

# **Transversal Diagnosis of the Panorama of Professional Education: A Case Study of the City of Itaporã – Mato Grosso do Sul**

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## **Abstract**

*This case study aims to identify the demand for professional education courses in the city of Itaporã, in the state of Mato Grosso do Sul, in the year 2020, offering a cross-cutting diagnosis of this educational panorama; for this purpose, the technique of guided interview in loco was implemented with the action coordinating agents designated by the municipal administration. All those involved were aware of their free and voluntary collaboration. During the entire collection phase, the information was recorded through a free association chart which, later revised, gave basis to the identification that in the disclosure phase there is no time to contact the possible students taking into account that, besides the districts, the municipality aggregates a vast rural region. In addition, the fact that the course is offered only at night, ends up discouraging the participation of some potential students who, despite showing interest, need to pay attention to their labor routines. It is concluded that a greater concern is needed to create a database of course graduates in order to establish a periodic sense capable of identifying professional life after the course, in addition to profiling the demand for skilled labor in order to detect which training is important at the moment.*

**Keywords:** Professional Education; Industry; Commerce; Labor Market.

## **1. Introduction**

This case study aims to identify the demand for professional education courses in the city of Itaporã, in the state of Mato Grosso do Sul, in the year 2020. During the study, it is also questioned to analyze the profiles, areas of activity, number of vacancies offered, levels of education and demands of the courses offered.

In this path, we seek to analyze the local productive arrangements and verify whether the choice of courses offered meets this principle or the marketing principle. In addition, it is also brought to the surface the concern with the question of divulging the offer of these demands to the population of the studied municipality.

Continuing this study, the question arises: does the demand for professional education courses in the city of Itaporã-MS meet the market needs and/or the productive arrangements of the market? This problem forms the background of the study.

Talking about the importance of professional education for the formation of citizenship and development of a nation is not easy, but it is not new either. According to Adam Smith, a Scottish philosopher and economist of the 18th century, he understood education as an object of fixed capital, constituting in the competencies and capabilities of the elements of a collectivity that, when developed, perpetuate its benefits. To be a citizen is to have the right to life, liberty, property, equality before the law, that is, to have all civil rights. It is also to participate in the destiny of society and education is a basic means for the exercise of citizenship. However, it does not constitute citizenship, but rather an indispensable condition for de facto citizenship. Education is an act that aims at social coexistence, citizenship and political awareness.

(SAVIANI, 2000).

According to Thomas and Oliveira (2009):

The school cannot forget that it is part of a society, and what happens there must be observed, discussed, in order to prepare its students for a critical look and for indignation. For it is through indignation that people overcome indifference, passivity before their rights to be citizens.

Still, according to the same authors, “it is up to the school to continue (and sometimes begin) the education started in the families, therefore, forming for citizenship should be the main concern of the school”.

Souza, apud Rodrigues (1996, p.66) states that:

When the citizen discovers that he is the principle of what exists and can exist with his participation, democracy begins to emerge. Citizenship and democracy go hand in hand and do not exist separately. Citizenship is not individualism, but the affirmation of each in their relationship of solidarity with others. Citizenship and democracy are based on ethical principles and have infinity as their limit. There is no limit to solidarity, freedom, equality, participation and diversity. Democracy is an inexhaustible work.

In this way, it is understood that the role of education in the formation of citizenship is essential to allow individuals to consider the definition of various social relations, the function of the State is to be able to interfere in the reality in which the citizen lives by asserting his rights. Education is one of the fundamental authors in the process of building citizenship, but it needs a foundation of the State to perform this task. Therefore, the State has a significant role to play in the construction of citizenship and the realization of democracy.

The Federal Constitution of 1988, in its Article 205, states: “Education, everyone's right and duty of the State and the family, will be promoted and encouraged with the collaboration of society, aiming at the full development of the person, their preparation for the exercise of citizenship and their qualification for work”. Therefore, it is also the State's task to ensure that education can be provided on a broad scale, meeting the aspirations of significant parts of the community and combining quality with social inclusion.

