

**Education and the clothing industry in
the northeast of the state of santa catarina:
from informal learning to vocational education**

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1 INTRODUCTION

Since the XIX century, the mesoregions of the North of Santa Catarina and Itajaí Valley have stood up as pioneers in the manufacturing sector of the Santa Catarina State. Chosen as headquarters for colonial projects in the Imperial Brazil, these regions received great contingencies of European immigrants and through the years, they became reference centres for Santa Catarina economy. In these regions are localized the cities with the greatest economic activity in the textile and clothing sectors, with particular emphasis on the Blumenau, Brusque and Jaraguá do Sul cities (OBSERVA-TÓRIO FIESC, 2020).

Herein, we aimed at outlining an historical overview of the professional education and human resources formation for the clothing industry in these cities. Bibliographic and documentary researches present with a temporal cut from 1850 – period that comprehends from the beginning of the colonization of the Northeast of Santa Catarina State to 2004, moment in which there is the consolidation of the Fashion undergraduate programmes in Blumenau, Brusque and Jaraguá do Sul. The study covers the informal training of apprentices including domestic seamstresses and tailors; public policies focused on the professional formation and especially, the constitution of the professional education for the textile industry sector that was organized by means of the Santa Catarina State Industry Federation (SCSIF) and the “S” System, according with the industrial growth of the State.

With no pretension to covering all possible variables in this type of study, the collected data allowed the organization of information considering the political, economical and social transformations that affected the composition of the informal school and boosted professional qualification of workers of the textile and clothing manufacturing sectors of the Northeast of Santa Catarina.

2 DEVELOPMENT

Founded in 1850, the Blumenau colony began as a development with agricultural characteristics (CABRAL, 1970), growing at an exponential growth rate that resulted in the 1880's, in an industrial park consistent with companies such as Gebrüder Hering (founded in 1880, by the German brothers Hermann and Bruno Hering), Karsten (founded in 1882), and Johann Heinrich Grevsmuhl & Cia (founded in 1868). Thus, from 1997, the SENAI/SC of Blumenau started to offer technology undergraduate courses and, in 1998, the first technology course in Industrial Design and Crafting, in partnership with the European Institute of Design. In 1999, the Centre of Clothing Technology (CCT) was opened in Blumenau, offering a three-semester's course of Technology in Fashion Production. From 2012, the Blumenau and Jaraguá do Sul SENAI units opened the Technology in Fashion Design, with duration of four semesters.

The European colonization in the region in which Brusque is located at, initiated with the establishment of the Itajahy colony in 1860, with the arrival of 59 immigrants from the Grand Duchy of Baden (current south of Germany) (CABRAL, 1958). With an economy dominated by local traders and small warehouses until the first decades of the XX century, the industrialization process of the region only began between the end of the XIX and the beginning of the XX centuries, with the implementation of the first textile companies, prior to the formation of a substantial urban centre.

However, the installation of SENAI in Brusque in 1957, aimed at supporting industry demand, initially by offering courses tailored for the textile sector, and then later, for the clothing industry (HENSCHERL, 2005). Therefore, when the manufacturing started to become expressive in the region by the end of the second half of the 80's, there were already, human resources available to fulfil the sector needs.

It is understood that the expansion of human resources supply for the fashion area was affected by the indiscriminate opening of the internal market and rise of a global dynamic, factors that forced industries to re-structure their production lines and concentrate their efforts in competitive marketing and design activities (CALEFFI, 2008). This shift in the economy forced Brusque to testify the bankruptcy of big textile companies as well as the downfall of the Azambuja Street at the end of the 90's. These events prompted bigger investments in design, making this a strategic component for a product to stand up and for the greater economic success of companies that survived the crisis (CALEFFI, 2008).

The Jaraguá colony was founded in 1876 by Emilio Carlos Jourdan. It was a region of difficult access, surrounded by the Itapocu and Jaraguá rivers, to which Jourdan envisioned since the beginning, the construction of a railroad to make viable the economic development of the territory. On the other hand, political issues made difficult this evolution process. Nevertheless, at the beginning of the XX century, companies and industries were installed in Jaraguá and, in 1905, a railroad from São Francisco do Sul was developed to cross the colony allowing the exportation of goods from it (AUED; EISSLER, 2006).

The modernization reached the Brazilian society in the 60's, with the clothing manufacturing and its industrial processes creating a novel context, based on standard operations and serial production, imposing new abilities for the sector. The Industrial Revolution accelerated life as well as the production of goods from the clothing and textile sectors, bringing great consequences for learning and investing relations, factors that helped shaping the values and culture of that time.

In 2001, there were alterations in the structure of integrated courses, as they had become modular and post-high school, such as the Technical Course in Textile. Only in 2004, the Technical Course in Fashion and Design was created. The courses most recently available include: a Technical Course in Clothing (four-semester course created in 2017),

a Technical Course in Industrial Design integrated to high school (seven-semester course created in 2019), and a Technology Course in Fashion Design (seven-semester course created in 2019).

3 CONCLUSION

The colonization of Santa Catarina (XIX century) resulted specially from the immigration of Europeans who presented with abilities and competencies tailored for primary and textile activities, and contributed to the industrialization process (replicating the European model) of the North and Northeast of Santa Catarina. With the industrial growth of the spinning and weaving industry, these Brazilian regions demanded for seamstresses and tailors in order to produce clothes. Even following the implementation of formal professional education, the knowledge gained and methods developed throughout the decades inspired the didactic materials and teaching-learning processes.

The register of the origins and further developments of the educational process in the Fashion area highlights the dichotomy between the intellectual and professional education, the theory and practice, and the need to fulfil the demands of the industry and economy. This moment is an opportunity for reflecting and sharing and possibly, an inflection point for educational processes in fashion and clothing design. It is known that this structure collaborates with the maintenance or increase of social differences, in a society which is already saturated with all types of inequalities. It is important to highlight that although this research has not been totally concluded, it is a temporal cut of the data and information gathered until now. Meantime, important and significant contacts were made in units of the "S" System in regards of the cities of Jaraguá do Sul, Brusque and Blumenau, as well as in the Regional Headquarters in Florianópolis.

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