

## Educational Policies in Teacher Education in Brazil: progress or setbacks?<sup>1</sup>

*Políticas educacionais na formação de professores no Brasil:  
avanços ou retrocessos?*

*Políticas educacionales en la formación de profesores en Brasil:  
¿avances o retrocesos?*

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**Abstract:** This paper aims to discuss the current landscape of teacher education in Brazil, focusing on the debate around the so-called “teacher shortage crisis.” It examines how the current *National Curriculum Guidelines for Initial Teacher Education for Basic Education* and the *National Common Base for Initial Teacher Education for Basic Education* contribute to the worsening of this problem, impacting the quality of teacher preparation. In addition, it analyzes the program *More Teachers for Brazil*, enacted in January 2025, as a response to the country’s teacher shortage crisis. The article argues that this initiative is insufficient to tackle the issue, as it merely conceals the underlying factors that discourage entry into and permanence in the teaching profession.

**Keywords:** Teacher crisis; Teacher training; Initial teacher education; Curriculum policy; Deterioration of teacher education.

**Resumo:** Este trabalho tem como objetivo discutir o atual panorama da formação de professores no Brasil, tendo como eixo norteador o debate sobre o chamado “apagão docente”. Reflete-se sobre como as atuais “Diretrizes Curriculares Nacionais para a Formação Inicial de Professores para a Educação Básica” e a “Base Nacional Comum para a Formação Inicial de Professores da Educação Básica” contribuem para o agravamento desse problema, impactando a qualidade da formação docente. Além disso, analisa-se o programa “Mais Professores para o Brasil”, homologado em janeiro de 2025, como uma resposta à crise de escassez de professores no país. Argumenta-se que essa iniciativa não é suficiente para enfrentar o problema, pois apenas mascara os reais determinantes que desestimulam o ingresso e a permanência na carreira.

**Palavras-chave:** Crise de professores; Formação docente; Formação inicial; Políticas educacionais; Formação esvaziada; Diretrizes Curriculares.

**Resumen:** Este estudio tiene como objetivo analizar el panorama actual de la formación de docentes en Brasil, centrándose en el debate sobre el denominado “apagón docente”. Se examina cómo las actuales “Directrices Curriculares Nacionales para la Formación Inicial de Profesores de Educación Básica” y la “Base Nacional Común para la Formación Inicial de Profesores de Educación Básica” contribuyen al agravamiento de este problema, afectando la calidad de la formación docente. Además, se analiza el programa “Más Profesores para Brasil”, homologado en enero de 2025, como una respuesta a la

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crisis de escasez de profesores en el país. No obstante, se argumenta que esta iniciativa no es suficiente para abordar el problema, ya que solo oculta los factores estructurales que desincentivan el ingreso y la permanencia en la profesión docente.

**Palabras clave:** Crisis de docentes; Formación docente; Formación inicial; Políticas curriculares; Formación vaciada.

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**Received:** February 24, 2025

**Accepted:** September 30, 2025

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## Introduction

In 2020, the Semesp Institute warned of what it termed the risk of a “teacher blackout” in Brazil by 2040, the result of a mismatch between the number of teachers in the profession and the number of students in schools, estimating a shortage of around 235,000 teachers.

According to the “*Resumo Técnico Do Censo Da Educação Superior 2022*”, published by the National Institute for Educational Studies and Research Anísio Teixeira (INEP), in 2024, the number of entrants into teacher education programs (licenciaturas) gradually increased between 2015 (528,507 enrollments) and 2019 (731,682 enrollments), with a slight decline in 2020 (695,709). The year 2015 marked a turning point: until then, most enrollments occurred in on-campus programs, and beginning in 2016, distance-learning teacher education programs surpassed face-to-face enrollments. In 2020, distance-learning enrollments accounted for 73.2% of the total, compared to 26.8% in on-campus programs.

