

REVISTA

DIÁLOGO EDUCACIONAL

periodicos.pucpr.br/dialogoeducacional


PUCPRESS

Historical-Critical Pedagogy and Federal Institutes: foundations and disputes in Integrated Secondary Education

Pedagogia Histórico-Crítica e Institutos Federais: fundamentos e disputas no Ensino Médio Integrado

Pedagogía Histórico-Crítica y Institutos Federales: fundamentos y disputas en la Educación Media Integrada

Priscila Freitas de Souza ^[a] 

Januária, PR, Brasil

Universidade Federal do Espírito Santo (Ufes)

Maria Amélia Dalvi ^[b] 

Vitória, ES, Brasil

Universidade Federal do Espírito Santo (Ufes)

How to cite: SOUZA, P. F. de; DALVI, M. A. Pedagogia Histórico-Crítica e Institutos Federais: fundamentos e disputas no Ensino Médio Integrado. *Revista Diálogo Educacional*, Curitiba, PUCPRESS, v. 26, n. 88, p. 455-471, jan./mar. 2026. <https://doi.org/10.7213/1981-416X.26.088.DS17EN>

Abstract

The New High School reform reconfigured the Brazilian educational landscape, intensifying theoretical and political disputes regarding the social function of public schools and the aims of schooling. In this context, the Federal Institutes (IFs) seek to stand out as spaces of resistance by upholding Integrated High School as an educational policy aimed at comprehensive human formation, in opposition to principles, paradigms, and theoretical frameworks aligned with the neoliberal context that sustains individualism and market-driven logic. This article aims to analyze the influence of Historical-Critical Pedagogy (HCP) on theoretical formulations and educational practices developed within the IFs between 2021 and 2025. To this end, an analytical-interpretative theoretical-bibliographic review was conducted, grounded in historical-dialectical materialism, encompassing fifty

^[a] Doutoranda em Educação, e-mail: priscila.souza@ifnmg.edu.br

^[b] Doutora em Educação, e-mail: maria.dalvi@ufes.br

academic works from the period. The results indicate that HCP constitutes a central theoretical-pedagogical framework in consolidating integrated curricular proposals, reaffirming work as an educational principle, the importance of teacher mediation, scientific, artistic, and philosophical knowledge as core elements, and the school as a privileged space for the development of critical consciousness. It is concluded that the appropriation of HCP within the IFs, although permeated by contradictions, challenges, and tensions, contributes to advancing an educational project oriented toward human emancipation and the defense of public education as a social good and universal right.

Keywords: Critical education. Federal Institutes. Historical-Critical Pedagogy. Human development. Integrated curriculum.

Resumo

O Novo Ensino Médio reconfigurou o cenário educacional brasileiro, acirrando disputas teórico-políticas sobre a função social da escola pública e os objetivos da formação escolar. Nesse contexto, os Institutos Federais (IFs) buscam se destacar como espaços de resistência ao sustentarem o Ensino Médio Integrado como política formativa que visa à formação humana integral, em oposição aos princípios, paradigmas, teorizações em sintonia com o contexto neoliberal que sustenta o individualismo e a lógica mercadológica. Este artigo busca analisar a influência da Pedagogia histórico-crítica (PHC) em formulações teóricas e práticas educativas desenvolvidas nos IFs entre 2021 e 2025. Para tanto, desenvolve-se uma revisão teórico-bibliográfica analítico-interpretativa, com base no materialismo histórico-dialético, envolvendo cinquenta produções acadêmicas do período. Os resultados indicam que a PHC constitui referencial teórico-pedagógico central na consolidação de propostas curriculares integradas, ao reafirmar o trabalho como princípio educativo, a importância da mediação docente, o conhecimento científico, artístico e filosófico como nuclear e a escola como espaço privilegiado de elevação da consciência crítica. Conclui-se que a apropriação da PHC nos IFs, embora permeada por contradições, desafios e tensões, contribui para a disputa de um projeto educativo orientado à emancipação humana e à defesa da escola pública como bem social e direito universal.

Palavras-chave: Currículo integrado. Educação profissional e tecnológica. Formação humana integral. Institutos Federais. Pedagogia Histórico-Crítica.

Resumen

La Nueva Enseñanza Media reconfiguró el escenario educativo brasileño, intensificando disputas teórico-políticas sobre la función social de la escuela pública y los objetivos de la formación escolar. En este contexto, los Institutos Federales (IFs) buscan destacarse como espacios de resistencia al sostener la Enseñanza Media Integrada como política formativa orientada a la formación humana integral, en oposición a principios, paradigmas y teorizaciones en sintonía con el contexto neoliberal que sustenta el individualismo y la lógica mercantil. Este artículo tiene como objetivo analizar la influencia de la Pedagogía Histórico-Crítica (PHC) en formulaciones teóricas y prácticas educativas desarrolladas en los IFs entre 2021 y 2025. Para ello, se desarrolla una revisión teórico-bibliográfica analítico-interpretativa, basada en el materialismo histórico-dialéctico, que abarca cincuenta producciones académicas del período. Los resultados indican que la PHC constituye un referente teórico-pedagógico central en la consolidación de propuestas curriculares integradas, al reafirmar el trabajo como principio educativo, la importancia de la mediación docente, el conocimiento científico, artístico y filosófico como núcleo, y la escuela como espacio privilegiado de elevación de la conciencia crítica. Se concluye que la apropiación de la PHC en los IFs, aunque atravesada por contradicciones, desafíos y tensiones, contribuye a la disputa por un proyecto educativo orientado a la emancipación humana y a la defensa de la escuela pública como bien social y derecho universal.

Palabras clave: Currículo integrado. Desarrollo humano integral. Educación profesional y tecnológica. Institutos Federales. Pedagogía Histórico-Crítica.

Introduction

The creation of the Federal Institutes of Education, Science, and Technology (FIs) by Law No. 11,892/2008 constituted a milestone in Brazilian educational policy by establishing a federal public network of technical and vocational education and training guided by the coordination between education, research, and outreach, committed toward comprehensive student development and democratized access to scientific knowledge. However, recent decades have seen this educational project affected by neoliberal educational reforms, which reinforce the logic of competencies, curricular flexibility, and education subordinated to immediate demands of the labor market, thereby weakening the principle of upholding omnilateral education.

In this context, Historical-Critical Pedagogy (HCP)—initially formulated by Dermeval Saviani and further developed by Newton Duarte and other Marxist authors, but still in full development—arises as a relevant theoretical-methodological framework for understanding and addressing the contemporary challenges of technical and vocational education and training (TVET). This perspective affirms work as an educational principle, the importance of teacher mediation, scientific, artistic, and philosophical knowledge as core, and school as an favorable space for raising critical awareness, contrasting with hegemonic pedagogies.

