

WOMEN'S PROFESSIONAL TRAINING THROUGH THE ELDERLY CARE COURSE OFFERED THROUGH THE KNOWING TO CARE PROJECT - CITIZEN TRAINING FOR AUTONOMY AND INCOME GENERATION FOR WOMEN AT IFSP - ARARAQUARA CAMPUS IN THE YEARS FROM 2017 TO 2019

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SUMMARY

This article aims to describe the perceptions of 30 women graduated from professional training courses in Elderly Caregiving offered in 2017, 2018 and 2019 at IFSP - Campus Araraquara. The methodology adopted was the qualitative and quantitative approach, applying the descriptive study through interviews. The data collected reveals that women who graduated from the IFSP - Câmpus Araraquara agree that the Elderly Caregiver Course was and is important for the insertion of graduates into the world of work and to improve their social condition. Furthermore, they believe it is extremely important that the IFSP - Câmpus Araraquara has its own professional training program for women.

Keyword: Federal Institute of Education, Science and Technology of São Paulo-IFSP. Elderly Caregiver Project. Professional training for women.

ABSTRACT

The object of study of this article is the professional training of women, specifically the Know How to Care Project - citizen training for autonomy and income generation for women, informally known as the Elderly Caregiver Project or Elderly Caregiver Course. The objective is to describe the perceptions of 30 women who graduated from professional training courses for Caregivers for the Elderly offered in the years 2017, 2018 and 2019 at IFSP - Campus Araraquara. The methodology adopted was the qualitative and quantitative approach, applying the descriptive study through interviews. The collected data reveals that the women who graduated from the IFSP - Campus Araraquara agree that the Elderly Caregiver Course was and is important for the insertion of the graduates in the world of work and to improve their social condition. In addition, they believe it is extremely important that the IFSP - Campus Araraquara has its own professional training program for women. **Keywords:** Federal Institute of Education, Science and Technology of São Paulo-IFSP. Professional training of women. The Elderly Caregiver Project.

1. INTRODUCTION

The object of study of this article is the professional training of women, specifically, the Saber Cuidar Project - citizenship training for autonomy and income generation for women, known informally as the Elderly Caregiver Project or Elderly Caregiver Course, which was developed at the Institute Federal Department of Education, Science and Technology of São Paulo-IFSP - Araraquara Campus between the years 2017 and 2019. Therefore, the main objective of this article is to describe the perceptions of 30 women graduated from professional training courses in Elderly Caregiving offered in 2017, 2018 and 2019 at IFSP - Campus Araraquara.

The interviews with the group of 30 women who graduated from the Elderly Caregiver courses, carried out at the IFSP - Câmpus Araraquara in the years 2017, 2018 and 2019, took place in February and March 2021, via telephone, and the interviewees' responses were recorded for appropriate analysis.

The Federal Institutes of Professional and Technological Education emerged seeking to build a new paradigm of professional education. As described in Law No. 11,892/2008, in its article 2, "Federal Institutes are institutions of higher education, basic and professional, pluricurricular and multicampi, specialized in offering professional and technological education in different teaching modalities [...]" (BRAZIL, 2008, sp). Furthermore, in article 7 of this same law, it is stated that federal institutes have the

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objective “[...] to provide initial and continuing training courses for workers, aiming at training, improving, specializing and updating professionals, at all levels of education, in the areas of professional and technological education.” (BRAZIL, 2008, sp).

Therefore, the Elderly Caregiver Project or Elderly Caregiver Course is an initiative of the Federal Institute of Education, Science and Technology of São Paulo – Câmpus Araraquara, which aims to offer professional and citizenship training for women, aged between 18 and 55 years old, in a situation of social vulnerability, who wish to act as caregivers for the elderly. The course is free and in person, and lasts 5 months, with a total workload of 160 hours, 80 hours of basic training and 80 hours of specific training. The basic requirement to enroll in the course is to have incomplete primary education. The course covers topics such as: human rights, citizenship, health, aging, basic care for the elderly, first aid, communication and interpersonal relationships, among others. The project, in addition to inserting students into the job market, seeks to encourage them to continue their studies.