Another relevant aspect is the profile of entrants. Between 2010 and 2020, 26 million graduates completed teacher education programs, of which 48% were under 29 years old. However, over this period, there was an 11.8% decline in younger graduates. This is reflected in the number of early-career teachers: the proportion of teachers aged 24 or younger was cut in half between 2009 and 2021. At the same time, in the same period, there was a 109% increase in the number of teachers aged 50 and older. There is also a high dropout rate: one in every three students entering teacher education does not complete the program. Thus, between 2010 and 2020, while enrollments in teacher education programs increased by 53.8%, the number of graduates grew by only 4.3%.

The study by Esquinsani and Esquinsani (2018) had already foreseen the possible scenario of the so-called *teacher blackout*, highlighting data such as enrollments in teacher education programs, the low number of young teachers, and the growing number of teachers over 50—a scenario that the 2020 data reconfirm.

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<sup>3</sup> Technical Summary of the 2022 Higher Education Census.

Among the reasons for the lack of interest in entering and remaining in the teaching profession are: the low attractiveness of the career due to low salaries, poor school infrastructure, overcrowded classrooms, institutional pressure for results, and the lack of autonomy in teachers' work.

It is worth noting that teacher professional valorization was included in the 2015 *National Curriculum Guidelines Basic Education Teachers' Initial Education* (DCN) but removed from the current reference DCN, approved in 2019. It is important to recall that the context in which the 2019 DCN was drafted was qualitatively different from that of 2015: while the latter resulted from broad debate among educators and researchers, the 2019 version did not follow the same participatory process (Diniz-Pereira, 2021).

There is no doubt that the problem of the teacher blackout, driven by the devaluation of the profession and by accelerated, superficial training, must be confronted. But how? It seems inevitable to conclude that public policies addressing this issue are necessary.

In this essay, teacher education will be discussed in terms of both quality and quantity, as expressed in the *Common National Curriculum for Basic Education Teachers* (BNC-Teachers Education) and in the *More Teachers for Brazil Program*, respectively. The goal is to highlight how these public policies do not, in fact, address the teacher shortage crisis in Brazil, since they adopt a merely quantitative approach to the problem. Increasing the number of teachers through scholarships and fast-tracked training programs alone is not enough.

### **BNC-Teachers Education and the Quality of Teacher Education**

Through Resolution No. 2, dated December 20, 2019, the National Education Council defined the DCN and established the BNC-Teachers Education. Its approval triggered adverse reactions from the community of researchers and teachers due to its authoritarian and prescriptive orientations and guidelines, which disregarded the historical struggle of educators for emancipatory education (Portelina, 2021).

In contrast to what occurred with the 2015 DCN, which were widely debated in a democratic and dialogical process, they recovered:

The theoretical and epistemological principles that emerged from conferences, grassroots movements in the field (involving academic, scientific, and union entities, among others), and institutions of both basic and higher education. This movement sought to consolidate new legislation for teacher education, aiming to break with regulatory frameworks that were not always organic, despite the common axis of the normative apparatuses in force at the time, which were strongly centered on technocratic thinking and expressed in the

emphasis on skills and competencies, among other aspects. The aforementioned Commission developed studies, research, and policy analyses, as well as reviews of the regulatory frameworks concerning teacher education. In addition, it expanded its scope of action, seeking to ensure the effective participation of the Ministry of Education (MEC), of various educational agencies and sectors, of public and private higher education institutions, and of organizations connected to the theme (Dourado & Siqueira, 2022, p. 58).

The 2015 DCN represented a milestone in the history of teacher education by incorporating long-standing demands of the profession, such as the articulation between initial and continuing education within a comprehensive teacher education policy, the valorization of the teaching profession, the defense of a national common base grounded in emancipatory and lifelong education, and the recognition of the specificities of teachers' work.

Initially, higher education institutions were expected to implement the changes required by the 2015 DCN by 2017. However, requests for deadline extensions were made, and during this period the new and current 2019 DCN were published (Diniz-Pereira, 2021).

It is worth noting that their publication occurred while institutions were still attempting to comply with the 2015 guidelines. Dourado and Siqueira (2022) explain that the 2015 DCN did not align with the interests of the business sector, which was increasingly embedded in public educational policies. In 2016, following the impeachment of then-president Dilma Rousseff, a conservative and ultraliberal government came to power.