Therefore, this study adopts the integrative specialized literature review method to analyze how HCP has been mobilized in FI-related academic studies and practices from 2021 to 2025¹. We addressed the following research question: In what ways and with what implications has HCP contributed to the Federal Institutes' educational project?²

The methodology comprised a systematic search in national databases and repositories (BDTD/IBICT, Capes Periodicals, SciELO, Google Scholar, and FI institutional archives), strictly following the PRISMA protocol, applying inclusion and exclusion criteria. This process resulted in the selection of 50 academic productions—including theses, dissertations, scientific articles, chapters, and educational products—that explicitly address HCP in the context of TVET or FIs. The procedures will be detailed in Section 3. “Review methodology.”

The analysis was conducted in three stages—exploratory reading, thematic classification, and interpretive synthesis—interrelating the findings with the theoretical categories of Dermeval Saviani, Newton Duarte, and João Luiz Gasparin.

The selected works were analyzed as to their theoretical foundations, methodological approaches, recurring themes, and contributions to the pedagogical practice and political-educational debate of the federal network.

2. Theoretical Foundations: Historical-Critical Pedagogy and Workers' Education

Historical-Critical Pedagogy, initially formulated by Dermeval Saviani in the 1980s, is part of the broad and internally diverse Marxist tradition of education analysis. According to Saviani (2013, p. 65, our translation): “Education is the act of producing, directly and intentionally, in each singular individual, the humanity that is historically produced by the collective of men.” From this perspective, school knowledge is not seen as a mere instrument of adaptation, but as fundamental mediation for the critical appropriation of culture and the transformation of social reality.

¹ Note that 2021 was defined as the starting point for the bibliographic survey period because in this year high school networks and schools were organizing for the implementation of the then New High School (also known as the High School counter-reform), given that Law 13,415/2017 came into force immediately after its sanction, but a five-year deadline (starting from 2017) was set for education networks to adapt. Thus, considering that as of 2022 the changes became mandatory, 2021 had intense intellectual production in relation to this stage of education. The final point is set for 2025 for two reasons: the first is that, in 2024, new legislation (Law No. 14,945/2024) was sanctioned, promoting adjustments and a “mini-reform” in the High School guidelines, with expected new changes starting in 2025; and the second reason is that it is the time the *corpus* was constituted, making this survey current.

² Part of the textual revision and adaptation to standards followed AI tool-assisted (Perplexity) suggestions, under curation and validation of the authors, who were fully responsible for the arguments and conceptual accuracy of the content.

Newton Duarte (2016) further develops this concept by arguing that school should enable students to ascend from common sense to philosophical awareness, through systematic access to the scientific, artistic, and philosophical knowledge produced by humanity. This Gramscian-inspired central idea is interrelated with the notion of omnilateral education, which comprises the development of all human dimensions—intellectual, moral, aesthetic, technical, and political—in opposition to the unilateral education imposed by the capitalist division of labor.

In the field of Technical and vocational education and training, the dialogue between Historical-Critical Pedagogy and Marxist thought has consolidated through authors such as Duarte (2021), Saviani (2019), Moura (2018), Nosella (2017), Ramos (2014), Ciavatta (2012), Frigotto (2010), and Pistrak (2000), who uphold omnilateral education, work as an educational principle, and the unitary school, which are essential foundations for building integrated curricula in Federal Institutes.

According to Duarte (2021, p. 23, our translation), vocational education from the HCP perspective “should not train technicians who adapt, but workers who are critically aware of the totality of the productive process and the contradictions that constitute it.” This perspective is adopted by recent studies on the presence of HCP in FIs, especially after the consolidation of the New High School (2017–2022) and the criticisms of the Integrated High School (EMI) [integrating regular classes with vocational education] counter-reform, which showed the clash between antagonistic educational conceptions.

3. Review methodology

The present research conducts an analytical-interpretive theoretical-bibliographic review and adopts, as a procedure, an integrative literature review, a method that enables critically gathering, examining, and synthesizing theoretical and empirical evidence on a given phenomenon, building a comprehensive and systematized overview of the knowledge produced (Whittemore; Knafl, 2005; Botelho; Cunha; Macedo, 2011). This approach is especially relevant for identifying conceptual advances, research gaps, and emerging trends, with the contributions of Historical-Critical Pedagogy (HCP) within the scope of research concerning the Federal Institutes of Education, Science, and Technology (FIs) as its object.

The entire process is inspired by dialectics as logic and theory of knowledge, which implies understanding academic production in its multiple determinations, its historicity, contradictions, and mediations, situating it in the broader context of socio-political-economic-cultural antagonisms that manifest, among others, as theoretical-pedagogical disputes present in Technical and vocational education and training.

3.1 Search and selection procedures: PRISMA protocol³

To ensure transparency and replicability, the search and selection procedures strictly followed the PRISMA protocol. Figure 1 illustrates the complete flow of the four phases: identification, screening, eligibility, and inclusion of studies.

Phase 1 included the identification, in which the search string was developed to encompass the central concepts “Historical-Critical Pedagogy” and “Federal Institutes/Vocational Education,” with their synonyms and variations. The search was conducted between October 15 and 20, 2025 and covers the period from 2021 to 2025 to cover the most recent and consolidated production.

For database search, we used a string structured with Boolean operators, combining descriptors in Portuguese and English: (“Pedagogia histórico-crítica” OR “Historical-Critical Pedagogy”) AND (“Institutos Federais” OR “Federal

³ This study followed guidelines adapted from the PRISMA protocol, under the specificities of the analytical-interpretive review in education. Although it does not constitute a systematic review *stricto sensu*, traceability, screening, eligibility, and transparency procedures were adopted in the source selection process.

Institutes” OR “Educação Profissional e Tecnológica”). This strategy provided the identification of publications directly related to the object of investigation, ensuring comprehensiveness and accuracy in the collection.

This string was adapted to the specific syntax of each database consulted:

- BDTD/IBICT: Search for terms in the “Abstract” and “Keywords” fields.
- Capes Periodicals: Advanced search with the same descriptors.
- SciELO Brazil: The above *string* was used in the default search field.
- Google Scholar: Search for keywords in quotes, limited to the first 200 results by relevance.
- Institutional Repositories (Federal Institutes and Universities): Search for main terms in the metadata field.

Phase 2 included the screening, in which all records were consolidated into a single spreadsheet in the Zotero *software* for duplicate removal. Next, we applied the inclusion and exclusion criteria based on the reading of titles and abstracts.

There were three inclusion criteria: IC1: Academic works (articles, theses, dissertations, etc.) published in 2021–2025; IC2: Explicit focus on Historical-Critical Pedagogy as a theoretical or methodological framework; IC3: Research or application context located in the Federal Institutes of Education, Science, and Technology.

There were four exclusion criteria: EC1: Productions that only mention HCP peripherally; EC2: Duplicate works; EC3: Non-academic materials or those of a merely descriptive/institutional nature; EC4: Full text unavailable online.

Phase 3 addressed eligibility, with full texts of potentially relevant studies retrieved and submitted to an assessment of compliance with pre-established criteria: clear mention of HCP and direct relation to TVET/FIs.

Finally, Phase 4 had the inclusion of studies that met all criteria after full reading, which comprised the final *corpus* of the review.

