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QUALITY MANAGEMENT OF VOCATIONAL TECHNOLOGICAL APPRENTICESHIPS FROM AN ETHNIC ENTREPRENEURIAL PERSPECTIVE IN SOUTHERN BAHIA

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Abstract: This article, a summary of an ongoing dissertation project of bibliographic review, is based on the works of authors who address aspects of Quality Management in Professional Technological Education, its possible (ethnic) entrepreneurial pedagogical practices, with regard to curricular gaps (lack of an effective Ethnic Curriculum developed), ambiguities in mediation (unknown or partial or discontinuous teacher training, in ethnic entrepreneurial teaching and learning) and contradictions in the employability of graduates, without monitoring their career in the regional market. All this results in empowerment and ethnic-racial identification that is disconnected from Brazilian and regional Afro-indigenous culture, with roots in the Ubuntu philosophy (participation, community involvement and respect for ancestry and/or enchantment) and the Sankofa philosophy (Life Projects based on ethnic family experiences and culture). The central objective is to carry out a diagnosis, possible socio-economic educational intervention and prognosis of these elements, with the aim of promoting intra- and extra-community (dis)involvement, initially focused on the *CEEPAMEV Ethnic Entrepreneur, stimulating the self-identification of ethnic entrepreneurial qualities, the overcoming of present and future challenges, mainly based on the philosophies of Ubuntu and Sankofa, integrating these perspectives with the practices of a Quality Ethnic Entrepreneurial Professional Technological Education. It will also seek to interweave the philosophies of Ubuntu and Sankofa, among other ethnic concepts of “Philosophies of Life”, in order to possibly overcome the gaps, ambiguities and contradictions that were initially and hypothetically assumed regarding effective Quality Management in Ethnic Entrepreneurial Professional Education, as a means of catalyzing development, innovation and sustainable (dis)involvement, internally

and externally to *CEEPAMEV, promoting an ethnically entrepreneurial organizational culture, intrinsically linked to the strengthening of ethnic-racial identity and the promotion of empowerment in and of the teaching community, students and their administrative technicians. *CEEPAMEV (Centro Estadual de Educação Profissional Alvaro Melo Vieira, ILHEUS-BA)

Keywords: Sankofa. Afro-entrepreneurship. Professional education. Ubuntu. Ethnic-racial studies.

This study is being implemented with the aim of examining the possible connections mainly between Ethnic / Afro-entrepreneurship and the African ancestral philosophies Sankofa and Umbuntu, with a particular approach to their application in the context of Vocational Education. The setting for this research is the CEEPAMEV institution (Alvaro Melo Vieira State Center for Professional Education) in the city of Ilhéus, BA, where it is possible to understand and address the complex intersectional issues that impact the socio-economic reality of students from the black community. Furthermore, through this research, the aim is to enrich the understanding of these African philosophies, appropriated by Afro-Brazilian culture, and their practical application as training tools so that students of African descent can face socio-economic challenges and become conscious entrepreneurs. The purpose of the research is to carry out a dissertative analysis, based on the works of authors who explore themes related to professional and technological educational quality management, teaching and learning, Afro-entrepreneurship and ethnic-racial empowerment rooted in the Ubuntu and Sankofa philosophies. Based on these elements, the aim is to analyze whether such an approach can promote the (Un)involvement of members of the CEEPAMEV community in

self-identification of their ethnic entrepreneurial qualities. In addition to overcoming curricular gaps (lack of an effective Curriculum Ethnic developed), ambiguities in mediation (unknown or partial or discontinuous teacher training in teaching ethnic entrepreneurial learning) and contradictions in the employability of graduates, with no monitoring of their careers in the regional market. In other words, there are problems and challenges for the present and the future from the point of view of matching philosophies and educational practices to contribute to the (dis)involvement of the Ethnic Entrepreneur, whether during teaching and learning or after technical and professional training. One of the ways to formalize the protagonism, creativity and work of the black population is to promote and encourage Afro-entrepreneurship, breaking down barriers through education (LEMOS, 2019). The emergence of the principles of African origins and their applicability in the disciplines of professional education naturally disseminate various concepts, mainly from Sankofa and Ubutu, preparing teachers and students for quality Afro-entrepreneurial Professional Education, with the possibility of exercising a “systemic vision” for excellence, a participation similar to that advocated by the Ubuntu Philosophy: “I am because we are”. I am human, and human nature implies compassion, sharing, respect, empathy - said Dirk Louw, PhD in African Philosophy from the University of Stellenbosch (South Africa), in an exclusive interview with Por dentro da África. Based on an informal survey carried out at CEEPAMEV with the entire staff, the aim is to identify the needs for adapting, maintaining and improving teaching-learning practices from the Afro-entrepreneurial perspective of Ubuntu at the school. Within what was diagnosed, through the authors’ research and dissertation studies, interviews and *on-site* surveys of practical examples at CEEPA-

