

# ***Federal Network of Vocational, Scientific and Technological Education***



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***Innovative Model  
of vocational  
and technological  
education***

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# *Institutional Correlation*



**MINISTRY  
OF EDUCATION**



**Basic Education  
Secretariat**



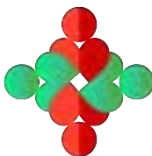
**Higher Education  
Secretariat**



**Higher Education Supervision  
and Regulation Secretariat**



**Vocational and  
Technological Education  
Secretariat**



**Continuing Education,  
Literacy, Diversity and  
Inclusion Secretariat**



**Education Systems  
Coordination Secretariat**

**CONIF**



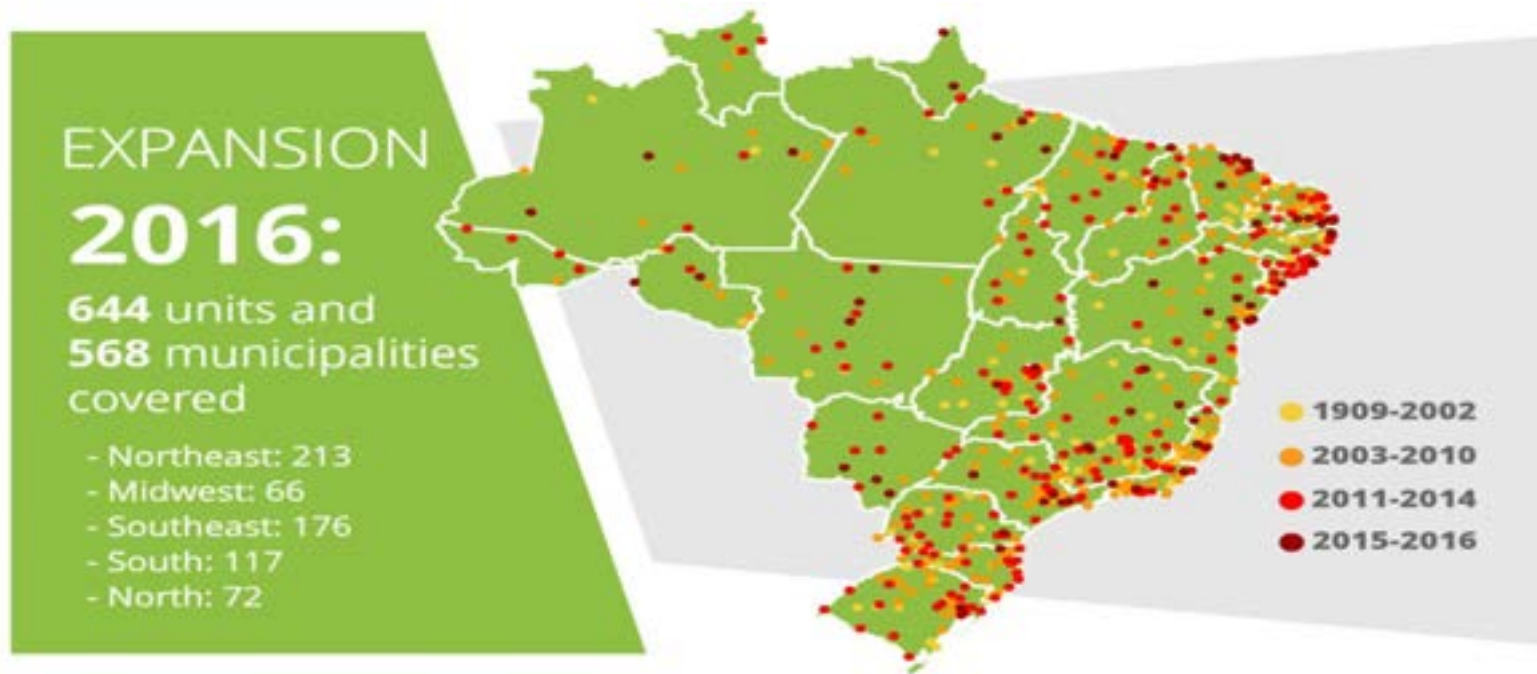
**Federal Network of  
Vocational, Scientific and  
Technological Education**



## **Federal Network - 1909/2002**

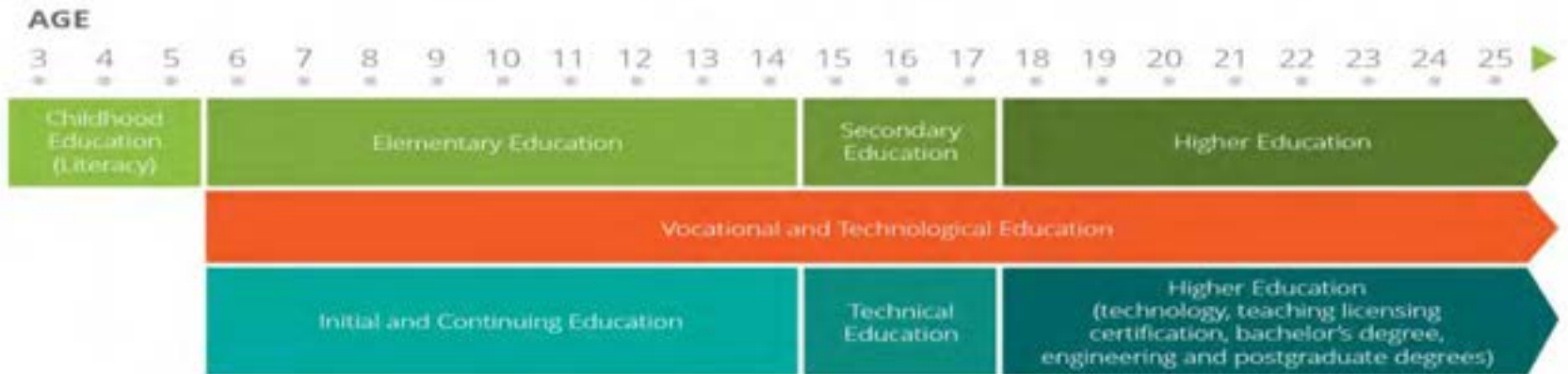


# **Federal Network - 2016**





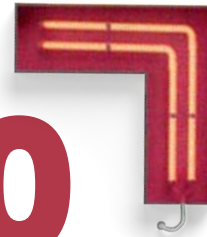
# Brazilian Educational System



## **Vertical Integration of Education**

***The Federal Network operates at several levels and modalities of technical and technological education, by emphasizing the educational verticalization.***

Over **11,000**  
**courses at different  
levels and qualifications**



**Graduate  
Undergraduate  
Teacher Training  
Technical Education  
Initial and Continuing Education**

### **Technological Education Areas:**

- Environment and Health - Industrial Processes and Control - Social and Educational Development
- Business and Management - Information and Communication – Infrastructure - Food Production
- Cultural Production and Design - Industrial Production - Natural Resources - Safety and Security
- Tourism, Hospitality and Leisure