The world trend points to an irreversible and increasingly widespread achievement: the phenomenon of market globalization resulting from the internationalization of the economy. In this modern scenario, Brazil, in order to expand and solidify its presence in international trade, has to adapt its production to the quality and productivity patterns in force in the world economy.

According to Alves and Vieira (1995): “(...)the modernization process takes place both through technological innovations, led by the areas of information and microelectronics, and through new organizational and managerial processes” and continues:

The pace of horizontal expansion of technological innovations from these sectors to other branches of industry and services has been intense. The forecast is that more and more companies will adopt modern production processes and, therefore, the professional qualification of the worker may constitute a critical node for the expansion of these processes. The data on the level of education of the workforce is not encouraging. According to the National Household Sample Survey (PNAD/90), 53% of the workforce, about 33 million workers, had up to five years of study;

according to international analyses, at least eight years of study are necessary to obtain the minimum knowledge that allows the effectiveness of specific training. (ALVES and VIEIRA, 1995).

According to the authors, “The country therefore has an enormous obstacle to overcome: that of qualifying, in time consistent with the needs, the workers to ensure them quality jobs and ensure the success of the process of productive modernization”. The challenge is to massively qualify workers with a methodology that breaks with the traditional concept of professional training and incorporates school training to enable the continuation of the educational process of the worker.

Quoting Alves and Vieira (1995):

It is in this context that the government promotes the expansion of the National Industrial Learning Service (SENAI) and the National Commercial Learning Service (SENAC) to provide the workforce with the required quantity and quality. At the first signs of exhaustion of the growth model, the discussion about the importance of education gains strength. The theory of human capital emerges, with the argument that investments in human resources avoid the underutilization of investments made in physical capital. At that time, the segmentation of Brazilian education into two distinct parts: formal education, in which the students had access to a basic set of knowledge that was wider and wider as they progressed in their studies; and education for work, almost exclusively of SENAI and SENAC, in which the student received a set of relevant information for the mastery of his or her trade, without an educational deepening that would give him or her the conditions to continue in the studies, or even to qualify in other domains.

The term professional education was introduced by the Law of Directives and Bases of Education – LDB (Law nº 9.394/96, cap. III, art.39): “Professional education, integrated to the different forms of education, work, science and technology, leads to the permanent development of skills for productive life”. According to Cordão (2006), the new focus given to professional education supposes the total overcoming of the traditional understanding of professional education as a simple instrument of a welfare policy, or even as a linear adjustment to the demands of the labor market. Thus, according to this author, professional education is considered an important strategy for citizens, in increasing numbers, to have effective access to the scientific and technological achievements of contemporary society. The creation of PLANFOR (Plano Nacional de Qualificação do Trabalhador – National Plan for Workers’ Qualification) in 1995 laid the foundations for achieving economic stability, seeking to raise labor productivity, including professional education in public labor policy. The PROEP (Programa de Expansão da Educação Profissional) had its initial milestone in 1997, with the objective of developing actions that integrate education and work, science and technology, aiming at the implementation of a new model of professional education, which would provide the expansion of vacancies, the diversity of offer and the definition of courses appropriate to the demands of the world of work (WITTACZIK, 2008; CIAVATTA, 2002).

In 2003, an expansion of the federal network of professional education was initiated. In 2005, the veto to the creation of new CEFETs was overthrown and a new model of professional and technological education institution, the Federal Institutes of Education, Science and Technology (IFTs), was created within the Ministry of Education through Law No. 11,892/2008. Law 11,892/08 integrated a set of normative