Therefore, the Elderly Caregiver Course is an opportunity for women to qualify professionally, improve their socioeconomic condition and serve a growing market, which increasingly needs specialized labor, to serve the growing number of elderly people.

2 THEORETICAL FOUNDATION

The Federal Institute of Education, Science and Technology of São Paulo - IFSP has more than a hundred years of history, being founded in 1909 as a School for Apprentices and Artifices. It was later called the Federal Technical School of São Paulo, changing to the Federal Center for Technological Education of São Paulo and becoming IFSP in December 2008.

It is currently made up of a Rectory and five Pro-Rectors (Dean of Administration, Pro-Rector of Institutional Development, Pro-Rector of Teaching, Pro-Rector of Extension and Pro-Rector of Research) based in the city of São Paulo /SP - BRAZIL and more than 30 campuses spread across the state, offering free, quality public education, including high school, technical, higher education and postgraduate courses.

The IFSP Pedagogical Political Project – 2015-219 highlights that:

[...] the school, as an educational institution of society, is the privileged space of formal education, a place of culture and systematization of scientific knowledge, which enables the appropriation of theoretical and practical instruments for analyzing and understanding reality, the world in that we live, so that there is a conscious interaction of people with themselves, with each other, with knowledge, with the environment and with other cultural products, thus expanding their world view.
[...] Due to its excellence and its links with productive society, this institution can lead an innovative progressive project, committed to democracy and social justice, by seeking to build new historical subjects, able to enter the world of work, understanding it and transforming it. (IFSP, 2016, p. 12).

To this end, in addition to the courses that enable increased education, the IFSP also develops research and extension activities. Extension activities enable exchanges between internal members of the institution, staff and students, and the external community, playing an important social role and often being powerful tools for transforming fragile groups through professional qualification and insertion into the world of work.

The Dean of Extension is responsible for developing and enabling the implementation of extension actions on the various IFSP campuses. According to ordinance 2,968 of August 24, 2015, which regulates IFSP extension actions, the extension actions are:

[...] a two-way street with society, which provides a relationship of dialogue between academic knowledge and traditional knowledge, enriching the educational process and enabling the formation of critical awareness in both the IFSP internal community (teachers, students and technicians -administrative), as well as the various social actors involved. (IFSP, 2015, p. 2).

As a result, the Dean's Office has been concerned, among other things, with issues related to women in vulnerable situations, proposing, based on the Thousand Women Program, a professional training program exclusively for women, the Institutional Professional Training Program of IFSP Women.

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The Thousand Women Program was implemented in Brazil by the Secretariat of Professional Education and Technology Department of the Ministry of Education (SETEC/MEC) between 2007 and 2011, with the support of the Canadian government. This program contributes to promoting equity, gender equality, combating violence against women and access to education. Furthermore, the program aims to eradicate extreme poverty and hunger, women's autonomy and guarantee environmental sustainability, being structured around three axes – education, citizenship and sustainable development.

The program has its own methodology, called the Access, Permanence and Success System, which is focused on the specificities of the women who will be covered and the places where they are located. In this way, its principle is to value the prior knowledge of these women, in accordance with Piaget's ideas, which suggests that new knowledge can only be constructed based on the existence of a prior cognitive structure, which will be modified based on the assimilation of new knowledge.

The IFSP Institutional Professional Training Program for Women is based on the Methodology of the Access, Permanence and Success System of the Thousand Women Program of the Federal Government of Brazil. In this way, each project approved and included in the notice developed an Initial and Continuing Training Course (FIC) that would better meet the demands of the women and communities involved. Furthermore, in order to contribute to the students' retention and success process, student assistance was made available for transportation and food expenses.