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✓ **Enrollments (Blended and Distance learning)**

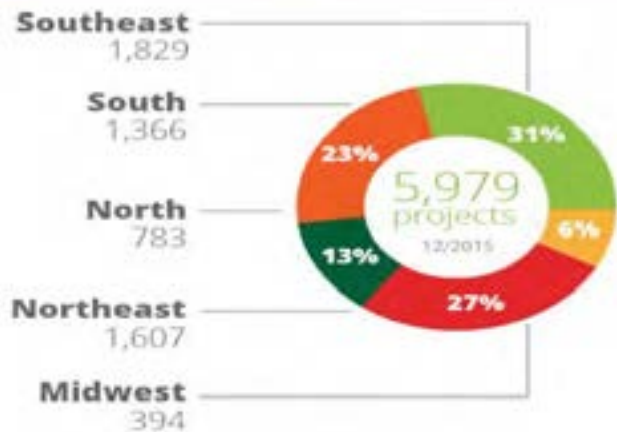
	<b>2010</b>	<b>2018</b>
<b>Technical Education</b>	<b>262,499</b>	<b>564,095</b>
<b>Higher Education</b>	<b>102,621</b>	<b>261,181</b>
<b>Initial and Continuing Education</b>	<b>37,409</b>	<b>151,979</b>
<b>Graduate School</b>	<b>11,147</b>	<b>38,451</b>
<b>Secondary School</b>	<b>4,729</b>	<b>7,276</b>
<b>Elementary and Middle School</b>	<b>-</b>	<b>8,644</b>
<b>TOTAL</b>	<b>418,405</b>	<b>1,031,798</b>



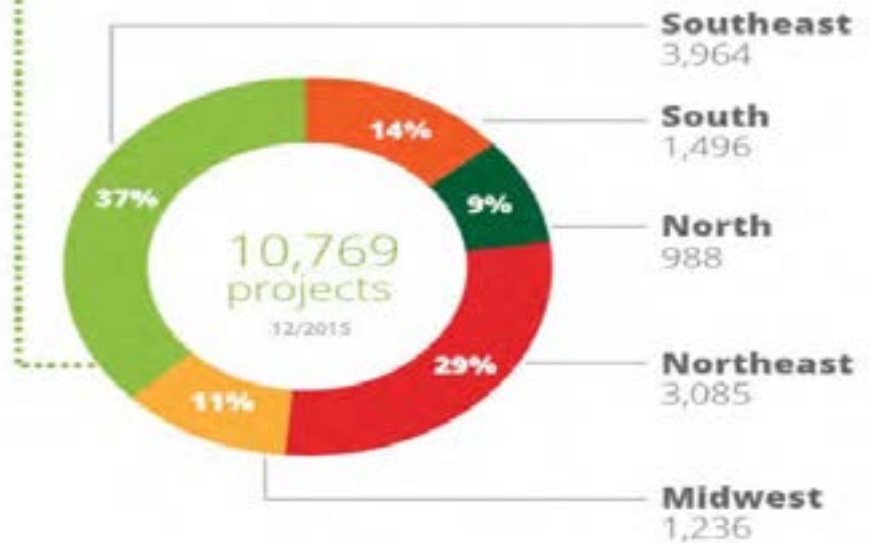


# Q Research and Technological Outreach

## Technological Outreach



## Applied Research





## Public Workers

Around **60,000** Public workers

Professional development	<b>172</b>
Specialization	<b>6,481</b>
Doctorate	<b>6,771</b>
Master's Degree	<b>15,496</b>
Bachelor's Degree	<b>2,284</b>



Professors  
= **31,204**



Technicians  
**27,650**





# A Research Project about Use of English in the World of Work

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# Valuing of the English Language in the Employability of Professionals in the Labor Market of the Oil Industry in the Northern Region of Rio de Janeiro

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Profª Edméa Barbosa Nogueira Dias, M.Sc. (IFF)

**Orientadora:**

Profª. Rosélia Piquet, D.Sc. (UCAM)

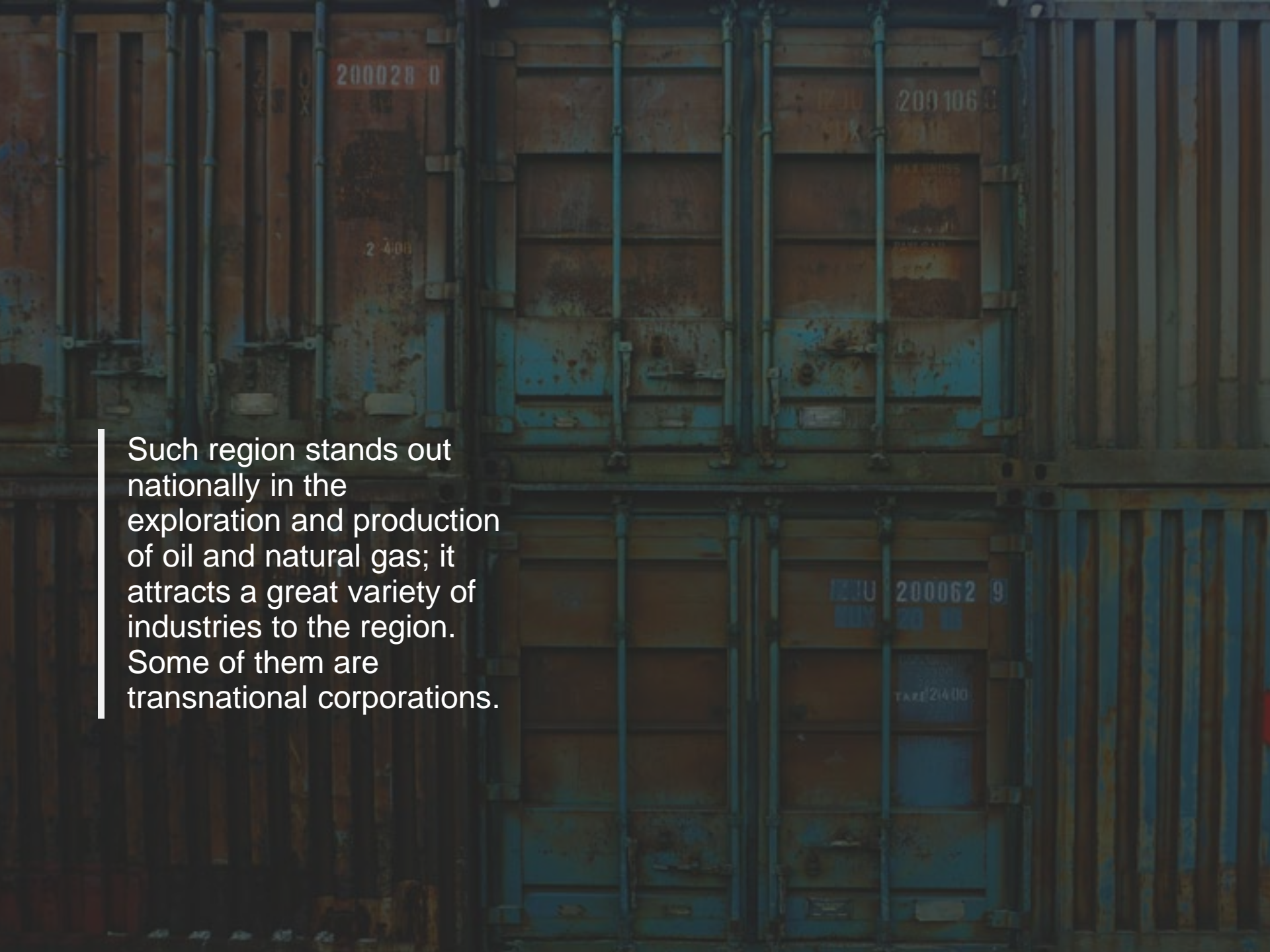
**Coorientador:**

Prof. Eduardo Shimoda, D.Sc (UCAM)