Table 1- PRISMA steps applied

Stage	Description	Number
Records identified in databases	BDTD, SciELO, Capes, FI Repositories	372
Records identified in other sources	Google Scholar, academic networks	114
INITIAL TOTAL		486
Records after duplicate removal	Automatic removal + manual check	412
Records screened by title and abstract	Thematic adherence criteria	159
Texts read in full	Inclusion/exclusion criteria applied	78
Studies excluded after full reading	HCP mentioned without adoption; non-TVET/FI studies	28
STUDIES INCLUDED IN THE FINAL SYNTHESIS	Approved <i>corpus</i>	50

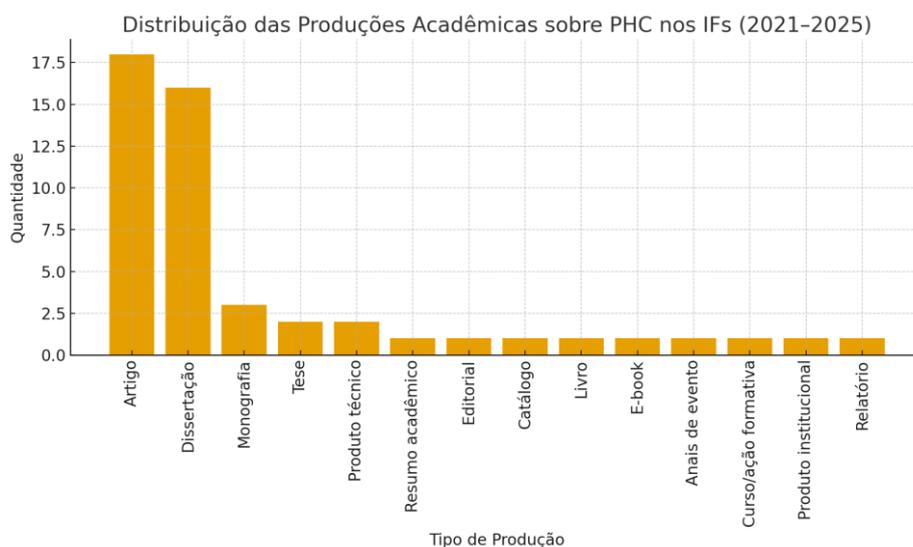
Source: Prepared by the authors. ⁴

3.2 Corpus and data organization

After screening, the final *corpus* comprised 50 academic works, distributed as follows:

⁴ AI-assisted visual organization (ChatGPT), with full validation by the authors.

Figure 1 – Graph with the types of productions analyzed



Source: Prepared by the authors (2025).⁵

Regarding institutional distribution, it was found that the Federal Institutes concentrate more than half of the research (56%), especially the Federal Institute of Education, Science and Technology of São Paulo (IFSP), the Federal Institute of Education, Science and Technology of Santa Catarina (IFSC), the Federal Institute of Education, Science and Technology of Paraná (IFPR), and the Federal Institute of Education, Science and Technology of Northern Minas Gerais (IFNMG). The other productions are from federal and state universities, especially the Paulista State University (UNESP), Federal University of São Carlos (UFSCar), Federal University of Minas Gerais (UFMG), and Federal University of Paraná (UFPR), which have consolidated Historical-Critical Pedagogy research groups.

Although 50 studies were surveyed, the text discusses those whose theoretical-critical density and adherence to historical-critical categories contribute the most to understanding the challenges and possibilities of linguistic and literary education in ISE. The complete analytical table is presented in the Appendix.

3.3 Analysis strategy

Data analysis had three stages: I- exploratory reading and identification of keywords and research objectives; II- thematic classification, grouping the studies into four axes (teacher training and pedagogical practice; integrated curriculum and foundations of educational work; management, policy, and institutional resistance; didactic experiences and teaching materials based on HCP); III- interpretive synthesis, interrelation of the categories found with the frameworks of Saviani (2013), Duarte (2016, 2021), and Gasparin (2009)⁶, as shown in the following table:

Table 2 – Analytical categories of the review on Historical-Critical Pedagogy in Federal Institutes (2021–2025)

Category	Conceptual description	Observable elements	Analysis indicators
Ontological and Epistemological Foundations	Philosophical and theoretical principles that support HCP, coordinating the human being,	Centrality of scientific knowledge; criticism of spontaneity and competency-	Foundation on Saviani and Duarte; conception of comprehensive human development; understanding of school

⁵ Graph created with the support of an artificial intelligence tool (ChatGPT – OpenAI), based on data previously organized and validated by the authors.

⁶ Although there are discussions (Galvão, Lavoura, and Martins, 2019; Marsiglia, Martins, and Lavoura, 2019) regarding the impertinence of Gasparin (2009) appropriating the methodological proposals of critical-historical pedagogy, due to wide dissemination, the author is considered as central in this work for the interpretive synthesis.

Category	Conceptual description	Observable elements	Analysis indicators
	work, knowledge, and education from a Marxist perspective.	based pedagogy; advocacy of teacher mediation.	as mediation; explicit use of historical-dialectical materialism.
Curriculum and Organization of Pedagogical Work	HCP-based curricular structure and didactic-methodological practices.	Adoption of the HCP method; theory-practice integration; critical interdisciplinarity; curricular fragmentation.	Application of the “five steps” of HCP ⁷ ; systematized didactic planning; critical analysis of the BNCC* and academic itineraries.
Teacher Training and Professional Development	Educational processes and pedagogical mediations guided by HCP.	Critical initial and continuing education; reflective practices ⁸ ; theory-practice articulation.	HCP-based educational procedures; active teacher mediation; critical reflection ⁹ on pedagogical practices.
Work, Science, Culture and Technology	Relation between human labor, scientific knowledge, culture, and technology in comprehensive education.	Work as an educational principle; science–culture–work articulation; criticism of technicism and productivism.	Analyses that connect science, technology, and culture; critical approach to technology; emphasis on omnilaterality.
Educational Policy and Training Project of FIs	Ideological and political disputes over the role of FIs and TVET.	Criticism of neoliberal reforms; advocacy of unitary school; analysis of the TVET legal framework.	Discussion of Law 11.892/2008; advocacy of public, critical, and emancipatory TVET; problematization of policies such as BNCC and NEM.

Note: * Brazilian National Common Curricular Base.

Source: Prepared by the authors (2025).¹⁰

Therefore, the adopted methodology sought not only to survey the frequency of themes but also to understand the theoretical-political movement that expresses the permanence and renewal of HCP within FIs.

4. Overview of academic production (2021–2025)

The survey shows a significantly increasing presence of HCP in researches on FIs starting in 2021, due to coinciding with two conjunctural factors: the consolidation of criticisms of the New High School (NEM) and its repercussions on Integrated High School (ISE), and the expansion of debates on comprehensive human development and integrated curriculum, driven by research groups associated with the Federal Network and the WG 9 of the ANPED, Work and Education¹¹.