In these four years of existence (2016 to 2019), the IFSP Institutional Women's Professional Training Program served approximately 400 women in situations of social vulnerability and with little or no education, with the Project *Knowing how to care: Citizen training for autonomy and income generation for women (Elderly Caregiver Course) served more than 60 of these women.*

It appears that the IFSP has a fundamental role in training qualified labor. According to the IFSP Institutional Development Plan - 2009-2013 (2008, p. 40):

The course offering will always be in line with production arrangements, at a local and regional level. The sizing of the courses will favor the offering of technical courses and degrees and degrees in the technological area.

In addition to offering technical and higher education courses, the IFSP will provide initial and continuing training for workers, as well as postgraduate studies and technological research. It must act in the development of culture, entrepreneurship and cooperativism, and in the socioeconomic development of the region of influence of each campus, applied research aimed at increasing the potential of activities local productive processes and the democratization of knowledge to the community in all its representations.

Therefore, Scientific and Technological Education taught by IFSP is understood as a set of actions that seek to articulate the scientific principles and applications of technological knowledge to science, technique, culture and productive activities, always with a focus on the social development of nation, without disregarding the desires of local communities.

3 METHODOLOGY

The technique used to collect data was field research, which was carried out based on interviews about the importance of the IFSP Women's Professional Training Program and the Saber Cuidar Project - Elderly Caregiver.

The interviews were carried out with 30 graduates of Elderly Caregiver courses held at the IFSP - Araraquara Campus in the years 2017, 2018 and 2019. The interview took place in February and March 2021 via telephone and the interviewees' responses were recorded and analyzed posteriorly.

The method for carrying out the analysis and interpretation of the data was through the qualitative and quantitative approach, in which the numerical data were described in detail, through graphs, charts and tables, that is, descriptive statistics were applied. At this stage, it was possible to make inferences with the statistical data, integrating them with the qualitative data. In the mixed approach, Sampieri; Collado; Lucio (2013, p. 567) explain that: "The final interpretation is the product of the integration and comparison of qualitative and quantitative results."

To this end, a qualitative database and another quantitative database were constructed, which were compared, integrated, analyzed and interpreted. Sampieri; Collado; Lucio (2013, p. 567) emphasize that: "In both modalities, quantitative data and results help the researcher in interpreting qualitative findings."

4 RESULTS AND DISCUSSION

The presentation of this chapter begins with the characteristics of the 30 women who graduated from the Elderly Caregiver professional training courses offered in 2017, 2018 and 2019 at the IFSP - Câmpus Araraquara.

Table 1 presents the distribution of graduates surveyed by age group.

Table 1 – Distribution of graduates surveyed by age group

Age group researched	Qty.	%
21 --- 26 years old	02	07%
26 --- 31 years	00	00%
31 --- 36 years	05	17%
36 --- 41 years	05	17%
41 --- 46 years	04	13%
46 --- 51 years	06	20%
51 --- 56 years old	04	13%
56 --- 61 years	04	13%
Total	30	100%

Source: Own authorship, 2021.

As shown in the table, 1.46% (14 women) are 46 years old or over, with the majority of these women being between 46 and 51 years old (20%). Only 02 of them (07%) are under 31 years old, which are in the age group between 21 and 26 years old. The remaining women are divided between the age groups of 31 to 36 years and 36 to 41 years, representing 17% of the sample (05 women) in each age group.

In table 2 it is possible to check the distribution of graduates surveyed by color.

Table 2 – Distribution of graduates surveyed by color

Color	Qty.	%
White	08	27%
black	10	33%
Brunette	02	07%
brown	10	33%
Total	30	100%

Source: Own authorship, 2021.

From this table, it was shown that 08 women declared themselves white (27%), 10 declared themselves black (33%), 02 declared themselves brunettes (07%) and 10 declared themselves brown (33%).

Table 3 presents the distribution of graduates surveyed by family income.