An aerial, high-angle photograph of a construction site. The image shows a complex network of steel scaffolding and wooden formwork. Numerous vertical rebar rods are visible, protruding from the concrete slabs. The overall scene is one of active construction, with various materials and structural elements in different stages of completion. The lighting is bright, casting shadows that emphasize the three-dimensional nature of the site.

# Main Goal

The aim of this study is to investigate the valuing of the English language in the employability of professionals in the labor market of the oil industry in the Northern Region of Rio de Janeiro.

A photograph of a stack of shipping containers. The containers are primarily blue and brown, showing signs of wear and rust. Several containers have identification numbers printed on them. The numbers visible are 200028 0, 200106 3, and 200062 9. There are also some smaller numbers like 2-400 and TARE 21400. The background is dark and slightly blurred.

Such region stands out nationally in the exploration and production of oil and natural gas; it attracts a great variety of industries to the region. Some of them are transnational corporations.

# Rio de Janeiro State





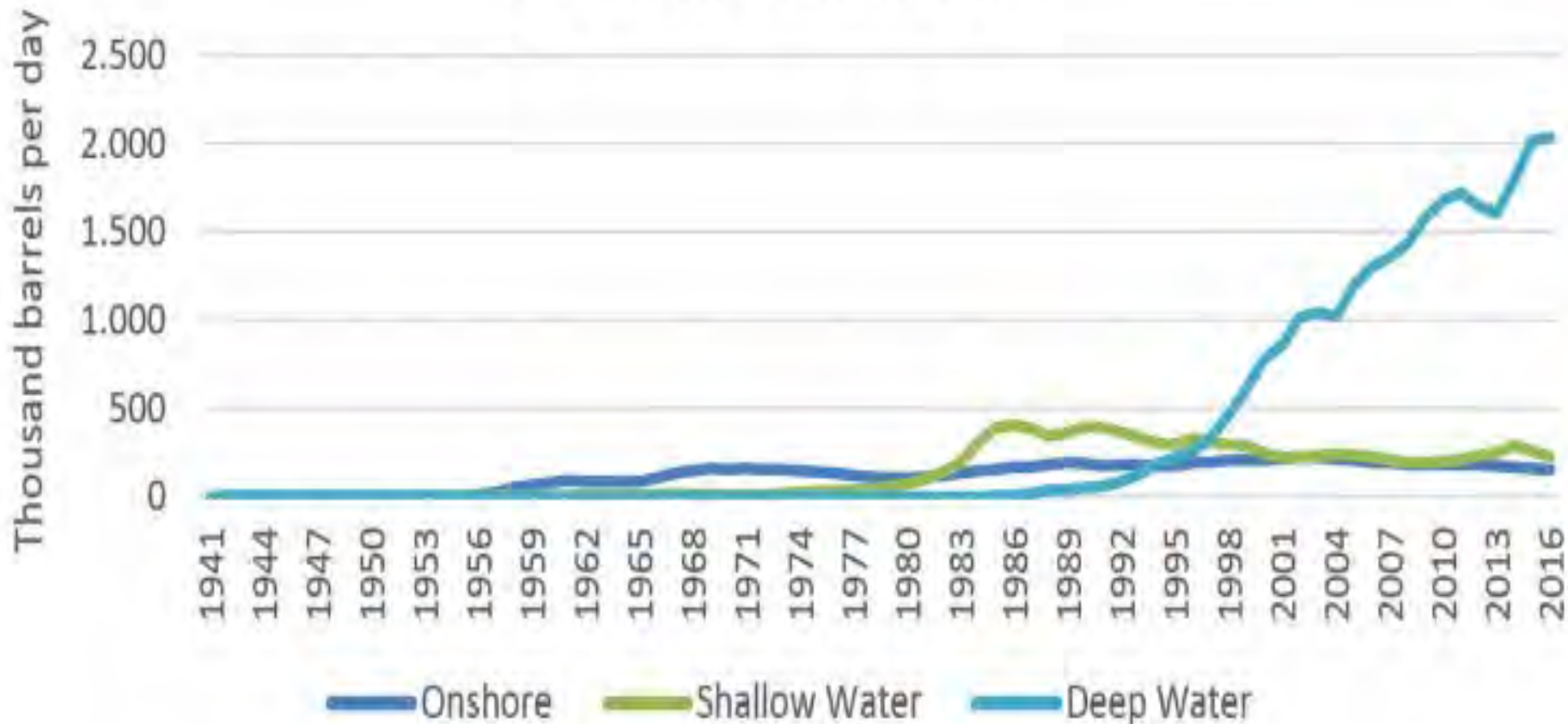






# Offshore Oil & Gas Production (Deep and Ultra-deep Water)

## Oil Production in Brazil



## Bacia de Campos

A Bacia de Campos é a principal área petrolífera explorada no território brasileiro. A área abrange cerca de 100 mil quilômetros quadrados e estende-se do Estado do Espírito Santo, pela Bacia de Campos, até a cidade de Vitória, onde se encontra o complexo petrolífero marítimo de maior porte do mundo.



Fonte: Agência ANP

Desde o início da produção comercial de petróleo, em 1975, a Bacia de Campos tem representado 80% da produção no desenvolvimento tecnológico no Brasil e no mundo globalizado. Em 1985, o Rio de Janeiro já era responsável por 37,8% da produção nacional.

Produção Diária

**1.677**

barrel de óleo e LGL

**28,4**

milhões de metros cúbicos de gás natural



No mesmo dia há 4 milhões de barris de petróleo produzidos no Brasil e 21,7 bilhões de metros cúbicos de gás natural produzidos no mundo.  
Dados de 2009

A produção da Bacia de Campos representa



da Produção Nacional de Petróleo  
Dados de 2009



## ***Observation***

The opening of new facilities to supply the oil industry brings the necessity of skilled labor force to meet the patterns of the highly technological global market.

A young man with short dark hair, wearing a dark short-sleeved button-down shirt and dark trousers, is walking through a library aisle. He is looking slightly to his left. The aisle is lined with tall, light-colored bookshelves filled with books. The lighting is soft and even.