measures aimed at implementing the Education Development Plan (PDE) of the Lula administration, which had it as one of the most important educational components of the Growth Acceleration Plan (PAC) (WITTACZIK, 2008; CIAVATTA, 2002). The National Program for Youth Inclusion (PROJOVEM), implemented in 2005 by the General Secretariat of the Presidency of the Republic in partnership with the Ministry of Education, the Ministry of Labor and Employment, and the Ministry of Social Development and Fight Against Hunger, whose recipients are young people between the ages of 18 and 24, who finished the fourth grade, but did not finish the eighth grade of elementary school and have no formal labor ties. The Program for the Integration of Professional Education into High School in the Youth and Adult Education Mode (PROEJA), whose objective is the expansion of public spaces for professional education for adults and the contribution to the universalization of basic education, obliged the institutions of the federal network of technical and technological education to allocate, in 2006, the corresponding to 10% of the vacancies offered in 2005 for high school integrated to professional education for young people over 18 years old and adults who have attended only elementary school (WITTACZIK, 2008; CIAVATTA, 2002). The Brasil Profissionalizado program, dated 2007, integrates the PDE in the same way as other initiatives focused on professional education and comes to finance the expansion and equipment of state high school networks, adapting more state schools to expand the offer of integrated high school education to professional education. The program aims at transferring resources to the states in order to encourage them to resume offering free high school professional education in the state public education network (WITTACZIK, 2008; CIAVATTA, 2002).

As stated in Bill 3775/2008:

President Luiz Inácio Lula da Silva signed on July 16, 2008 the 3775/2008 Bill that creates 38 (thirty-eight) federal institutes of education, science and technology in the country. The subject followed for approval in the National Congress and on December 29, 2008 was sanctioned by the president. The institutes should have a strong insertion in the research and extension area, aiming at stimulating the development of technical and technological solutions and extending their benefits to the community. Half of the vacancies will be destined to the offer of technical courses of medium level, in special integrated curriculum courses. In higher education, the highlight is for the engineering technology courses and graduation courses in physical sciences, chemistry, mathematics and biology. Graduates of specific professional and technological education content will also be encouraged, such as the training of mechanics, electricity and computer science teachers. The federal institutes will have autonomy, within the limits of their territorial area, to create and extinguish courses, as well as to register diplomas of the courses they offer, upon authorization of their Superior Council. They will also exercise the role of accrediting and certifying institutions of professional skills. "Each federal institute is organized in a structure with several campuses, with an annual budget proposal identified for each campus and rectory, equating with federal universities.

And so the Federal Institute of Education, Science and Technology of Mato Grosso do Sul (IFMS) was created by Law No. 11,892 of December 29, 2008, when the Ministry of Education (MEC) restructured the Federal Network of Professional, Scientific and Technological Education. The process of implementing

IFMS began in 2007, with the sanction of Law No. 11,534 of October 25, 2007, which created federal technical and agro-technical schools. On that occasion, the Federal Technical School of Mato Grosso do Sul, with headquarters in Campo Grande, and the Federal Agro-technical School of Nova Andradina were established.

The following year, with the restructuring of the Federal Network, the IFMS was created with the planned installation of the Campo Grande and Nova Andradina campuses. On that occasion, MEC designated the Federal Technological University of Paraná (UTFPR) as the tutor of the implementation process for a period of two years. In 2009, with the new expansion project of the Federal Network, five other campuses were created in the municipalities of Aquidauana, Corumbá, Coxim, Ponta Porã and Três Lagoas.

The New Andradina Campus was the first to come into operation in 2010, through the publication of MEC Ordinance No. 170/2010. On February 1 of that year, in Brasília, 78 campuses of Federal Institutes were inaugurated, among them the first of IFMS. The first servers took office on the 8th of the same month.

The following year, MEC Ordinance No. 79 of 31 January 2011 authorized the operation of the other six campuses. The units began teaching activities in provisional locations with the offer of distance education courses, in partnership with the Federal Institute of Paraná (IFPR) and municipal governments.

As the works were being completed, students and servers began activities on the final campuses. In Aquidauana, classes at the new headquarters began on September 2, 2013. On the 30th of the same month, the Ponta Porã Campus began operating in the building built on a 25 hectare area donated by the city government. It would be the second unit with a vocation for education in the countryside, as well as Nova Andradina.