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Table 3 – Distribution of graduates surveyed by family income

Family Income (Reais)	Qty.	%
0 to 1,000	12	40%



1,001 to 2,000	14	47%
2001 to 3000	02	07%
3,001 to 4,000	01	03%
4,001 to 5,000	01	03%
Total	30	100%

Source: Own authorship, 2021.

As shown in the table above, the majority of women (87%) have a family income between 0 and 2,000 reais. Of these women, 12 (40%) have a family income between 0 and 1,000 reais, 14 (47%) have a family income between 1,001 and 2,000 reais, 02 (07%) have a family income between 2,001 and 3,000 reais, 01 (03%) have a family income between 3,001 and 4,400 reais and 01 (03%) have a family income between 4,001 and 5,000 reais.

Next, the distribution of graduates surveyed by education level will be presented, as shown in table 4.

Table 4 – Distribution of graduates surveyed by education

Education	Qty.	%
Incomplete Elementary Education	03	10%
Complete primary education	04	14%
Incomplete high school	01	03%
Complete high school	21	70%
Technical education	01	03%
Total	30	100%

Source: Own authorship, 2021.

As shown in table 6, the majority of women have completed high school, representing 70% of the sample (21 women). The remaining 30% of the sample is divided into Incomplete Elementary Education (10% - 03 women), Complete Elementary Education (14% - 04 women), Incomplete Secondary Education (03% - 01 woman) and Technical Education (03% - 01 woman).

Table 5 shows the distribution of graduates surveyed by year of completion of the Elderly Caregivers Course.

Table 5 – Distribution of graduates surveyed by year of completion of the Elderly Caregivers Course

Year of Course Completion	Qty.	%
2017	07	24%
2018	10	33%
2019	13	43%
Total	30	100%

Source: Own authorship, 2021.

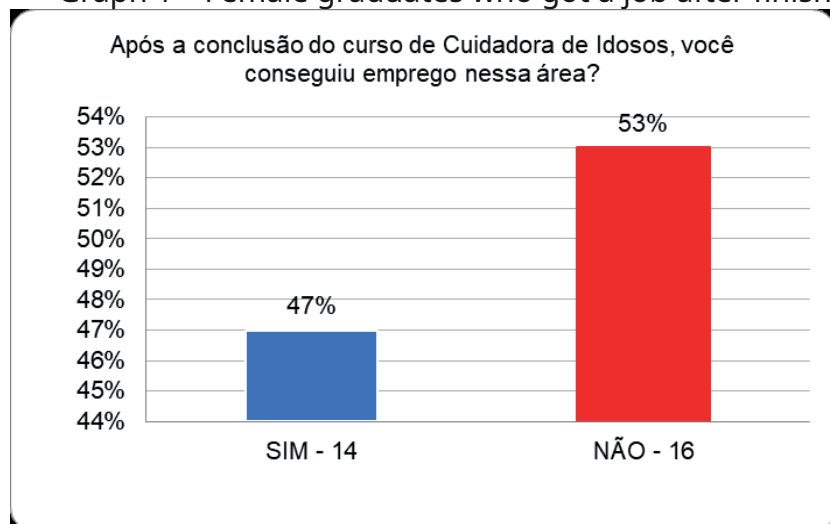
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According to the table above, 43% of the women (13 women) interviewed completed the course in 2019, 33% (10 women) in 2018 and 24% (07 women) in 2017.

Below, we have the perceptions of 30 women who graduated from professional care training courses. elderly donor regarding the interview questions.

The first question asked to the 30 interviewees sought to know whether, after completing the Elderly Caregiver course, the respondents had obtained a job in this area, as shown in graph 1.

Graph 1 – Female graduates who got a job after finishing the course



Source: Own authorship, 2021.

According to the graph above, the number of women who did not get a job after finishing the course was greater than the number of women who were employed, which represent, respectively, 53% (16 women) and 47% (14 women) of the sample.

From this first question, there were three new questions related to finding a job: two aimed at women who got a job and one at women who did not get a job.