In general, the recent production reaffirms the centrality of the following themes:

- i. *Teacher training and scientific knowledge mediation*: the studies emphasize the need to reconfigure initial and continuing education programs in the FIs, with HCP as the philosophical and methodological foundation. The contributions of Duarte (2016) and Saviani (2013) in overcoming the pedagogies of “learning to learn” are noted;
- ii. *Integrated curriculum and work as an educational principle*: the researches analyze political-pedagogical projects and interdisciplinary practices in integrated technical courses, indicating HCP as a theoretical basis for integrating science, culture, and work;

⁷ It concerns noise in the theoretical development of the historical-critical pedagogical method, within the scope of general didactics, and its dissemination, as can be observed by considering Gasparin (2009); Galvão, Lavoura, and Martins (2019); Marsiglia, Martins, and Lavoura (2019). In terms of the didactics of specific courses, the meta-analyses by Almeida (2021) and Almeida and Dalvi (2024) address the (im)pertinence in the appropriation of the historical-critical pedagogical method within the scope of research developed in *stricto-sensu* graduate programs on the teaching of literature that declared the use of historical-critical pedagogy and, thus, historical-critical didactics.

⁸ Here, it is important to differentiate reflective practices from the reflective teacher theory, as discussed by Barbosa and Fernandes (2018).

⁹ See previous note.

¹⁰ This table was systematized and formatted with the support of an artificial intelligence tool (ChatGPT – OpenAI), based on data, criteria, and categories defined by the author. All content was checked, reviewed, and validated manually, ensuring methodological accuracy and theoretical-scientific adherence.

¹¹ Working Group of the National Association for Graduate Education and Research in Education.

- iii. *Political dimension: resistance, dispute, and counter-reform*: several works discuss HCP as an instrument of resistance to the emptying of the curriculum and the commodification of vocational education;
- iv. *Reports of practices based on the historical-critical methodology*: some studies describe concrete practices inspired by the HCP, such as the development of didactic sequences, integrating projects, and critical teaching methodologies.

5. Critical analysis and discussion of results

The analysis of the *corpus* shows the consolidation of HCP as a relevant and growing theoretical-pedagogical and political framework in the FIs, constituting a counter-hegemonic perspective against the competency-based pedagogies and management- and market-focused rationalities. In a context permeated with educational reforms that tend toward the flexibility and adaptation of training to immediate market demands, HCP reaffirms the centrality of elaborated knowledge (scientific, artistic, and philosophical), of work as an educational principle, and of comprehensive human development.

The literature indicates that HCP has guided educational processes and teaching practices that understand the school as a mediation between scientific knowledge and social reality. Cesário (2021), when analyzing teacher training programs at IFG, notes that the historical-critical perspective requires “the understanding of social determinants and the appropriation of knowledge as an instrument of emancipation” (p. 45, our translation). In dialogue with this conception, Silva (2023) demonstrates that, in Mathematics education, the five-step method favors the transition “from immediate experience to conceptual elaboration,” reinforcing the active role of teaching (p. 60, our translation).

This advocacy of unitary school and the centrality of knowledge is also evident in Martini (2024, p. 77, our translation), when warning that HCP offers foundations to resist “the intellectual emptying of education and the *flexibilizing* demands of capital.” In Campos and Caliarí (2024, p. 102, our translation), it is found that the application of HCP in teaching practice enables “overcoming disciplinary fragmentation through theoretical synthesis and systematized intellectual work.”

Research such as that of Nunes (2023), within the scope of Rural Education, show the potential of HCP to articulate culture and universality, to avoid both localism and decontextualized abstraction (p. 112). Similarly, Motta (2024) reinforces the upholding of omnilateral education and underlines that vocational education should not be restricted to operational training, but should integrate “science, philosophy, art, and work” (p. 73, our translation).

Furthermore, works such as that of Assis and Queiroz (2024, p. 41, our translation) reinforce the criticism of pedagogical pragmatism by noting that the adoption of HCP “implies recovering the primacy of objective knowledge as the basis for intellectual autonomy.” This orientation is consistent with the Capes Report (2025, p. 14, our translation), which notes “advances in the incorporation of critical frameworks in the FIs, although still in dispute with neoliberal and managerial logics”.

It should be noted that one of the main limitations observed relates to the concentration of HCP research and practices in the South and Southeast regions of Brazil, with reduced coverage in the North and Northeast FIs. This regionalization hinders the generalization of results and the understanding of the cultural, social, and economic specificities that characterize these regions, where particular challenges may require specific curricular and pedagogical adaptations (Saviani, 2019).

5.1 Teacher training and scientific knowledge mediation

The literature shows that teacher training constitutes a structuring dimension for the effective implementation of HCP in Federal Institutes. In the analyzed works, there is consensus that teaching from a historical-critical perspective requires much more than technical-operational mastery: it requires solid theoretical education, understanding of the

socio-historical determinants that inform educational practice, and the ability to guide the pedagogical process based on emancipatory educational objectives (Cesário, 2021).

Accordingly, Saviani (2013, p. 73, our translation) emphasizes that “teaching is a political act,” and that teachers are responsible for undertaking an active role in the mediation between scientific culture and social reality. Duarte (2016, p. 51, our translation) complements this understanding by affirming that educators, by mastering theoretical and philosophical knowledge, “enables students to overcome naive awareness, promoting the development of higher forms of awareness.” Therefore, this presupposes the understanding of FI teachers as organic intellectuals, capable of intentionally orienting the teaching toward humanizing purposes.

The analyzed studies show teacher enhancement initiatives that coordinate systematic theoretical study, didactic planning, and socialization of practices, which indicates institutional movements to consolidate HCP as a framework (Cesário, 2021; Martini, 2024). However, they also found structural obstacles, such as: curricular fragmentation, intensification of teaching work, lack of institutional time for collective study and planning, and lack of permanent policies to support critical-Marxist education centers.

Thus, the data suggest that, despite significant advances, the consolidation of HCP as the basis for teacher training still depends on the institutionalization of study-planning-reflection collectives, on policies for valuing teaching work, and on mechanisms that ensure protected pedagogical time for study and research, understood as essential professional development dimensions for critical educational practice.

5.2 Integrated curriculum and work as an educational principle

The second axis highlights convergence regarding the centrality of the integrated curriculum as the foundation of the training offered by FIs. The studies situate this principle within the Marxist tradition of unitary school (Saviani, 2007) and reaffirm that work, understood as foundational human activity, constitutes an ontological basis for curricular organization, overcoming dichotomies between general and technical education.

In this context, the “five-step” HCP methodology proposed by Gasparin (2009)—despite the contradictions and limitations pointed out in the studies of Galvão, Lavoura, and Martins (2019); Marsiglia, Martins, and Lavoura (2019); Almeida (2021); Almeida and Dalvi (2024)—appears as a widely adopted theoretical-methodological mediation, operating the transition from concrete experience to conceptual elaboration. Empirical research in areas such as Mathematics, Humanities, and Professional Education demonstrates that such didactic structure promotes greater synthesis capacity and deep conceptual apprehension (Silva, 2023; Campos; Caliar, 2024), favoring cultural elevation and overcoming the instrumental approach to knowledge.