# Methodology

The methodology used to analyze the data was the qualitative interpretative approach.



# Methodology

The instrument used for collecting data was the semistructured interviews and a documentary research was also used.



# Methodology

The following groups were interviewed: employees and recruiters of the oil supply companies, coordinators of languages schools and language centers of public schools.





# Methodology

The interviews were given by operational managers and human resource analysts.



# Methodology

Of the 20 companies interviewed, 17 were multinational and 4 were national companies.

AFGlobal 

 **DUNLOP**  
OIL & MARINE

**FMC** Technologies

 Fototerra

**HALLIBURTON**

 **LUPATECH**

 **Locon**  
Ready for Change

 **MAN**

**NOV**

 **OCEANEERING**

**ODEBRECHT**  
Oil & Gas

 **Oil States**  
OIL STATES INDUSTRIES (UK), LTD.

 **OneSubsea**  
A Schlumberger Company

 **PETRUS**

**Schlumberger**

 **sparrows**  
BSM

**SULZER**

**Technip**  
*take it further.*

 **TRELLEBORG**

 **Weatherford**

## FINANCE REPORT

ACCOUNT REPORT

DASHBOARD > INCOME

DAILY

WEEKLY

MONTHLY



# Results at a Glance

### TOTAL INCOME

37.91%

31.86%

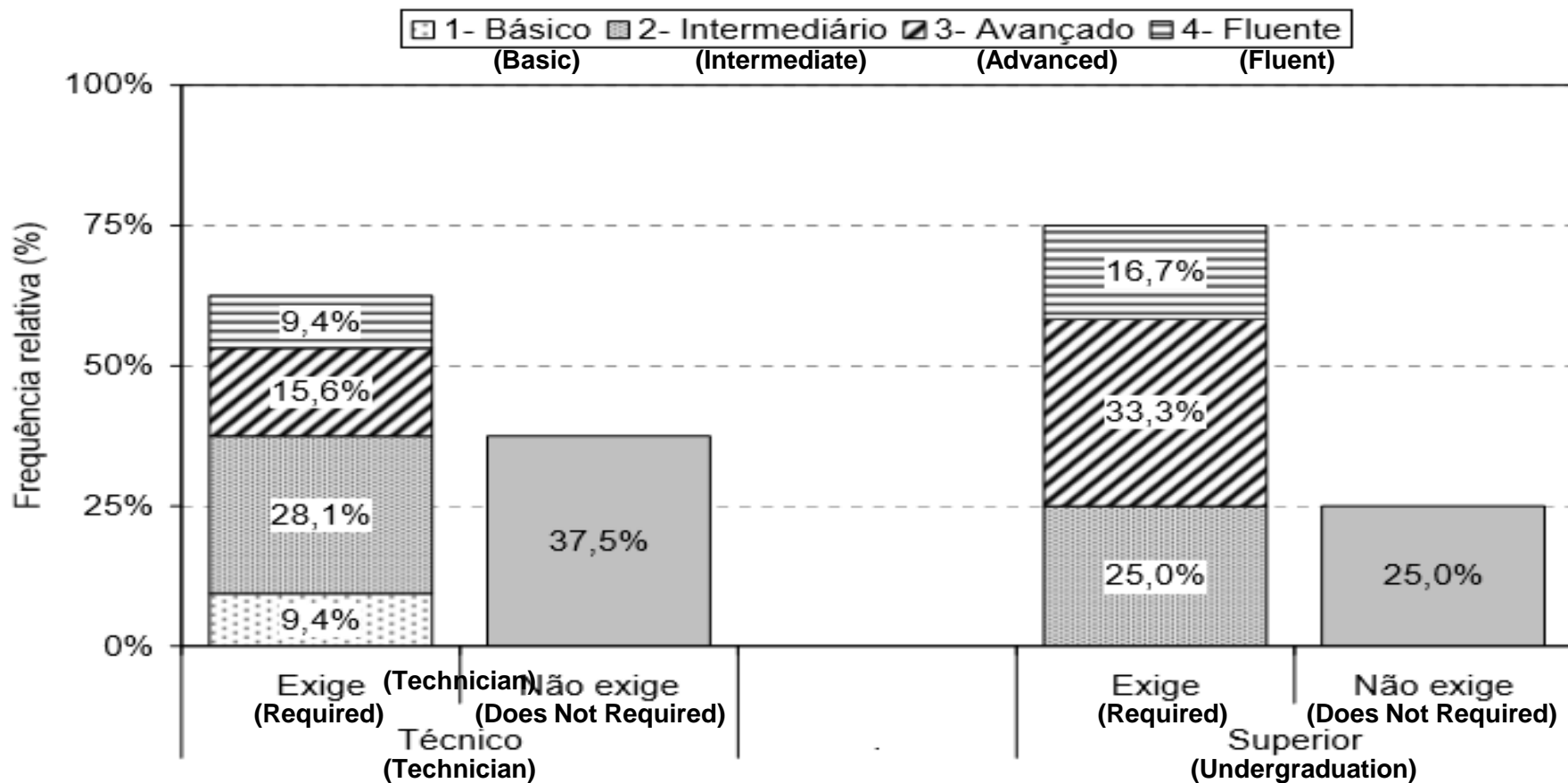
30.23%

LINE ITEMS	18.15 M\$
SHIPPING	0.10 M\$
TAXES	0%
TOTAL	18.25 M\$

LINE ITEMS	10.5 M\$
SHIPPING	0.2 M\$
TAXES	0%
TOTAL	10.7 M\$

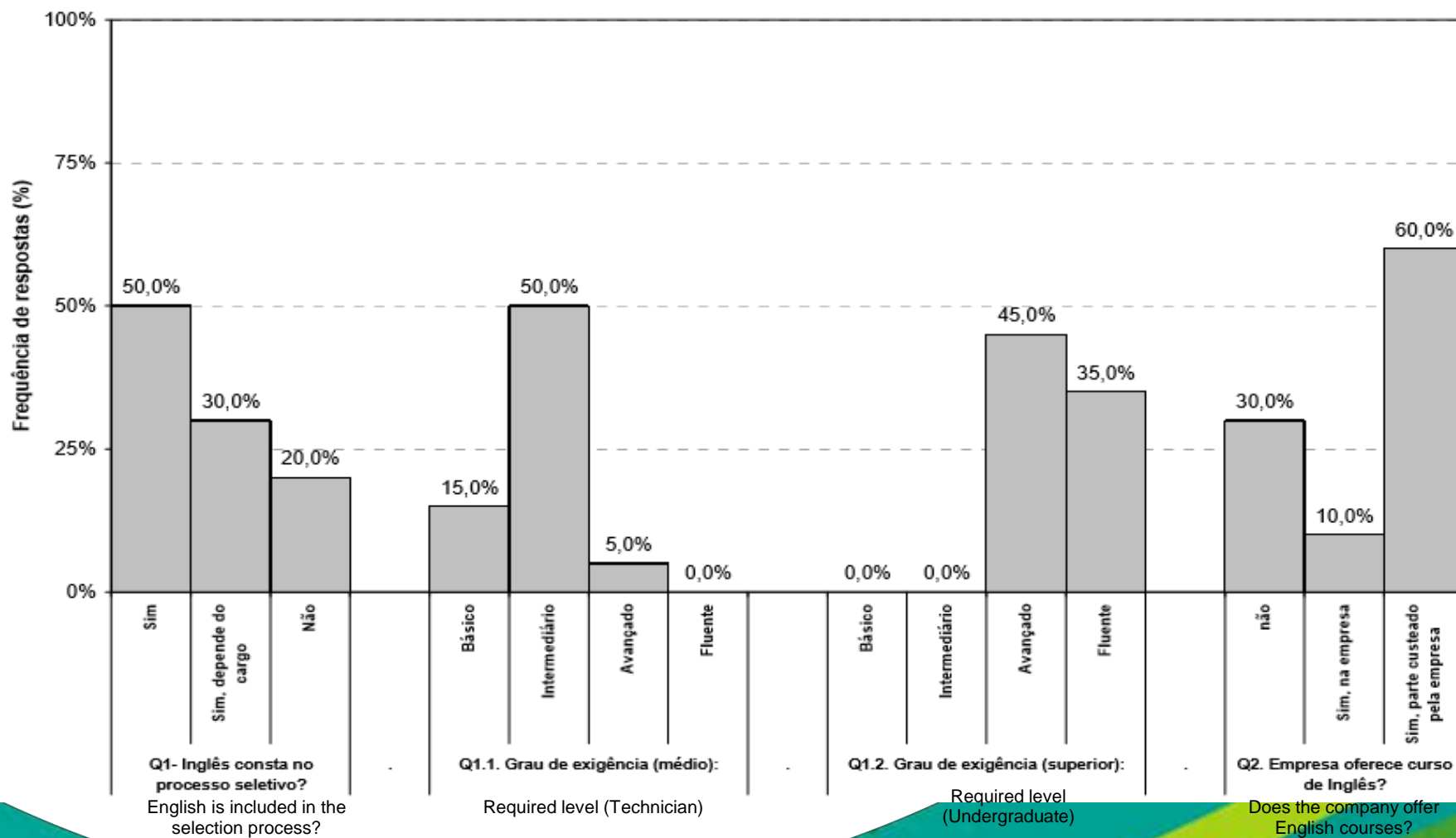
LINE ITEMS	11.20 M\$
SHIPPING	0.2
TAXES	0%
TOTAL	11.40 M\$

# Level of English Required in Job Vacancies



Nível de inglês exigido nas ofertas de emprego divulgadas pela Agência de Oportunidades do IF Fluminense – 2013/2015