Therefore, table 6 presents the result regarding the first question aimed exclusively at women who got a job, which sought to know how long it took them to become employed.

Table 6 – Time it took female graduates to get a job after finishing the course

How long did it take you to find an em- price after finishing the course?	Qty.	%
I was already working before starting the course	02	14%
Got a job while studying	01	07%
0 to 1 month	03	22%
1 to 3 months	01	07%
3 to 6 months	03	22%
6 to 9 months	01	07%
9 to 12 months	00	00%
1 year	01	07%
2 years	02	14%
Total	14	100%

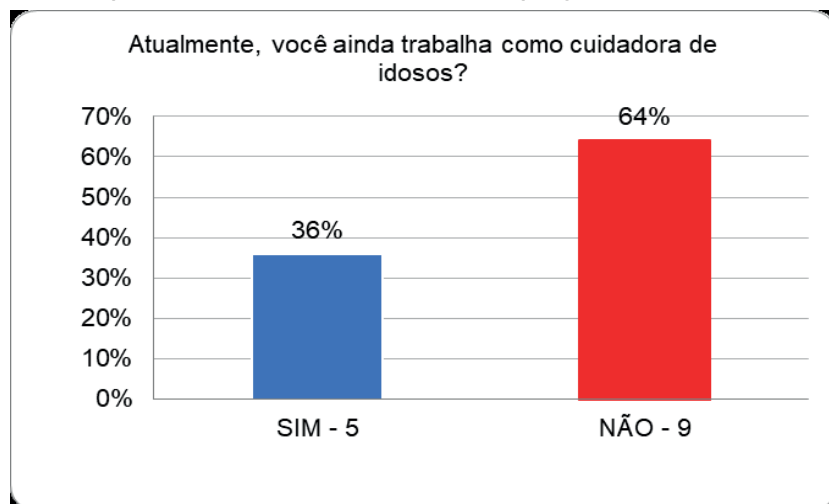
Source: Own authorship, 2021.

As shown in table 8, among the women who got a job, the majority were employed after a maximum of 6 months after finishing the course, representing 58% of the sample (08 women). Two (14% of sample) said they were already working in the area before starting the course and two (14% of the sample) only got a job 2 years after finishing the course.

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The second question aimed exclusively at women who got a job after finishing the course sought to find out if they were still employed. The responses were presented in graph 2.

Graph 2 – Women who were employed at the time of the interview



Source: Own authorship, 2021.

As shown in graph 2, at the time of the interview, 36% of the women (05 women) who got a job after finishing the course were still employed. On the other hand, 64% of the women (09 women) interviewed were not working for some reasons, as shown in table 7.

Table 7 – Reasons for women not being employed at the time of the interview

Reasons why women are not working as caregivers elderly donor.	Qty.	%
Working as a Nursing Technician	01	11%
It stopped due to the pandemic	02	22%
Stopped to work on Dengue prevention	01	11%
Stopped to participate in the electoral process	01	11%
She was laid off and did not return due to the pandemic	04	45%
Total	09	100%

Source: Own authorship, 2021.

It is noted that 6 women (67% of the sample) mentioned the COVID-19 pandemic as a reason for no longer being employed. The remaining women, 33% of the sample, decided to stop working as caregivers for the elderly to pursue other projects. One woman started working as a nursing technician, another participated in the city hall project to prevent dengue fever and another participated in the electoral process as a candidate for councilor.

Table 8 presents the answers given by the 16 women interviewed who were unable to find a job after finishing the course. This question sought to find out why these women were unable to get a job in the area of the training course undertaken.