MEV, it was observed that there are practices in professional education that are (un)involved in an empirical way, not systematized and present needs, opportunities to be sensitized and awakened in the students of the community without access to information and internal communication in a participatory way, which can promote them a qualification to undertake and generate empowerment. (Un)involvement is understood to mean that there is insufficient motivational stimulus in the network of associations between teachers and students for these improvements. It is therefore necessary to (un)involve members of the CEEPAMEV community in self-identification of their ethnic entrepreneurial qualities, overcoming problems and challenges for the present and future from the perspective of matching the Ubuntu philosophy with the quality practices of Afro-Entrepreneurial Professional Education, establishing participatory mechanisms in lectures that clarify the socio-economic realities of the black community. The association of the philosophy of UBUNTU, Sankofa and the knowledge of Afro-entrepreneurship in the pedagogical practices of professional education.

In an interdisciplinary way, could be an excellent way of achieving good results in terms of behavioural change, both through the Afro-entrepreneurial learning revolution and the involvement and commitment it generates in people in the organizational environment, as well as recognizing their ethnic self-identification. Although Afro-entrepreneurship serves as a form of resistance and support for the black population, whether against racism or social inequalities, it is important to consider that in order to become an “Afro-entrepreneur”, it is necessary to acquire education, training and qualifications. In this context, the opportunities market selects those who have the right skills, while tending to marginalize those who lack them

(LEMOS, 2019). In this sense, it becomes essential to link Afro-entrepreneurship, African philosophy and professional education, especially when considering the historical contexts and social position of the black population in current Brazilian society. Professional education is a fundamental pillar in the development of individuals and societies, as it prepares students to enter the job market with specific skills and abilities. However, for this education to be truly transformative, it is essential to consider its relationship with profound and enriching issues of African philosophy, such as Ubuntu and Sankofa. Through this connection, we seek to awaken the spirit of Afro-entrepreneurship in vocational technical education students, promoting not only technical training, but also the construction of a solid and conscious cultural identity. African philosophy is rich in values and concepts that can significantly enrich vocational education. Ubuntu, for example, is a term of African origin that refers to the idea that we are all interdependent and that the well-being of an individual is intrinsically linked to the well-being of the community. This philosophy emphasizes the importance of empathy, solidarity and mutual responsibility, essential values for developing entrepreneurs who are aware of their social and environmental impact. In addition, the concept of Sankofa, which comes from Akan culture, represents the idea that we must look to the past, to our roots, in order to build a better future. This implies considering the importance of preserving ancestral culture and identity, incorporating these elements into our professional education journey. In doing so, we not only honor our traditions, but also stimulate creativity and innovation, which are pillars of entrepreneurship. In this educational approach, we seek to unite technical knowledge with African cultural roots, preparing our students not only to

excel in their careers, but also to become conscious leaders, capable of promoting positive change in their communities and in society in general. In this context, Afro-entrepreneurship emerges as a concept that goes beyond individual success, promoting sustainable development and social equity.

This research will explore the intersection between vocational education and the African philosophies of Ubuntu and Sankofa, demonstrating how these principles can be applied to the training of Afro-conscious entrepreneurs. Through this approach, we hope to contribute not only to economic growth, but also to building a fairer and more inclusive society, where technical knowledge and cultural heritage complement each other to create a more promising future.

This article adopts a literature review methodology as a basis for analyzing a topic entitled "Teaching learning, Afro-entrepreneurship and ethnic-racial empowerment in the manufacture of soaps and soap, CEEPAMEV, Ilhéus - Ba". To this end, a comprehensive investigation was conducted using periodicals, including books and physical articles, as well as exploring academic databases such as Google Scholar and the SciELO Virtual Library. These searches were based on the use of relevant keywords, such as "Sankofa", "Afroentrepreneurship", "professional education", "Umbutu", "ethnic-racial studies".

Firstly, articles and scientific studies were selected that deal with the situation of black entrepreneurs in the Brazilian context, with special attention to aspects related to ethnic-racial origins, their experiences, challenges and achievements in the light of Sankofa and Ubuntu philosophy. Priority was given to research that adopted an Afro-entrepreneurial perspective, considering the origins of race and social class from those of professional technical education. Based on this choice, a thorough reading of the texts was carried out

in order to identify the main elements related to the search for collective entrepreneurship. The value of the theoretical contributions of renowned authors from different perspectives, whose reflections are relevant to the approach in question, was emphasized. Finally, all the data collected was systematically organized and analyzed in order to identify the main elements related to the influences of *sankofa* and *ubuntu* on the success of Afro-

entrepreneurship. This research led to a rigorous state-of-the-art literature review of theories and scientific bases, generating relevant reflections on the subject. It is crucial to emphasize that this article is a literature review whose purpose is to consolidate and condense the central theoretical contributions and relevant information on the subject in question.

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