# English in the selective process of the companies - required level - offered English course.



# Methodology

At the required level of English the intermediate and the advanced prevailed, in contrast to the level of beginner / basic proficiency on which Brazil is based on the EIB 2013 table.

# Business English Proficiency Level Index

## 2013 BEI Summary of Results by Country

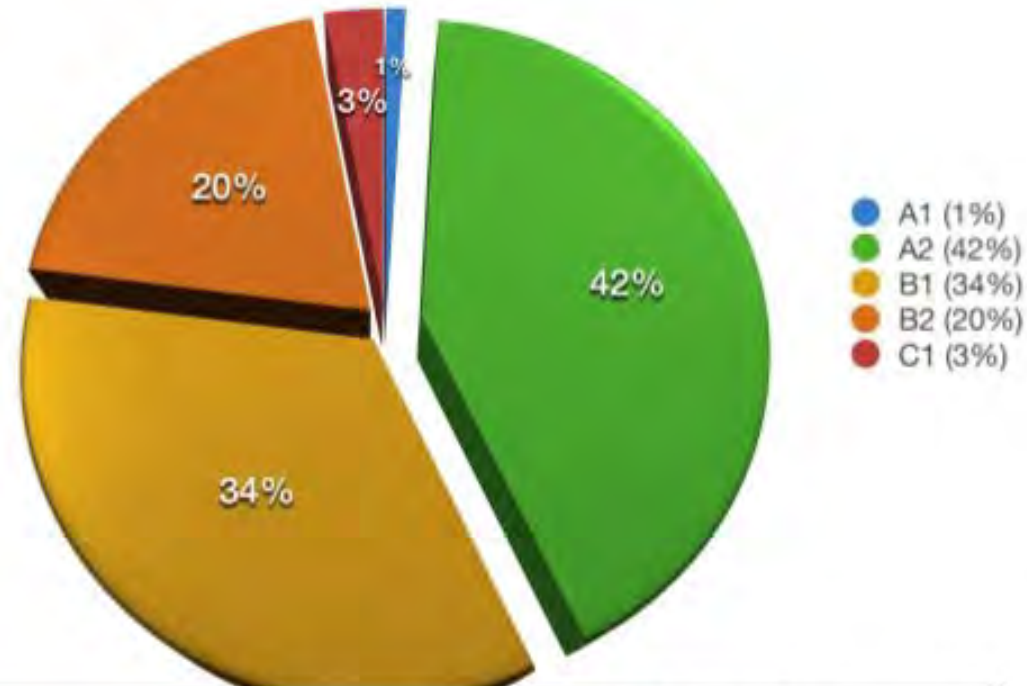
COUNTRY	BEI	COUNTRY	BEI	COUNTRY	BEI	COUNTRY	BEI
HONDURAS	2.92	UKRAINE	4.00	IRAN	4.85	INDONESIA	5.57
COLOMBIA	3.05	PANAMA	4.08	BELARUS	4.91	CANADA	5.71
MEXICO	3.14	COSTA RICA	4.09	ARGENTINA	4.92	ROMANIA	5.72
SAUDI ARABIA	3.14	IRAQ	4.10	CHINA	5.03	MADAGASCAR	5.73
CHILE	3.24	KAZAKHSTAN	4.16	UAE	5.03	MALAYSIA	5.84
EL SALVADOR	3.24	MOZAMBIQUE	4.16	URUGUAY	5.03	SLOVENIA	5.88
BRAZIL	3.27	TUNISIA	4.20	TAIWAN	5.08	BULGARIA	6.08
TURKEY	3.30	JAPAN	4.29	ITALY	5.10	SINGAPORE	6.28
VENEZUELA	3.39	SPAIN	4.43	GERMANY	5.12	INDIA	6.32
YEMEN	3.47	ANGOLA	4.49	FRANCE	5.18	SWEDEN	6.33
SENEGAL	3.74	ALGERIA	4.54	POLAND	5.19	FINLAND	6.39
ECUADOR	3.77	OMAN	4.54	HUNGARY	5.22	BELGIUM	6.45
CÔTE D'IVOIRE	3.80	GUATEMALA	4.59	AUSTRIA	5.23	AUSTRALIA	6.78
SUDAN	3.80	VIETNAM	4.61	UNITED STATES	5.23	UNITED KINGDOM	6.81
AZERBAIJAN	3.83	THAILAND	4.62	SOUTH KOREA	5.28	NETHERLANDS	7.03
PERU	3.88	PUERTO RICO	4.72	ISRAEL	5.37	NORWAY	7.06
BOLIVIA	3.92	EGYPT	4.74	HONG KONG	5.38	PHILIPPINES	7.95
RUSSIA	3.95	ARMENIA	4.79	DENMARK	5.43		
CONGO	3.96	CZECH REPUBLIC	4.82	PORTUGAL	5.47		
MOROCCO	3.98	SLOVAKIA	4.83	SWITZERLAND	5.51		



Country averages ranged from 2.92 (Honduras) to 7.95 (Philippines).