Although democratically elected, this government reshaped the composition of the National Education Council, explicitly aligning it with the interests of the business sector. In 2017, the Council approved the *National Common Curricular Base* (BNCC) for early childhood and secondary education. That same year, Law No. 13.415/2017 was also approved, known as the High School Reform Law. In 2018, the BNCC for high school was published, and in 2019 the DCN for initial teacher education for basic education and the BNC-teachers education were enacted.

Branco and Zanatta (2021) argue that these educational reforms represent a mere façade of democratic participation, in which private actors directed the BNCC, structuring it from an entrepreneurial perspective (D'Ávila; Lima, 2020). In this way, education is transformed into yet another commodity, and as such, the commitment is not to improving teaching quality, but to avoiding the use of public funds to support it.

At the time, the *National Association of Graduate Studies and Research in Education* (ANPED) issued a statement opposing these reforms, which excluded discussion with the school community, researchers, schools, and universities. The broad debates that had shaped

the 2015 DCN were deliberately left out, and the organization declared that the BNC-Teachers Education fails to address the real problems of teacher education:

When will we confront the fact that 83% of enrollments in pedagogy programs (2017 Higher Education Census) are in private institutions, and that part of this training takes place through distance education? Do we really need new guidelines, or do we need to address the conditions that determine the quality of provision? When will we confront the fact that public school systems continue to hire temporary teachers, who are unable to build a stable professional trajectory? When will we confront the fact that education systems do not comply with the PSPN - National Floor for Teaching Salaries Law? (ANPED, 2018, n.p.).

The DCN (2019) discussed primarily by the business sector, reveals a stance that positions the teacher as a mere executor of programs developed by others, rather than as someone who thinks about and engages in educational issues.

Pires and Cardoso (2021, p. 78) point out that these policies “operate a neoliberal rationality to conceive, through the logic of competencies, a curriculum that produces teacher and student subjectivities aligned with market rules,” thus educating teachers in a standardized way to act as executors of the BNCC.

The alignment of public educational policies with the neoliberal agenda is not new, as has been widely discussed by several researchers in the field of education. This alignment had already guided teacher education reforms in Brazil, through laws and guidelines, since the 1990's (Freitas, 2018).

A milestone in this process was the publication, in 1988 in Brazil, of the report prepared by the International Commission on Education for the Twenty-first Century, commissioned by the United Nations Educational, Scientific and Cultural Organization (UNESCO). This document served as a reference for the development of Brazilian educational policies, which incorporated the orientations elaborated by international multilateral organizations—in addition to UNESCO, the World Bank, the United Nations Children's Fund (UNICEF), the Economic Commission for Latin America and the Caribbean (ECLAC), and the United Nations Development Programme (UNDP). The pillars established were: learning to know, learning to do, learning to live together, and learning to be (Mazzeu, 2011). The proposal was to educate an individual with “operational competencies to meet market demands, while, on the other hand, creating incompetence for the exercise of critical reflection and freedom; therefore, for the exercise of ethics” (Silva, 2020, p. 105).

Mazzeu (2009) relates these reforms to the productive restructuring of capital, in which the “traditional” model of teacher education no longer met the needs of a complex and constantly changing society. In this context, a demand emerges for a teacher whose action is oriented by:

[...] practical, immediate, and creative solutions to the problems of an increasingly individualized and particularized school daily life, with the aim of not hindering the “progress” of the educational process or the students’ progression through the school systems. In this sense, a “traditional” model of teacher education, based on mastery of theoretical-scientific and pedagogical knowledge, would be inadequate. As an alternative, the reformist discourse proposes the model of *professionalization* grounded in *reflective practice* and *competence* (Mazzeu, 2009, p. 2, author’s emphasis).