Table 8 – Reason why women did not get a job after finishing the course

What was the main reason for not getting a job as a carer? elderly?	Qty.	%
He didn't even look for a job, as he took the course to take care of family members.	02	12.5%
She did not look for a job, as she did not feel confident doing the job.	01	6.25%
She gave up looking for a job, as she just wanted to be a companion and not a caregiver	01	6.25%
He believes that he was unable to get a job because he was from another city and this was a job that required a referral.	01	6.25%

He believes he was unable to get a job because this is a very competitive area.	01	6.25%
He believes he couldn't get a job because he was already working in the cleaning sector.	01	6.25%
He believes that he was unable to get a job due to the advantage that Nursing Technicians have in filling vacancies.	01	6.25%
He believes he was unable to find a job due to the pandemic.	06	37.5%
He believes he couldn't get a job because he didn't have experience.	01	6.25%
He believes he couldn't get a job because of his age.	01	6.25%
Total	16	100%

Source: Own authorship, 2021.

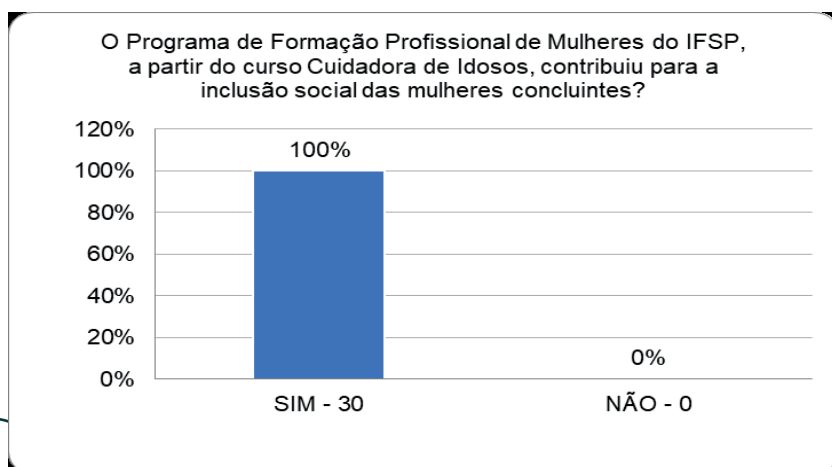
As shown in table 8, there were different reasons why women did not get a job after finishing the Elderly Caregiver course.

Among them, it is worth highlighting that 03 women did not end up looking for a job, as they took the course for family reasons or did not feel confident in carrying out the work. Furthermore, one of the women who was unable to be employed said that she gave up looking for a job because the role was not exactly what she expected. In this way, 25% of women (04 women) did not get a job because they had not looked for it or had given up trying to do so.

It is also worth highlighting the fact that 37.5% of these women (06 women) mentioned the COVID-19 pandemic as a factor in why they did not get a job, and it is worth noting that of the 14 women who got a job after finishing the course, 05 were graduated in 2017, 05 in 2018 and 04 in 2019, representing, respectively, 57, 50 and 23% of the women surveyed who graduated in each year. It can be noted, therefore, that the number of women who graduated in 2019, that is, shortly before the start of the pandemic, and who found employment, was proportionally the lowest. Therefore, the interference of the pandemic in gaining employment and also in the retention of these women in employment is clear, as shown in table 16.

The second question asked to the 30 interviewees sought to know whether the IFSP Women's Professional Training Program, based on the Elderly Caregiver course, contributed to the social inclusion of women who completed it, as shown in graph 3.

Graph 3 – Contribution of the IFSP Women's Training Program to the social inclusion of graduating women



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Source: Own authorship, 2021.

It was observed that 100% of those interviewed agreed that the Elderly Caregiver course contributed to their social inclusion. Table 1 presents some testimonies from the women interviewed about the contribution of the IFSP Women's Training Program to their social inclusion.

Table 1 – Testimonials from the women interviewed about the contribution of the IFSP Women's Training Program to their social inclusion

TESTIMONIALS FROM THE WOMEN INTERVIEWED
"Having a certificate is very important for your job search."
"Women have acquired more knowledge."
"The women got jobs."
"It brought independence and autonomy to women."
"Women learned about their rights."
"It helped women continue their studies."
"Women were able to take better care of their families."
"Women were able to take better care of their own health."
"Women began to value themselves more and their self-esteem increased."
"It made women recover their most human side."