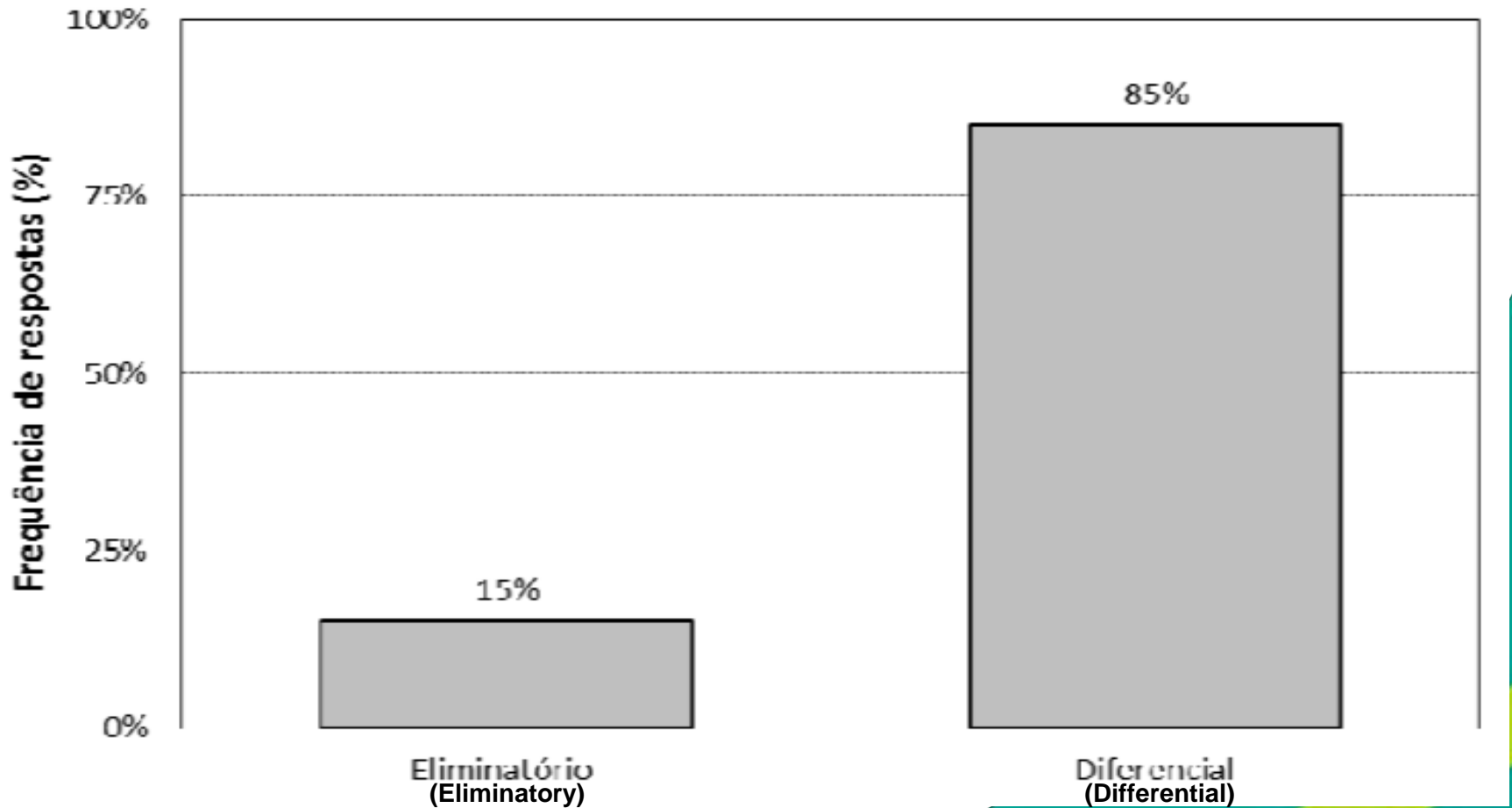


# English Level Required

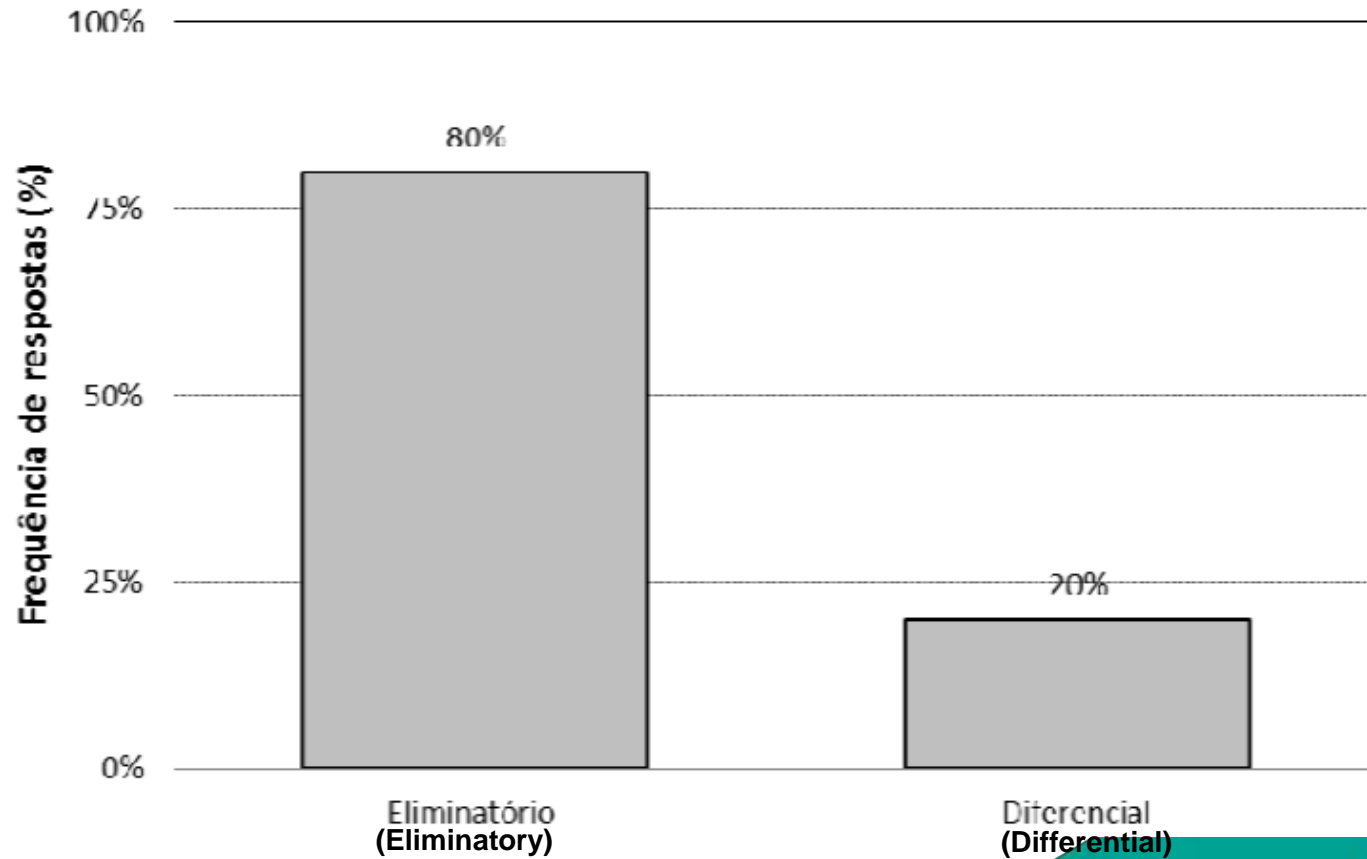


\*Quadro Europeu Comum de Referência:  