On the other hand, disputes have been sparked by recent curricular policies, especially the BNCC and the New High School, whose theoretical principles are aligned with the competency-based pedagogy, leading to fragmentation of knowledge and theoretical emptying (Martini, 2024). In this sense, studies note the HCP-based integrated curriculum as a strategy for resistance and reaffirmation of the commitment of FIs to omnilateral human development (Duarte, 2021).

In summary, the analyzed material converges on the understanding that an integrated curriculum, when based on HCP, constitutes a real possibility of integration between science, work, and culture, provided it is combined with intentional teacher mediation, adequate pedagogical time, and strong theoretical foundation.

5.3 Political dimension: resistance, dispute, and counter-reform

The studies also show that the adoption of HCP in FIs is not limited to the didactic-pedagogical field, as it is situated at the center of a broader political dispute over the project of public education in Brazil. Saviani (2019) interprets recent educational reforms (such as the New High School and changes in Technical and vocational education and training) as part of a counter-reform movement, which seeks to subordinate schools to the immediate demands of the market and reduce the social function of education to the technical adaptation of the workforce.

In this movement, HCP arises as a counter-hegemonic project, which affirms the school's role in the development of critical awareness and the appropriation of universal culture (Tonet, 2012; Nosella, 2017). Authors such as Assis and Queiroz (2024) reinforce that overcoming the competency-based pedagogy implies re-centering objective knowledge in educational practice, breaking the pragmatism that removes from schools the responsibility for intellectual development.

Furthermore, the studies note the existence of academic and political activism practices in the FIs, coordinated with collectives such as the National Forum for Vocational and Technological Education (FNEPT), ANPEd WGs, and critical networks of the Federal Network, indicating that the defense of HCP has implied organic initiatives for mobilization and struggle against the dismantling of public TVET (Capes, 2025).

Thus, the results enable us to affirm that HCP does not operate solely as a pedagogical theory: it acts as a political-educational project of resistance, guiding collective initiatives and claiming education as a social right and an emancipatory social practice.

5.4 Reports of practices based on the historical-critical methodology

The reports of practices identified in the *corpus* indicate a movement of didactic operationalization of HCP in FIs, generally following the logic of the “five steps” (initial social practice, problematization, instrumentalization, catharsis, and final social practice) proposed by Gasparin (2009). There is prevalence of the following pedagogical configurations: didactic sequences guided by socially relevant issues; integrative projects that coordinate components of general education and technical training; and in-service training with directed study of emblematic Critical Pedagogy authors, such as Saviani and Duarte, followed by planning and classroom intervention.

The set of empirical studies shows three prominent patterns. First, teacher mediation appears as a condition for the transition from immediate experience to conceptual elaboration, a recurring finding in research on Mathematics and Science education that models the classroom according to HCP (Silva, 2023; Viana, 2024; Guimarães, 2025). Second, pedagogical work organization by study units and structuring problems tends to reduce disciplinary fragmentation and reinforce theoretical synthesis (Campos; Caliari, 2024). Third, continuing education experiments with guided studies and collective planning favor the assimilation of HCP beyond individual initiatives (Cesário, 2021; Martini, 2024).

Regarding the reported results, the accounts converge on: (i) expansion of students' conceptual vocabulary and better performance in theoretical generalization activities (Silva, 2023; Viana, 2024); (ii) greater capacity to explain technical and social phenomena when scientific knowledge is treated as mediation (Guimarães, 2025); and (iii) strengthening of intellectual autonomy in contexts that articulate work, science, and culture (Motta, 2024; Nunes, 2023). In the areas of Languages and Human Sciences, reports indicate notable gains in argumentation and critical analysis of social practices, provided that conceptual capacity-building is not replaced with purely experiential activities (Campos; Caliari, 2024).

However, there are persistent institutional limits: a) discontinuity of training programs and excessive teacher workload hinder the complete cycle of the “five steps” (Gasparin, 2009); b) curricular pressures derived from the NEM/BNCC affect didactic time and induce abbreviated resumptions of catharsis; c) scarcity of longitudinal assessments prevents measuring the lasting effects of interventions (Martini, 2024; Capes, 2025). These limits reinforce the need for policies that ensure pedagogical time, continuous training with systematic theoretical study, and medium-term monitoring of experiments.

In terms of recommendations, the most consistent reports converge on three fronts: (1) institutionalizing study-planning-intervention collectives based on Saviani, Duarte, and Gasparin (Cesário, 2021; Duarte, 2021); (2) adopting didactic unit matrices that clarify the chaining of the “five steps” and their learning indicators (Silva, 2023; Viana, 2024); and (3) consolidating integrating projects with socially significant issues that coordinate general education

and technical training (Campos; Caliari, 2024; Guimarães, 2025), ensuring processual assessment and formal moments of catharsis.

In summary, the practice reports confirm the educational viability and power of the historical-critical methodology in the daily operation of FIs, provided that it is based on conscious teaching mediations, protected didactic time, and a curricular design that treats knowledge as a means of humanization, conditions that align with the advocacy of integrated curriculum and omnilateral education (Saviani, 2007; 2013; Duarte, 2016; 2021).

6. Interpretive synthesis

The review shows that from 2021 to 2025 the FIs underwent a consolidation in an organic movement of appropriation and deepening of HCP, understood simultaneously as a theory of education, a political-pedagogical project, and a method of practical intervention. Based on the defined analytical categories, it is observed that the studies reaffirm the importance of the ontological and epistemological foundations of HCP as a basis for education founded on objective scientific knowledge, on criticism of spontaneism, and on the materialist understanding of the educational process. Research shows that schools (and, in particular, FIs) are conceived as spaces for cultural elevation and comprehensive human development, where knowledge, work, and culture are dialectically coordinated, consistently with what is upheld by authors such as Saviani (2013), Duarte (2016), and Cesário (2021).

On the axis related to the curriculum and the organization of pedagogical work, the studies indicate that HCP-based educational experiments provide methodological guidelines capable of overcoming fragmented and logicist practices, supporting the integrated curriculum as a mediation between science, technique, and social reality. Empirical evidence shows that students submitted to historical-critical didactic sequences advance in their capacity for conceptual understanding, generalization, and argumentation (Silva, 2023; Viana, 2024; Guimarães, 2025). At the same time, studies denounce that the competency-based pedagogy and the New High School represent concrete threats to the unitary perspective of education, reinforcing the need for theoretical-practical resistance within the scope of TVET.

Regarding teacher training and professional development, the findings indicate that the consistent implementation of HCP depends on the existence of study groups, systematic planning, and institutionalized spaces for theoretical-methodological reflection. Teachers who participated in HCP-based training processes report greater clarity in the mediation of content and in the social role of schools; however, the studies also show structural obstacles, such as intensification of teaching work, lack of institutional time for study, and lack of permanent critical education policies (Cesário, 2021; Martini, 2024).

Regarding the category of work, science, culture, and technology, the studies demonstrate that HCP allows for understanding technology not as a neutral apparatus or mere didactic resource, but as a historical expression of human labor and mediation for humanization. The analyzed practices show that, when science and technology are addressed in their historicity and associated to social relations, students expand their critical capacity to interpret reality and understand the foundations of productive processes (Nunes, 2023; Motta, 2024).