On April 28, 2014, activities began at the Coxim Campus. In Três Lagoas, the definitive headquarters began operating on May 12 of that year. In June, the Federal Government held the official inauguration of these four campuses, in Brasília. In 2014, three new units were created in the municipalities of Dourados, Jardim and Naviraí, whose headquarters are now being built. Initially, professional qualification and language courses were offered.

MEC Ordinance No. 378 of May 9, 2016 authorized the operation of the new campuses. On that date, Dourados and Jardim were officially inaugurated by the Presidency of the Republic, in Brasília. In 2016, the Dourados Campus started the school year at the definitive headquarters. On October 25, the Campus Jardim was handed over to the community. The Campus Campo Grande's definitive headquarters started operating in July 2017, and Corumbá's in the first semester of 2018. Currently, only the Naviraí Campus operates in temporary headquarters. In the ten municipalities, IFMS offers technical courses of medium level, undergraduate, graduate, and distance education, besides professional qualification.

Through the offer of Professional, Scientific and Technological Education, the insertion of IFMS has a strong presence in the main regions of the State of Mato Grosso do Sul, constituting, since its creation, a new scenario of possibilities for young people and adults in each locality, leading to relevant developments for the social, cultural and local productive arrangements.

The State of Mato Grosso do Sul consists of 79 municipalities with an estimated population of 2,449,024 inhabitants, of which the Dourados campus, in its area of coverage, is part: Caarapó, Deodápolis, Douradina, Dourados, Fátima do Sul, Glória de Dourados, Itaporã, Jateí, Maracaju, Rio Brillhante, Vicentina, making up a total population of 404,808 inhabitants according to data from IBGE (2010), containing low

demographic concentration in its territory, with approximately 84% of the state population living in the urban area.

The IFMS PDI provides for the contracting of partnerships with municipalities that are part of the Campus' area of scope to offer professional qualification education courses through distance education. The proposal for the implementation and realization of FIC's Initial and Continuing Education Courses in the Distance Education Mode (EaD) meets the need for humanistic-technical-scientific training for the consolidation of IFMS's social role through the provision of education with a view to building a network of knowledge that interweaves culture, work, science and technology in favor of a fairer, less unequal, more autonomous and solidary society. The implementation of the courses is in accordance with the proposal of the Law of Guidelines and Bases of National Education - LDB, No. 9,394, of December 20, 1996, which bases the educational practice linked to the world of work and social practice, as well as the consolidation and deepening of knowledge acquired in elementary school, basic preparation for work and citizenship, understanding of the scientific-technological foundations of productive processes, relating theory to practice. Considering Decree No. 5,154 of July 23, 2004, the course is organized according to the socio-occupational and technological structure of the training area, articulating efforts in the areas of education, work and employment, and science and technology so that the entrant can act effectively in the world of work.

Likewise, we have a large contingent of workers who have not had the opportunity to qualify at these levels and, consequently, have not occupied vacancies in the labor market. Therefore, the offer of Initial and Continuing Training or Professional Qualification courses FIC represents the possibility of social inclusion, training and training of human resources. This way, the Vendor course is proposed, aiming to train, qualify and improve sales techniques, seeking to improve the technical capacity of people interested in this area of knowledge.

Operations in both industry and the service sector have prioritized the use of computer-based systems. Therefore, basic knowledge in computer operation is essential for a better insertion in the world of work. The constant evolution of information technologies makes clear the importance of mastering the techniques of computer use, from the most basic to the most advanced operations.

In the case studied here, this partnership is being practiced with the city of Itaporã, about 20 km away from the city of Dourados, with some industries installed, being them in the food business, extraction of natural resources and cereals and also small and medium sized commerce from various areas.

The IFMS Distance Education (EaD) is considered a non-presential meeting between subjects through Information and Communication Technologies (ICTs). Such subjects dialogue and build relationships, knowledge, practices and existential situations, in order to carry out interventions in the reality in which they are inserted. The activities involve the use of a virtual teaching and learning environment (AVEA) through the Moodle Platform, in which distance activities are developed. Once a week, students meet in person at the presence of their tutor to clarify doubts and develop activities proposed by the teachers of the curricular units.