A = básico    B = intermediário    C = avançado

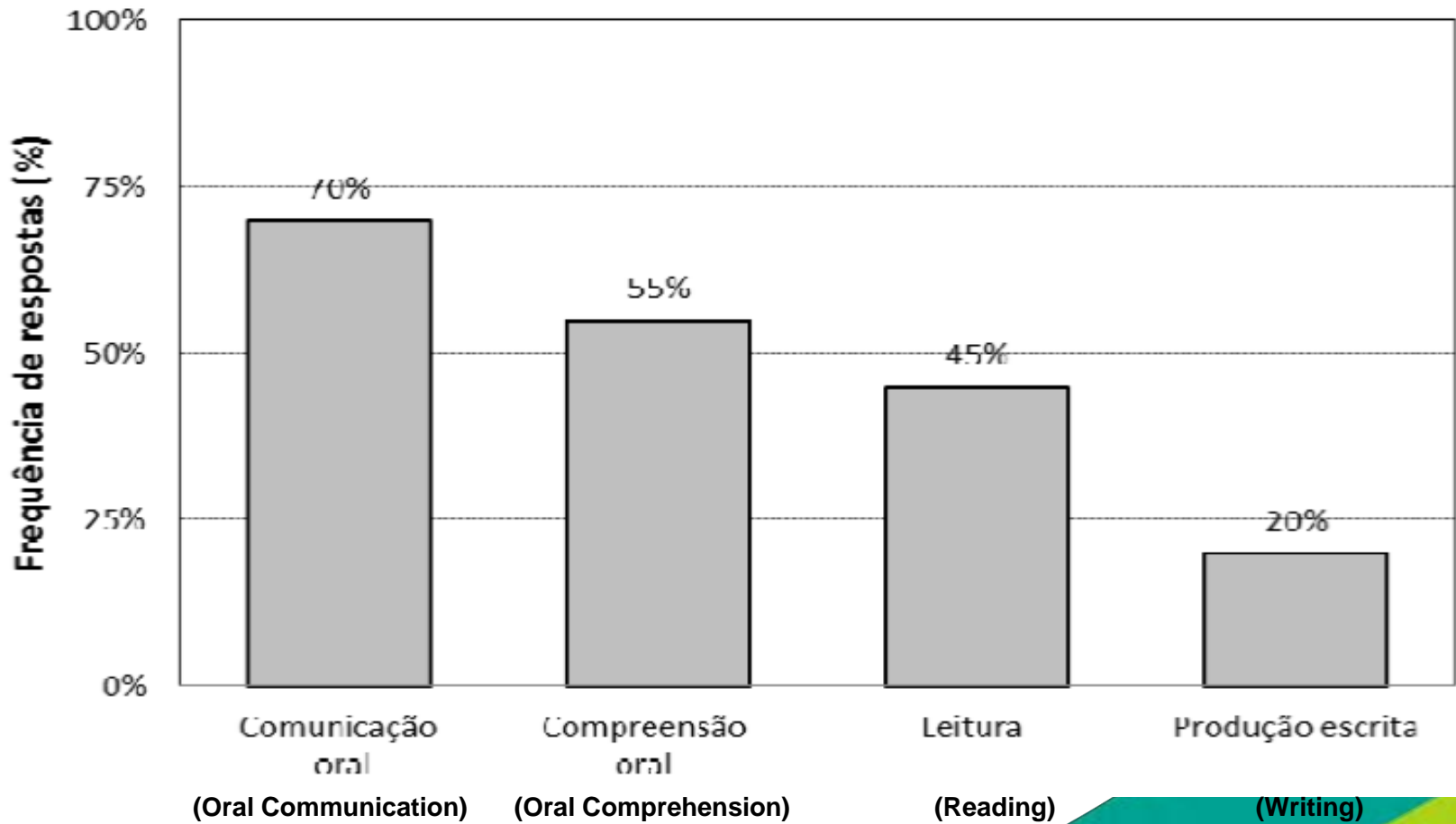
## Q 7.1- Is English differential or eliminatory (technical)?