The principle of competence as the guiding axis in teacher education meets the demand for this professional model, incorporated into the first “*National Curriculum Guidelines for the Education of Basic Education Teachers, at the higher education level, full undergraduate degree*” of 2002. This principle adjusted teachers to the needs of capitalist society, by shaping a passive professional, aligned with everyday demands but lacking tools to support the understanding and overcoming of such issues. For this reason, the competence model already constituted a point of tension and debate in the document, among educators and researchers (Diniz-Pereira, 2021).

Another characteristic of this type of education is the devaluation of theoretical knowledge. Moraes (2001) refers to this phenomenon as the retreat from theoretical education, as part of a conservative and obscurantist offensive (Duarte; Mazzeu; Duarte, 2020), which deliberately obscures future teachers’ access to systematized knowledge—a necessary requirement for questioning the relations of domination imposed.

Therefore, the teacher trained under the competence model:

He is commonly perceived as being able to solve classroom problems through experiential knowledge, yet without possessing the theoretical knowledge that should guide his practice. (...) This traps the teacher within his own everyday concepts, as they are shaped by a practical-utilitarian training process, in which the focus of questioning is the teacher’s own experience and life. Such experience is expected to be reflected upon by the teacher in order to promote self-formation and to find solutions to the problems faced in daily practice. What is disregarded is that teaching practice requires the development of scientific concepts, which are not constructed in the immediacy of the practical-utilitarian world (Borges; Richter, 2021, p. 4–5).

Together with the approval of the DCN (2019), which endorses the competence model and represents a setback from the advances achieved by the DCN (2015), which, according to Tonello and Mohr (2023), opened the possibility for a critical problematization of reality

through curricular openness—the BNC-Teachers Education was published, using the BNCC as its reference for implementation. The document states:

**Art. 2.** Teacher education presupposes the development, by the licensure student, of the general competencies set forth in the BNCC for Basic Education, as well as the essential learning outcomes to be guaranteed to students regarding the intellectual, physical, cultural, social, and emotional aspects of their training, with the perspective of full personal development, aiming at Comprehensive Education.

**Art. 3.** Based on the same principles of the general competencies established by the BNCC, licensure students are required to develop the corresponding general teaching competencies (Brazil, 2019).

It is evident that all the guidelines of the BNC-Teachers Education revolve around the development of competencies, with the document divided into “general teaching competencies” and “specific competencies,” each articulated with a corresponding skill.

According to Lavoura, Alves, and Santos Júnior (2020, p. 566), the BNC-Teachers Education has a:

[...] neotechnicist, privatist, and practice-oriented character, since, by referencing exclusively the determinations of the BNCC for Basic Education, such teacher training guidelines further restrict the possibility of a training solidly grounded in the field of education, with its pedagogical foundations and theories fully developed and occupying the central role in teacher education.

Thus, for teachers it would suffice to know how to apply the BNCC: a technical teacher, who is intentionally denied the knowledge necessary to understand and act upon reality in the form of praxis. In this way, the teacher remains resigned to the precariousness of the profession, believing it possible to solve educational problems without theory, working endless hours and individually assuming responsibility for his or her own future.

Diniz-Pereira (2021) relates the BNC-Teachers Education to what occurred during the military dictatorship: a standardized and controlled training of teachers, which undermines positions contrary to the prevailing order.

Saviani (2019), when analyzing the changes in teacher education resulting from the restructuring of productive processes in capitalist society, highlights that:

As with workers in general, teachers are also urged to continuously improve themselves in an endless process of learning to learn. Hence, there is an emphasis on refresher or retraining courses of the most varied types, all of them related to particular and fragmentary aspects of teaching activity, always alluding to practical issues of everyday life. The market and its governmental spokespersons seem to desire a teacher who is agile, light, and flexible, who—starting from a brief, short-term, and low-cost initial training—continues with his or her qualification in teaching practice, drawing on reflection upon

his or her own practice, eventually supported by short courses, also called ‘workshops.’ These, making use of computer-based resources, would transmit, in homeopathic doses, the skills that would render the teacher competent in the pedagogies of ‘inclusive exclusion,’ ‘learning to learn,’ and ‘total quality’ (Saviani, 2019, p. 118–119).