Finally, the category of educational policy and educational project of FIs shows a growing coordination between critical theory and political-pedagogical activism. The analyzed studies interpret recent educational reforms, such as the NEM and curriculum flexibility policies, as counter-reform movements that seek to reduce education to the logic of employability and performance. On the other hand, the works support the FIs as strategic spaces for the affirmation of public, democratic, and socially referenced education, guided by work as an educational principle and by omnilateral education (Saviani, 2019; Assis; Queiroz, 2024; Capes, 2025).

Thus, it can be affirmed that the analyzed production converges in the understanding that the Historical-Critical Pedagogy operates not merely as methodological framework, but as an ontological, epistemological, and praxiological foundation for an educational project of social transformation. HCP arises in FIs as a category of historical proposition

and resistance, whose effective implementation depends on qualified teaching mediation, institutional training policies, curricular coherence, and the advocacy of public education as a social right and mediation for human emancipation.

As a dialectical synthesis, the results indicate three interrelated movements: theoretical consolidation of HCP in the academic production of FIs; practical and pedagogical materialization, albeit unequal, in different areas and *campi*, including as a result of contradictions in the appropriation and dissemination of the historical-critical pedagogical theory as a didactic foundation for teaching work; permanent tension between emancipatory meanings and neoliberal pressures, demanding continuous theoretical-political struggle, with the risk of “flexibilization” or inaccuracy resulting from the wide dissemination of the very HCP theory.

Thus, HCP in FIs arises as an educational project in dispute, which re-establishes work, knowledge, and culture as essential mediations for human development and reaffirms public schools as spaces for the production of critical awareness and freedom.

7. Final considerations

The survey shows that, from 2021 to 2025, Historical-Critical Pedagogy (HCP) was consolidated as one of the most fruitful and politically consequential theoretical frameworks for educational debate within the scope of Federal Institutes of Education, Science, and Technology. The analyzed studies reaffirm the relevance of the thought of Dermeval Saviani and Newton Duarte, among others who have worked on the development of HCP, especially in a context marked by curricular fragmentation and the attempt to subordinate technical and vocational education and training to market demands.

It is observed that HCP has oriented not only theoretical reflections but also pedagogical and educational practices that seek to materialize the premise of work as an educational principle with a view to omnilateral education. The movement to incorporate HCP into FIs shows the vitality of a pedagogy committed to human emancipation and to the construction of a unitary school, capable of integrating science, culture, and work.

However, the survey also shows persistent challenges: the need to expand long-term empirical research, boost critical teacher training, and institutionalize pedagogical practices aligned with the integrated curriculum. Furthermore, there is urgent need for deepening the dialogue between HCP and other critical theories of education, in order to support strategies for collective resistance against the commodification of education.

Despite the advances, there are persistent limitations: lack of institutional time for collective study, bureaucratic pressures, and lack of stable policies to support critical education, as noted by Cesário (2021) and Martini (2024). However, these limitations do not invalidate the rising movement of consolidating HCP as a theoretical and practical foundation for education in FIs. On the contrary, they indicate that the advancement of this paradigm depends on the institutionalization of spaces for systematic study, the guarantee of material working conditions, and the construction of coherent political-pedagogical projects aligned with the ideal of omnilateral education.

Furthermore, the findings confirm that HCP remains not solely on a declarative or rhetorical level: it materializes in educational, curricular, political, and didactic practices and, thus, shows its dialectical nature as a theory of education and an instrument of struggle for a democratic public school, as can be observed in the works listed in the Appendix. The analyzed production demonstrates that, in Federal Institutes (FIs), HCP operates in the dispute for the historical project, whose goal is human emancipation and whose path requires qualified teaching mediation, critical curricular organization, and an uncompromising defense of education as a social right.

Saviani (2013, p. 112, our translation) reinforces that: “Education only becomes truly transformative when oriented by the struggle against the conditions that produce inequality.” Thus, the presence of HCP in FIs expresses not only a theoretical movement but a dispute for a historical project, committed to human emancipation and the defense of public education; therefore, it is concluded that, in the current context, FIs have a doubly political and pedagogical role: to resist the dismantling of public education and to affirm an educational project oriented toward human

emancipation. From this perspective, HCP remains an indispensable foundation for rethinking the social function of education and projecting new forms of curricular organization and teacher training.

References

ALMEIDA, S. P. F. de. *Contribuições da teoria pedagógica histórico-crítica para o ensino de literatura: uma leitura comparativa de pesquisas*. 2021. Dissertação (Mestrado em Letras) – Universidade Federal do Espírito Santo, Vitória, 2021. Disponível em: <https://dspace4.ufes.br/items/b03cd6d5-7ff4-4100-addd-fcc01f10fd7d/full>. Acesso em 08 nov. 2025.

ALMEIDA, S. P. F. de; DALVI, M. A. Compatibilidades e incompatibilidades entre a noção de leitura literária e a pedagogia histórico-crítica. *Germinal: marxismo e educação em debate, [S. l.]*, v. 16, n. 2, p. 179–193, 2024. DOI: 10.9771/gmed.v16i2.61636. Disponível em: <https://periodicos.ufba.br/index.php/revistagerminal/article/view/61636>. Acesso em: 8 nov. 2025.

ASSIS, J.; QUEIROZ, F. A pedagogia histórico-crítica e os desafios da formação crítica na Educação Profissional. *Revista Educação & Trabalho*, Brasília, v. 16, n. 2, p. 37-52, 2024. Disponível em: <https://revistahorizontes.usf.edu.br/horizontes/article/view/1819> Acesso em: 3 nov. 2025.

BARBOSA, S. H. P. B.; FERNANDES, M. C. da S. G. A Teoria do professor reflexivo na formação continuada de professores: discurso vazio de conteúdo. *Revista Eletrônica de Educação*, v. 12, n. 1, p. 6-19, jan./abr. 2018. DOI: <http://dx.doi.org/10.14244/198271991744>. Disponível em: <http://educa.fcc.org.br/pdf/ree/v12n1/1982-7179-ree-12-01-6.pdf>. Acesso em 08 nov. 2025.

BARROS, R. T. de; SILVA, L. R. da. A superação do discurso hegemônico na construção de uma educação profissional emancipatória. In, SILVA, C. N. N. da; ROSA, D. dos S. *As bases conceituais da EPT*. Brasília: Nova Padeia, 2021. p.122-131.

BOTELHO, L. L. R.; CUNHA, C. C. A.; MACEDO, M. O método da revisão integrativa nos estudos organizacionais. *Revista Eletrônica Gestão & Sociedade*, v. 5, n. 11, p. 121-136, 2011. Disponível em: <https://ges.face.ufmg.br/index.php/gestaoesociedade/article/view/1220/> Acesso em: 3 nov. 2025.