## Q 7.1- Is English differential or eliminatory (Undergraduate)?



## Q 6 - Most used skill of the English language.

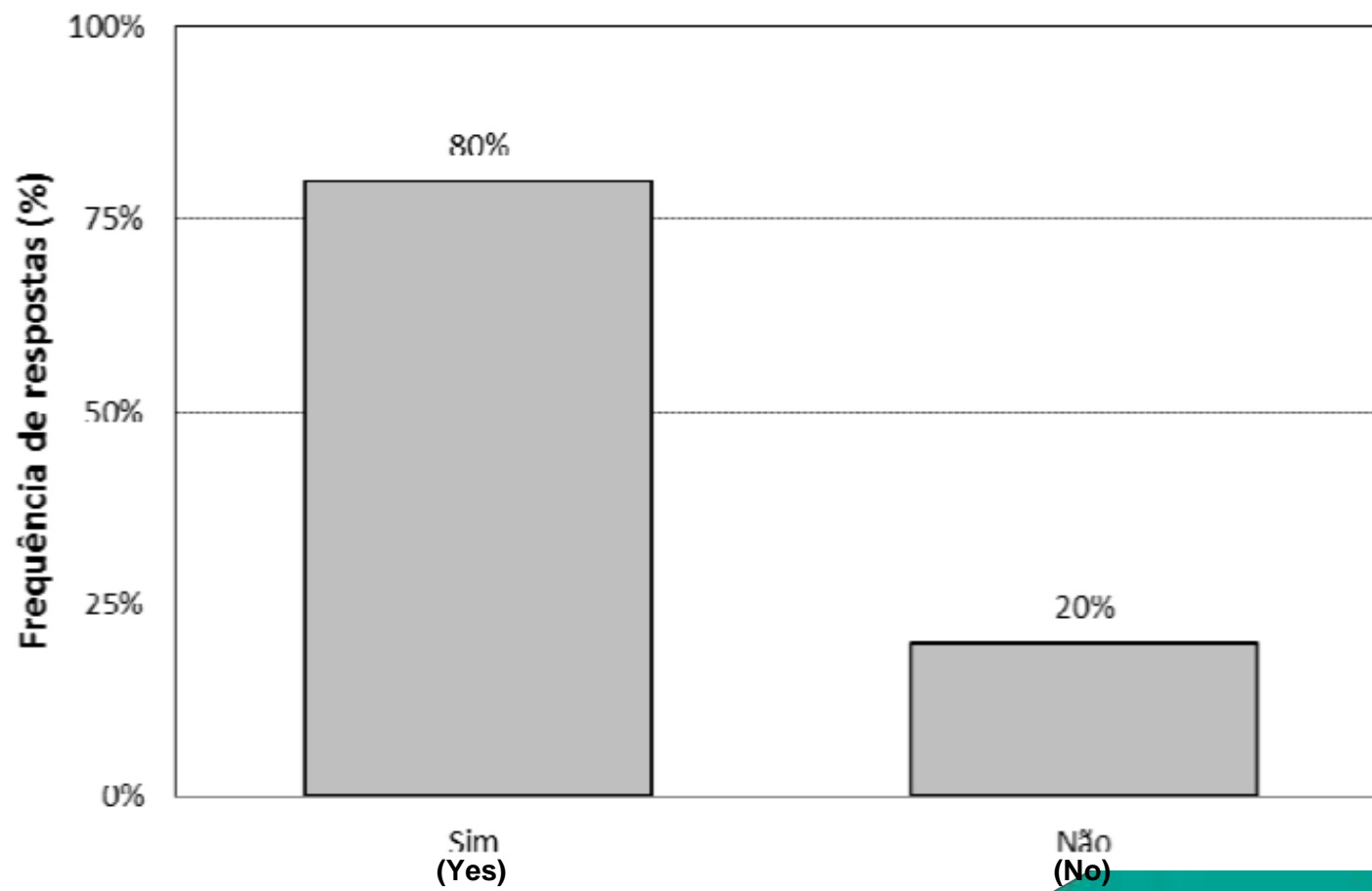


A young girl in a school uniform is shown in profile, writing on a chalkboard. She has a white flower in her hair and is wearing a white shirt with a dark vest. The background is a plain wall, and the overall image has a dark, muted color palette.

## **A Clear Mismatch**

The reality of foreign languages teaching in regular education in Brazil is centered on grammar and reading.

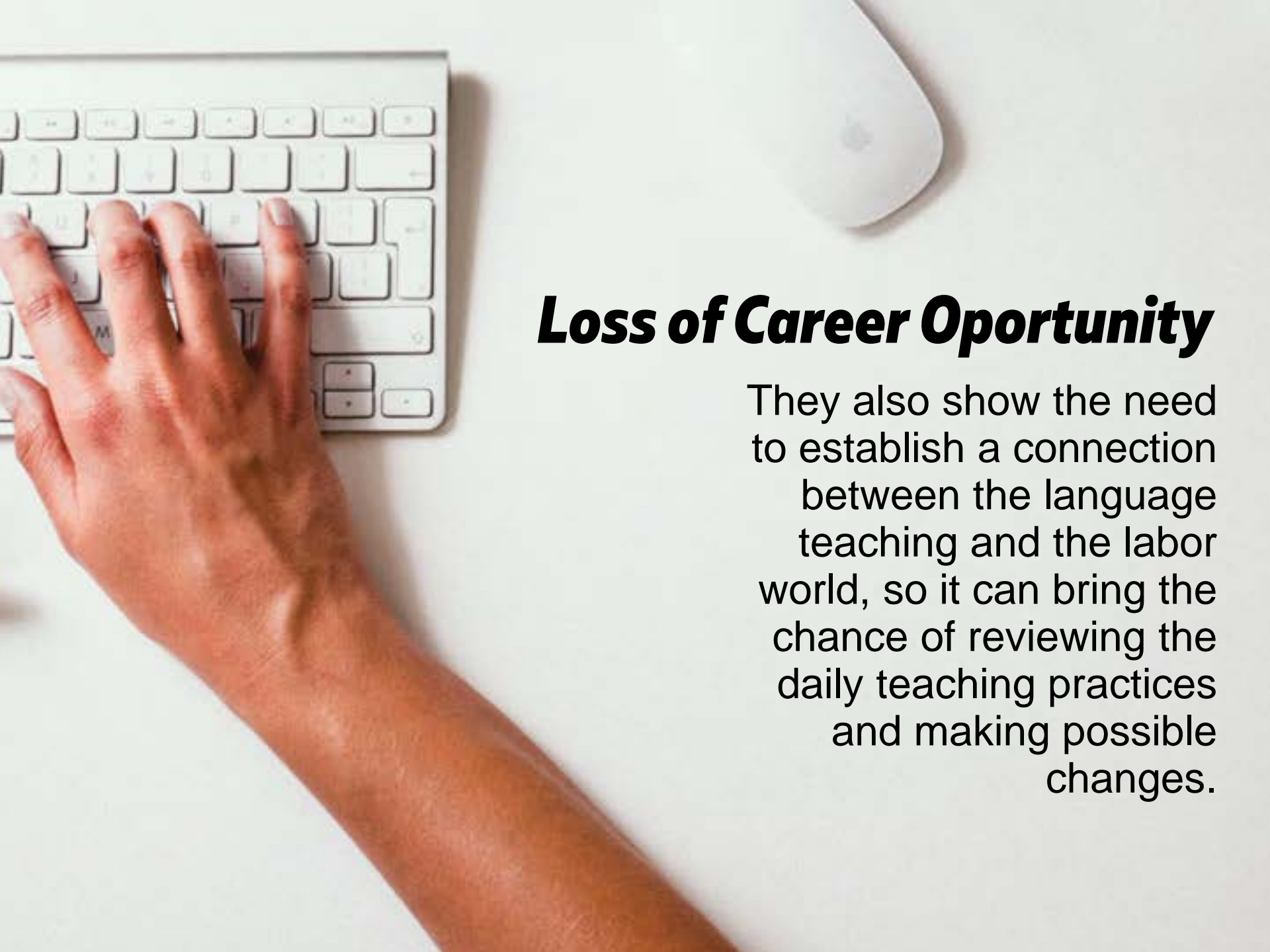
## Q 8 - Most used skill of the English language.





## ***Final Considerations***

The results of this study pointed out that the knowledge of the English language influences significantly in the job opportunities the professionals might have in the labor market.



## ***Loss of Career Opportunity***

They also show the need to establish a connection between the language teaching and the labor world, so it can bring the chance of reviewing the daily teaching practices and making possible changes.