## **2. Methodology**

In order to carry out the transversal diagnosis of the panorama of professional education in the municipality of Itaporã – Mato Grosso do Sul, the guided interview technique was implemented in loco with the coordinating agents of the action designated by the municipal administration. A previous block of questions was pre-defined, blinded to the interviewee, in order to obtain a greater volume of technical information regarding: the number of courses, number of vacancies, historical line of qualification and logistical issues involved in the reGENCY of the courses.

In a second moment, the interview was programmed for the technique of free reporting allowing the asset of information that the interviewee judged necessary for a better understanding of the topic; moreover, it contributed to the survey data collected from the business sense of the municipality in question.

Everyone involved was aware of their free and voluntary collaboration. During the entire collection stage the information was kept in a free association chart which, later revised, gave basis to the narrative of the results that follows.

## **3. Results and Discussion**

In order to collect data for the study, the technique of on-site guided interview was implemented with the action coordinating agents designated by the municipal administration. All those involved were aware of their free and voluntary collaboration. During the entire collection stage, the information was kept in a free association chart, which was later reviewed and the interview lasted about an hour and a half. On the day chosen to carry out the data collection, I was received by GEDU employee Gabriel Oliveira Vilharga, who also performs the role of face-to-face tutor for the courses offered in this partnership, he collaborated with the interview and the data collected were sufficient to prepare this case study.

According to the data collection, the professional training courses offered in the city of Itaporã-MS are those of “Computer Operators” and “Salesman” at the Municipal School Teacher Sônia Teixeira Paiva. In 2017 the two courses were offered (2 classes of the Computer Operator course and 4 classes of the Computer Operator course), with a good achievement with 62 certified students in the Computer Operator course and 41 students in the Salesman course, with distance mediation by the Education Coordinator/IFMS Lígia Karina Meneghetti and the face-to-face tutor Gabriel Oliveira Vilharga/Employee of GEDU of Itaporã and in this year of 2020 only the Salesman course will be offered.

It was found that the capitation of these students is made through ads published in the GEDU Blog, in social networks, in visits made to schools and posters in the basic health care posts, in the operator and seller course the interested party must have concluded the elementary school, the perspectives are that this partnership lasts for several years and the expectation is that other courses are also offered to meet the labor market of the municipality.

During the study, it was noticed some obstacles that did not corroborate the demand of the municipality's population to enroll in the courses; an example of this is that in the disclosure stage it was identified that when the course is announced by IFMS, GEDU does not have enough time to contact the possible students. This aspect is aggravated when we take into account that, in addition to the districts, the municipality also has a large rural area, which should certainly be advertised in loco, since internet access is slow and



precarious.

It was also noted that the fact that the course is offered only at night, ends up discouraging the participation of some potential students who, despite showing interest, need to pay attention to their labor routines, especially at the time of the harvest. Another fact that was noticed is the content approached, mainly the operator course, some students thought that some topics will not be useful in their professional life, while others have great difficulty with the student portal.

During the study it was found that the courses offered contemplate the guiding hypothesis since they meet the needs of the industrial and marketing arrangements of the municipality, on the other hand, it was found that it was casual this service, since no mapping of the employment demand of the municipality was made and, nevertheless, also a post-course evaluation in order to verify whether these companies are absorbing this skilled labor.

#### **4. Final considerations**

The results obtained allow us to conclude that a greater concern is necessary, on the part of those involved in this partnership, to create a database of course graduates in order to establish a periodic sense capable of identifying professional life after the course: which ones have achieved a placement in the job market, which ones have obtained a level increase or even returned to take new courses. It is also necessary to study with local industries and commerce in order to draw a profile of the demand for qualified labor in order to detect which training is important at the moment to fill job vacancies and meet their needs, since they are different industries and businesses.

#### **5. Competing Interests**

The authors declare no competing interests.

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