It is worth emphasizing that the knowledge a teacher acquires throughout his or her career through experience may, at first glance, appear as singular moments, marked by reflections and actions arising from each situation lived in the classroom. However, upon closer analysis, one can observe the intersection of multiple historical, social, and cultural factors (Sun, 2024).

The focus on “reflection-in-action” tends to silence and erase the historical-social dimension, thereby emptying teaching praxis. So, it can be stated that the principles guiding the BNC-Teachers Education not only shape the individual for the maintenance of the current mode of production, but also make it difficult to undertake counter-hegemonic actions and resist the norms of this society, since they do not account for analyzing the complexity of educational reality in its essence.

Contreras (2002) points out that teacher education oriented toward tacit, particular, and subjective knowledge restricts reflections on pedagogical practices to the classroom space and school subjects, without promoting a perspective of social transformation. From this standpoint, the development of philosophical knowledge would not take place. According to Nunes (2018), such a configuration reinforces the dichotomy between theory and practice, emphasizing practice and relegating theory to a secondary position, as well as establishing a relationship of subordination of theoretical knowledge to practical knowledge.

Faria (2022, p. 15) proposes a well-rounded teacher education, aiming to enable the:

[...] development of an acute awareness of the purposes of education and teaching practice, as well as providing them with a strong theoretical-scientific formation, capable of emancipating them, since it equips them to organize and mediate the teaching-learning process systematically, effectively, and coherently with the educational goal of liberation and emancipation.

The mastery of pedagogical and subject-specific knowledge is closely related to the political sphere, and “it is precisely because technical competence is political that the technical incompetence of teachers has been produced, preventing them from transmitting school knowledge to the dominated social layers when they claim access to such knowledge” (Saviani, 2011, p. 27). Technical incompetence is produced when the teacher is deprived of the tools of their work, creating obstacles for them to promote:

[...] intentional, planned, and sequential actions designed to allow the contradictory unity between the specificities of teaching and learning to occur: on one hand, teaching carried out by the teacher, who is responsible for listing, selecting, and categorizing different types of knowledge that need to be converted into school knowledge, recognizing their importance for human development, as well as planning and implementing the most appropriate methods of transmission. On the other hand, learning occurs through the student who, by appropriating the elaborated knowledge, may develop—among the various facets of the formative process—thinking tools (complex higher-order mental functions) that enable the subjective grasp of this objective reality with maximal fidelity (Marsiglia; Martins; Lavoura, 2019, p. 12).

For this reason, the promotion of teacher education based on competencies contributes to the teacher shortage process, by emptying pedagogical work and depriving teachers of the tools necessary to understand educational complexity, conforming them to the immediate and alienated reality.

### **Teacher Blackout and the Quantitative Dimension: Considerations on the “More Teachers for Brazil” Program**

The most evident dimension of the teacher blackout relates to the deficit of teachers in basic education, which affects some specific subjects even more acutely. Research by Semesp (2020) indicated a decline in the number of graduates in licensure programs in Biology, Chemistry, Social Sciences, Literature, History, and Geography.

In response to this scenario, the Ministry of Education (MEC) launched the “More Teachers for Brazil” program in October 2024. At the time of its announcement, no further details were provided regarding its implementation. Subsequently, on January 14, 2025, Decree No. 12,358 was ratified, officially instituting the “More Teachers for Brazil” Program, whose objectives are:

- I – to encourage the improvement of teaching quality in basic education, with an emphasis on public schools;
- II – to support the Union, States, Federal District, and Municipalities in the selection and retention of qualified professionals for their education systems;
- III – to promote the attractiveness, retention, and completion of licensure courses within higher education institutions;
- IV – to increase the entry of graduates into the teaching profession;
- V – to reduce the shortage of basic education teachers in priority regions and subject areas;
- VI – to decrease regional inequalities in basic education networks;
- VII – to ensure equitable opportunities for teacher development and professional recognition of teachers; and
- VIII – to contribute to the social valorization of the teaching profession, recognizing the importance of teachers for the country’s development. (Brazil, 2025).