Source: Own authorship, 2021.

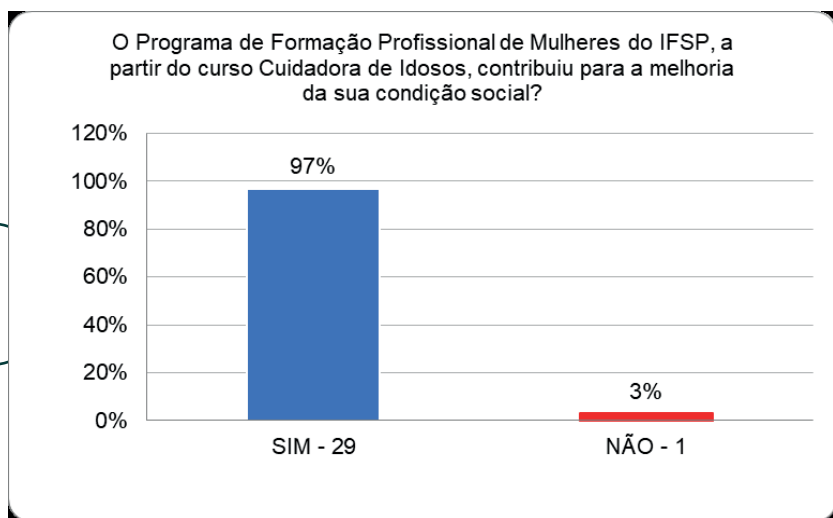
According to table 1, the IFSP Women's Professional Training Program promoted the social inclusion of women for several reasons, among them the achievement of a certificate, a job, independence and autonomy, in addition to the appreciation of these women and the increasing their self-esteem. There are also reasons for women to perceive themselves as more socially included, the fact that they have acquired more knowledge, become aware of their rights and have continued their studies.

Tavares and Araujo (2018), when referring to the Mulheres Mil Program, a professional training program for women developed by the Ministry of Education – MEC, say that this program positively interferes in the lives of the women who participate in it. In addition to the new possibility of employment based on the training acquired, these women become masters of their own history, meaning that:

Empowerment, autonomy, high self-esteem are common factors that stand out in the Program's studies. And these factors, in themselves, would perhaps be enough to improve their lives, as they can be the starting point, so that they feel motivated to move forward in search of a more consistent qualification, if they so desire. (TAVARES E ARAUJO, 2018, p. 8).

The third question sought to know whether the IFSP Women's Professional Training Program, based on the Elderly Caregiver course, contributed to improving the social condition of the 30 women interviewed, as shown in graph 4.

Graph 4 – Perception of women interviewed about the improvement of their social condition after completing the Elderly Caregiver course



Source: Own authorship, 2021.

As shown in graph 4, only 01 interviewee (03%) said they had no improvement in their social condition, after finishing the Elderly Caregiver course, while 29 interviewees (97%) stated that their social condition improved after taking the Elderly Caregiver course. Table 2 presents some statements from the interviews.

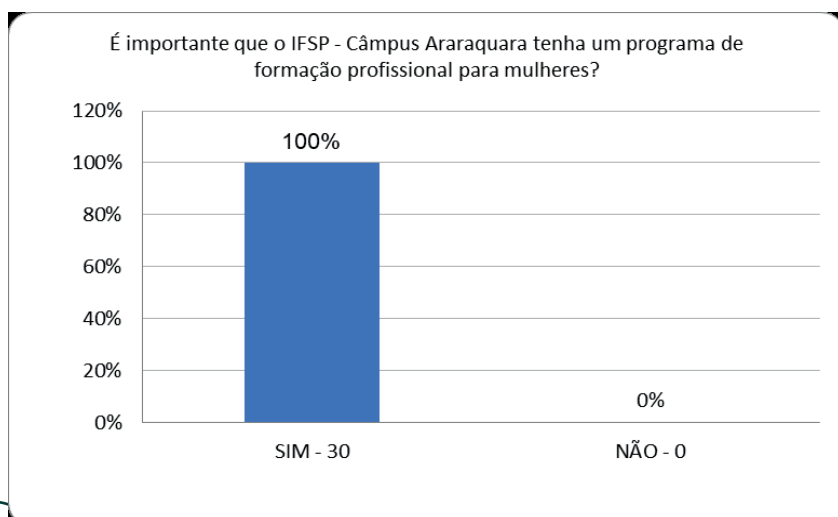
Table 2 – Testimonials from the women interviewed about the improvement of their social condition after taking the Elderly Caregiver course