CAMPOS, M.; CALIARI, L. A pedagogia histórico-crítica e a superação da fragmentação curricular no IF. *Revista HOLOS*, Natal, v. 40, n. 2, p. 95-114, 2024. Disponível em: https://www.researchgate.net/publication/380232214_A_PEDAGOGIA_HISTORICO_CRITICA_UMA_ALTERNATIVA_PARA_O_ENSINO_DA_HISTORIA_NO_BRASIL Acesso em: 4 nov. 2025.

CAPES. *Relatório de acompanhamento da pós-graduação em Educação Profissional e Tecnológica*. Brasília, DF: CAPES, 2025. Disponível em: <https://www.gov.br/capes/pt-br/aceso-a-informacao/acoes-e-programas/avaliacao/sistema-nacional-de-pos-graduacao-snpq/permanencia/avaliacoes-antiores/avaliacao-trienal-2004-1/relatorio-final> Acesso em: 1 nov. 2025.

CESÁRIO, F. B. *A pedagogia histórico-crítica como fundamento da formação docente no IFG*. 2021. Dissertação (Mestrado em Educação Profissional e Tecnológica)—Instituto Federal de Goiás, Goiânia, 2021. Disponível em: <https://repositorio.ifg.edu.br/handle/prefix/930>. Acesso em: 2 nov. 2025.

CIAVATTA, M. *A formação integrada: a escola e o trabalho como lugares de memória e de identidade*. São Paulo: Cortez, 2012.

DUARTE, N. *A individualidade para-si: contribuição à formação humana na perspectiva histórico-crítica*. 4. ed. Campinas: Autores Associados, 2016.

DUARTE, N. *Educação escolar e formação humana*. Campinas: Autores Associados, 2021.

FRIGOTTO, G. *A produtividade da escola improdutiva*. 9. ed. São Paulo: Cortez, 2010.

FRIGOTTO, G.. A relação da educação profissional e tecnológica com a universalização da educação básica. *Educação & Sociedade*, v. 28, n. 100, p. 1129–1152, out. 2007.

GALVÃO, A. C.; LAVOURA, T. N.; MARTINS, L. M. *Fundamentos da Didática Histórico-Crítica*. Campinas: Autores Associados, 2019.

GASPARIN, J. L. *Uma didática para a Pedagogia Histórico-Crítica*. 3. ed. Campinas: Autores Associados, 2009.

GUIMARÃES, I. C. C. *A pedagogia histórico-crítica no ensino de Ciências na Educação Profissional*. 2025. Dissertação (Mestrado em Educação Profissional e Tecnológica)—Instituto Federal do Espírito Santo, Vitória, 2025. Disponível em: https://www.researchgate.net/publication/380232214_A_PEDAGOGIA_HISTORICO_CRITICA_UMA_ALTERNATIVA_PARA_O_ENSINO_DA_HISTORIA_NO_BRASIL Acesso em: 2 nov. 2025.

MARSIGLIA, A. G. C.; MARTINS, L. M.; LAVOURA, T. N. Rumo à outra didática histórico-crítica: superando imediatismos, logicismos formais e outros reducionismos do método dialético. *Revista HISTEDBR On-line*, Campinas, SP, v. 19, p. e019003, 2019. DOI: 10.20396/rho.v19i0.8653380. Disponível em: <https://periodicos.sbu.unicamp.br/ojs/index.php/histedbr/article/view/8653380>. Acesso em: 8 nov. 2025.

MARTINI, T. A. *Competências e PHC: disputas no currículo da Educação Profissional*. 2024. Dissertação (Mestrado em Educação Profissional e Tecnológica)—Instituto Federal Catarinense, Blumenau, 2024. Disponível em: <https://www.univates.br/bdu/items/5be8cf19-a440-456e-954d-1a6ea8c990a7> Acesso em: 3 nov. 2025.

MOTTA, L. C. A. *Formação omnilateral na Educação Profissional e Tecnológica: contribuições da Pedagogia Histórico-Crítica*. 2024. Dissertação (Mestrado em Educação Profissional e Tecnológica)—Instituto Federal do Espírito Santo, Vitória, 2024. Disponível em: https://repositorio.ifes.edu.br/bitstream/handle/123456789/5694/DISSERTA%C3%87%C3%83O_Formacao_Professores_Omnilateral_Hist%C3%B3rico_Cr%C3%ADtica.pdf?sequence=1 Acesso em: 5 nov. 2025.

MOURA, D. *Trabalho e educação: fundamentos ontológicos e políticos*. São Paulo: Expressão Popular, 2018.

NOSELLA, P. *Trabalho e educação: fundamentos ontológicos e históricos*. Campinas: Autores Associados, 2017.

NUNES, R. Educação do Campo, cultura e PHC na Educação Profissional. *Educação & Realidade*, Porto Alegre, v. 48, n. 2, p. 102–119, 2023. Disponível em: <https://www.scielo.br/j/es/a/6S89N7H4cTJRZTbnvykF5rt/?format=html&lang=pt> Acesso em: 2 nov. 2025.

PISTRAK, M. *Fundamentos da escola do trabalho*. São Paulo: Expressão Popular, 2000.

RAMOS, M. N. *Políticas curriculares e formação integrada*. 2. ed. São Paulo: Cortez, 2014.

SAVIANI, D. *Escola e democracia*. 41. ed. Campinas: Autores Associados, 2013.

SAVIANI, D. *Pedagogia histórico-crítica: primeiras aproximações*. 12. ed. Campinas: Autores Associados, 2019.

SAVIANI, D. *Trabalho e educação: fundamentos ontológicos e históricos*. Campinas: Autores Associados, 2007.

SILVA, L. A. S. *Contribuições da pedagogia histórico-crítica para o ensino de Matemática e Ciências*. 2023. Dissertação (Mestrado em Educação Profissional e Tecnológica)—Instituto Federal de Goiás, Goiânia, 2023. Disponível em: https://repositorio.ifg.edu.br/handle/prefix/1784?utm_source=chatgpt.com Acesso em 2 nov. 2025.

SOUZA, J. dos S.; MACEDO, J. M. de. Hegemonia da perspectiva pragmática, imediatista e interessada de formação humana na política de educação profissional tecnológica brasileira. *Revista Cocar*, [S. l.], n. 29, 2024. Disponível em: <https://periodicos.uepa.br/index.php/cocar/article/view/9244>. Acesso em: 8 nov. 2025.

TONET, I. *Educação e emancipação humana*. São Paulo: Expressão Popular, 2012.

VIANA, K. A. C. *Metodologia histórico-crítica no ensino de Matemática: uma experiência no IFG*. 2024. Dissertação (Mestrado em Educação Profissional e Tecnológica)—Instituto Federal de Goiás, Goiânia, 2024. Disponível em:

https://repositorio.ifg.edu.br/bitstream/prefix/2136/1/Produto%20Educativo_KeniaAssisChavesViana.pdf Acesso em: 3 nov. 2025.

WHITTEMORE, R.; KNAFL, K. The integrative review: updated methodology. *Journal of Advanced Nursing*, v. 52, n. 5, p. 546–553, 2005. Disponível em: <https://pubmed.ncbi.nlm.nih.gov/16268861/> Acesso em: 3 nov. 2025.

