all employees of the Federal Education Institution, including teachers in the Basic, Technical and Technological Education (CEBTT) career, with several decisions, however, the predominant one is that educational work cannot be measured by electronic point control, but the MEBTT career is not listed in

the law together with those that do not require the measurement of activity by point control, perhaps not because they are not equivalent, but because the law predates the creation of the EBTT career.

According to article 1 of Decree Number 1,867, of July 17, 1996, federal public servants of the direct, autonomous and foundational Federal Public Administration must submit to the electronic point, with the exception of those who carry out eminently external activities (paragraph 4 of article 6 of the Decree number 1,590/95) and those that fall into one of the hypotheses provided for in paragraph 7 of article 6th of Decree number 1,590/95, (BRAZIL, 1995).

According to opinion number 00010/2020/CPIFES/PGF/AG, (AGU, 2020), control of attendance through an electronic point of EBTT teachers must be restricted to teaching activities and other face-to-face activities, for example of pedagogical meetings and management activities, and other activities must be assessed through the Individual Work Plan (PIT), as provided by the regulations of each Institution and in the Individual Activity Report.

Therefore, in accordance with the proposed objectives, it was not possible to demonstrate reliably, in all the items listed in the law, the equivalence of the MEBTT and MS careers, solely and exclusively due to lack of legal provision, considering that the law of creation of the first career after the institution of Decree number 1,590/95. The careers are equivalent in all the items necessary for comparison, provided for by law, however, partially, in the item that deals with performance in basic education, which corresponds to the part of basic and technical education and the purpose of the education levels, not having how to compare them because higher education does not work at this level of education, but these items are only parts of two of them and

represent additional activities, but which cause controversy in the discussions and end up not pacifying the legal understanding.

Regarding the possibility of redistribution, it exists both from universities to IFs and in the opposite direction, but only for the position of Higher Education (MS), however, when it occurs from universities to institutes, without these losing the vacancy code, but this professor can also migrate to universities, but in this case, the institutes lose the vacancy code. In the IFs it is extinct and, therefore, new teachers are no longer admitted into the institution's structure and these teachers still exist in some institutes, but they only leave due to retirement, illness or death and their vacancy codes return to the MEC and the IFs end losing your codes, without direct replacement. The Federal Institute of Education, Science and Technology of Maranhão (IFMA) is one of those that has one of the largest contingents of MS teachers in the network, with a number of around 90 teachers, almost entirely concentrated on the São Luís Monte Castelo campus. This possibility is also blocked when trying to redistribute the MEBTT career to the MS, as there is no pacified understanding that they are equivalent by the bodies, mainly due to the lack of legal provision. Therefore, this possibility will only exist if there is a change in legislation. We leave here the indication of the union entities' demands with the MEC and parliamentarians as a suggestion for changing the relevant legislation.

Currently, there are two teaching careers working at Federal Institutes, MEBTT and MS. Both are in force and operate in parallel, however, MS operates only in higher education for undergraduate, technologist, bachelor's and postgraduate courses, but is now extinct, as there is no longer a public competition for this career within the scope of the IFs and their vacancy codes. are collected by the MEC

upon retirement, while the MEBTT career, arising from the 1st and 2nd degree teaching profession of the former ETFs and CEFETs, acquired legal permission to work in basic, technical and technological education, from basic to technological education, from this transformation.

The 1st and 2nd degree teaching career was established in the former ETF, EAF, Military Colleges and Colégio Pedro II, lasting in the CEFETs. After the process of transforming ETFs into CEFETs, 1st and 2nd degree teaching teachers began to work together with higher education teachers, as a result of the provision of this level of education, ensured through Law Number 8,948, of December 8, 1994 (BRAZIL, 1994) and regulated by Decree Number 2,406, of November 27, 1997, (BRAZIL, 1997). This fact highlights the difficulties that MS professors at IFs have been facing, especially MS professors at IFMA, which has the largest number in the network. Thus, one way to minimize this problem was to migrate the 1st and 2nd degree career and transform it into the MEBTT career, given that it would cover everything from basic education to higher education (degrees, technologists, bachelor's degrees and postgraduate degrees), however, this transformation would have some consequences regarding teaching work, as it is a career whose activities are not limited to Basic Education (EB) and much less to higher education. Therefore, a worrying aspect regarding the new configuration of the EBTT career is due to the inconsistencies in relation to the Higher Education career, which is why there are discussions regarding the unification

of the EBTT and MS careers with the aim of correcting the distortions.

As for the requirement for electronic frequency control for the MEBTT career, it seems something simpler, however, it is another situation that is not foreseen in the law, considering that the career is quite recent, 2008, and the decree that regulates the point electronic, is from 1995, therefore, before the creation of the career.

Another point to consider is that Higher Education is located in the Secretariat for Regulation and Supervision of Higher Education (SERES), of the Ministry of Education (MEC), which is responsible for formulating policies for the regulation and supervision of Higher Education Institutions. (HEIs), public and private, belonging to the Federal System of Higher Education (SFES). SERES was created on 4/17/2011 by Decree Number 7,480/2011 (revoked) and replaced by Decree Number 11,342, of January 1, 2023, (BRAZIL, 2023), absorbing competencies before the Secretariat of Higher Education (SESU) and the extinct Secretariat of Distance Education (SEED), of the Ministry of Education, which is to authorize, recognize and renew the recognition of undergraduate courses (bachelor's degree, licentiate degree and technology) and lato sensu postgraduate courses, all in person or distance learning, among others, while the Secretary of Professional and Technological Education (SETEC) is responsible for the Federal Network of Professional and Technological Education (RFEPT).

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