TESTIMONIALS FROM THE WOMEN INTERVIEWED
"I got a job."
"I felt more independent."
"Having a certificate helps a lot when searching for a job."
"I felt more valued."
"My self-esteem has improved."
"It helped women continue their studies."
"I started taking better care of myself."
"There has been an improvement in my income."
"It encouraged me to continue studying."
"I gained more knowledge."
"With the new income I was able to hire someone to take care of my son."

Source: Own authorship, 2021.

The fourth question asked to the women interviewed sought to know whether they believed the IFSP was important – Araraquara Campus has a professional training program for women, as shown in graph 5.

Graph 5 – Importance of the IFSP – Araraquara Campus having a professional training program for women



Source: Own authorship, 2021.

As the graph above shows, all the women interviewed understand that it is important that the IFSP – Câmpus Araraquara has a professional training program for women, the IFSP Women's Professional Training Program - Câmpus Araraquara. Table 3 presents some statements from the interviews.

Table 3 – Statements from the women interviewed about the importance of the IFSP – Câmpus Araraquara having a professional training program for women

TESTIMONIALS FROM THE WOMEN INTERVIEWED
"Because the IFSP is a reputable place and would greatly help women who are looking for a job."
"It is a program that helps women both in their job search and psychologically."
"It is essential to have free courses for the low-income population."
"Because with this program, women know their rights."
"Because with this program, women start to value themselves more."
"It is very difficult for women to find a job."
"Because with this program, women improve their self-esteem."
"A program like this makes it easier for women to participate in training courses."
"A program like this allows women to gain independence."
"A program like this helps women take better care of themselves."
"Because there is a lot of inequality between men and women."

Source: Own authorship, 2021.

Based on the testimonies of the interviewed women presented in table 3, different reasons why they understand that it is important for the IFSP – Câmpus Araraquara to have a professional training program for women, namely: contributing to equality between men and women; contribute to independence and improved self-esteem for women; contribute to women's job search, etc.

FINAL CONSIDERATIONS

This article shows the importance of professional training courses for integrating people into the world of work. When we talk about specific professional training courses for women, they become even more important, due to the entire historical context of discrimination and devaluation that this social group has suffered and still suffers today.

The professionalization of unemployed women is fundamental for their (re)insertion into the job market, while for employed women it is a way of achieving a better position in this market, enabling these women to have a better quality of life, often leaving of a situation of social vulnerability, which is the case for many of them.

The data collected reveals that the women who graduated from the IFSP – Câmpus Araraquara agreed that the Saber Cuidar Project - citizenship training for autonomy and income generation for women (Elderly Caregiver Course) was and is important for the insertion of graduates into the world of work and to improve your con-social diction.

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Furthermore, it appears that the women interviewed believe it is extremely important that the IFSP – Câmpus Araraquara has its own professional training program for women.

Therefore, a specific social program for women in situations of social vulnerability, as is the case with the Thousand Women Program and the IFSP Women's Professional Training Program, is extremely relevant, since, in addition to the insertion of these women into the world of work, the program enables the social inclusion of this disadvantaged group, the transforming them into autonomous citizens, aware of their rights and potential, in addition to increasing the self-esteem and appreciation of these women.



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