Appendix

Table 3 – Academic Productions on Historical-Critical Pedagogy and Federal Institutes (2018–2025)

No.	Year	Type	Author(s)	Title	Adherence to HCP
1	2021	Technical product	Araújo, R. S.	Produto técnico derivado [Derivative technical product] (IFG)	HCP-based educational sequence
2	2021	Abstract	Francisco, A. C.	Reflexões sobre a PHC [Reflections on HCP]	Theoretical synthesis in FI context
3	2021	Dissertation	Santos, Geórgia	Educação Física nos IFs [Physical Education in FIs]	Pedagogical approaches
4	2021	Dissertation	CESÁRIO, F. B.	PHC como fundamento da formação docente [HCP as the foundation of teacher training] (IFG)	Critical teacher training
5	2021	Article	Lagares; Almeida	PHC como projeto de educação pública [HCP as a public education project]	Political/ontological foundation
6	2021	Article	Neves; Barbosa	PHC na produção da ANPEd [HCP in the production of ANPEd]	State of the art
7	2021	Article	Lombardi; Fernandes	PHC e Educação do Campo [HCP and Rural Education]	Omnilaterality and work
8	2021	Article	Moraes; Bortolini; Oliveira; Diemer	Integração curricular pelos discentes do EMI [Curricular integration by ISE students]	Pedagogical practices
9	2021	Article	Aguiar; Santos	Educação escolar na perspectiva da PHC [School education from the perspective of HCP]	School as mediation
10	2021	Article	Lélis; Hora	Organização do trabalho pedagógico na PHC [Organization of pedagogical work in HCP]	Critical didactics
11	2021	Editorial	Colares; Lombardi	Apresentação do dossiê PHC [HCP Dossier Presentation] (HOLOS)	Field milestone
12	2021	Article	Soares; Galvão	Didática na EI sob PHC [Didactics in ECE under HCP]	Didactic sequence
13	2021	Article	Conde	Ativismo e PHC [Activism and HCP]	Critical praxis
14	2021	Article	HOLOS Authors	Ciência, currículo e didática sob PHC [Science, curriculum, and didactics under HCP]	Science-work-culture integration
15	2022	Monograph	Costa (IFES)	Prática crítico-social no 3º ano [Critical-social practice in the 3rd grade]	HCP didactic unit
16	2022	Dissertation	Araújo, Erika	Percepção teoria PPCs Nordeste [Northeast CPPs theory insight]	Analysis of IPPs through HCP

No.	Year	Type	Author(s)	Title	Adherence to HCP
17	2022	Thesis	Silveira, Samai	Contribuições da PHC para a EPT [HCP contributions to TVET]	Document analysis through HCP
18	2023	Dissertation	Souza, Mário.	Gestão democrática [Democratic management]	School Management and HCP
19	2023	Dissertation	Silva, L. A. S.	PHC no sistema monetário [HCP in the monetary system]	Critical sequence
20	2023	Dissertation	Mirón, K. T. S.	Estado do conhecimento – leitura/acessibilidade [State of the art – reading/accessibility]	Critical base
21	2023	Monograph	Costa, L. N.	EJA e PHC [YAE and HCP]	YAE and omnilaterality
22	2023	Monograph	Silva, D. V. S.	Unidade didática em História [Didactic unit in History]	Applied HCD
23	2023	Article	Nunes	Educação infantil do campo sob PHC [Rural early childhood education under HCP]	Territory/culture
24	2023	Article	Stadler et al.	Teaching degree in Chemistry and HCP	Institutional study
25	2023	Catalog	CAPES	TVET Catalog – includes HCP	Identification of HCP practices
26	2023	Book	Andrade, L. C.	PHC: Notas sobre fundamentos [HCP: Notes on fundamentals]	Reference work
27	2023	Article	Rodrigues; Molina	PHC nas produções científicas [HCP in scientific productions]	Literature review
28	2023	E-book	Andrade, L. C.	Pedagogia Histórico-Crítica [Historical-Critical Pedagogy] (PDF)	Foundation and practice
29	2024	Dissertation	Viana, K. A. C.	PHC no ensino de Matemática [HCP in Mathematics education]	Didactic experiment
30	2024	Dissertation	Matos, D.	PHC + Psicologia histórico-cultural [HCP + Historical-Cultural psychology]	Saviani + Vygotski
31	2024	Dissertation	Gonçalves, D. F.	PHC e currículo escolar [HCP and school curriculum]	Curricular organization
32	2024	Dissertation	Tavares, J. R.	Didática Histórico-Crítica – estado [Historical-Critical Didactics – state]	Systematic review
33	2024	Dissertation	Silva, J. P. N.	Formação docente e PHC [Teacher training and HCP]	Continuing education
34	2024	Dissertation	Martini, T. A.	Competências × PHC [Competencies × HCP]	Critique of the NCCB
35	2024	Dissertation	Motta, L. C. A.	Formação omnilateral e PHC [Omnilateral education and HCP]	Critical didactics
36	2024	Article	Assis; Queiroz	Fundamentos e contribuições da PHC [HCP foundations and contributions]	Theory and application
37	2024	Article	Campos; Caliarí	HCP in History education	Didactic application
38	2024	Article	LOPES, L. A	Novas diretrizes curriculares para a educação profissional e tecnológica [New curricular guidelines for	HCP x vocational competencies

No.	Year	Type	Author(s)	Title	Adherence to HCP
				technical and vocational education and training].	
39	2024	Technical product	EduCAPES	Proposta didática PHC [HCP didactic proposal]	Critical sequence
40	2024	Proceedings	IFC	INTERCRITICA [INTERCRITIQUE]	HCP empirical studies
41	2024	Course	PPGE-IFC	Extensão PHC [HCP Outreach]	Teacher training
42	2024	Thesis		Projeto integrador, formação integral [Integrating project, comprehensive education]	Pedagogical practices
43	2024	Institutional product	IFG	Planejamento PHC [HCP Planning]	Pedagogical plan
44	2025	Dissertation	Guimarães, I. C. C.	HCP in science education	Applied HCP
45	2025	Dissertation	Natália (IFTO)	PROFEPT – PHC [PROFEPT – HCP]	Critical vocational education
46	2025	Article	Marques	Ciências e PHC [Science and HCP]	Scientific didactics
47	2025	Article	Nogueira	Saber sistematizado e PHC [Systematized knowledge and HCP]	Centrality of knowledge
48	2025	Dissertation	EICKHOFF, Anderson	Formação docente licenciatura Química [Chemistry teaching degree teacher training]	Historical-critical didactics
49	2025	Article	IFRN (colab.)	Metodologias crítico-superadoras [Critical-overcoming methodologies]	Games and praxis
50	2025	Report	CAPES	Relatório EPT – PHC identificada [TVET Report – Identified HCP]	Policies and practices

Source: Prepared by the author (2025).

Responsible Editor: Alboni Marisa Dudeque Pianovski Vieira

Recebido/Received: 10.11.2025 / 11.10.2025

Aprovado/Approved: 24.02.2026 / 02.24.2026