The program is presented on the MEC website as an instrument to recognize the role of teachers in student learning, aiming to encourage and strengthen entry into licensure programs, the recruitment of new teachers into the public school system, and the valorization of the teaching career. To this end, it is structured around five axes:

**Selection for entry into teaching:** National Teacher Exam to support the states, Federal District, and municipalities in teacher selection and entry processes.

**Attractiveness for licensure programs:** Pé-de-Meia Licensure Scholarships (*Savings-for-Licensure Scholarship*) to foster enrollment, retention, and completion in licensure courses.

**Teacher allocation:** More Teachers Scholarship to incentivize work in regions and subject areas with a shortage of teachers.

**Teacher education:** Portal aimed at strengthening professional development according to the teacher's profile and needs.

**Teacher valorization:** Actions to recognize the social importance of teachers, established through partnerships with other ministries and public agencies (Brazil, 2025).

The National Teacher Exam (PND) will be a nationwide test, administered annually by the INEP, following the licensure Enade framework. Its purpose is to attract graduates to public schools, with participation being at the discretion of the states, Federal District, and municipalities. In cases of participation, these entities will define and publish their own public notices, indicating how they will use the exam results in teacher selection processes (ranking, elimination, or complementary).

The intention to assist states, the Federal District, and municipalities in teacher selection for the public system through a unified exam reinforces the ongoing project of curricular standardization aligned with external assessments, consolidated by the BNCC and BNC-Teachers Education. Such alignment excludes the diversity and specificities of Brazil's various regions, shaping and selecting a teacher profile more suited to the interests of the hegemonic class than to the needs of the working class.

This method of teacher selection for the network, as currently decreed, does not contribute to improving teacher selection with regard to teaching quality. On the contrary, it favors teachers aligned with the competency-based pedagogy.

Regarding the Pé-de-Meia Licensure Scholarship (*Savings-for-Licensure Scholarship*) and the *More Teachers* Scholarship, the former aims to attract students who have achieved an average score of 650 or higher on the National High School Exam (ENEM) to in-person licensure courses through a monthly scholarship of R\$1,050 during the course duration—R\$700 for immediate withdrawal and R\$350 into a savings account to be redeemed after entering a public school network, within up to five years.

The latter scholarship aims to cover subject areas with a shortage of teachers, providing a monthly amount of R\$2,100 for up to two years to graduates or bachelors from any field of knowledge or underserved regions. Participating federative entities must provide, through public notices published by the MEC, information regarding teacher shortages in their education systems.

Both scholarships share similar objectives: to attract individuals both to licensure programs (Pé-de-Meia – “Saving for”) and to work in the public school network, especially in areas of greatest shortage (More Teachers Scholarship). However, both are palliative measures and do not have real or effective potential to address the problems of teacher shortages in specific areas or the low attractiveness of the teaching profession

The scholarship as a means for entry into licensure programs and for teaching in schools gives the appearance of addressing the lack of attractiveness of the teaching profession. After all, a scholarship is not a salary, and issues such as school infrastructure and overcrowded classrooms are not mentioned in the “More Teachers for Brazil” program.

A scholarship policy alone is insufficient. It is impossible to discuss improving the attractiveness of school work without addressing teachers’ working conditions—an aspect not even considered by the program.

What is the point of a student who performed well on the ENEM deciding to enroll in a licensure program motivated by the Pé-de-Meia Licensure Scholarship (*Savings-for-Licensure Scholarship*), if upon entering the school system after graduation they encounter the same problems that drive young people away from the teaching profession? And in the case of a graduate or bachelor who joins through the *More Teachers Scholarship*: after the two-year period, what happens? As school conditions remain the same, it is unlikely that the professional will continue in the network. Thus, schools would likely face teacher turnover every two years, precisely in the areas most in need.

The teacher education axis aims to strengthen initial and continuing teacher education, offering, through the MEC, the “*More Teachers Portal*” with free undergraduate, graduate, and continuing education courses. It is worth questioning: given the working conditions they face, will teachers be able to participate in these trainings? If so, with what quality? Discussing the strengthening of teacher education necessarily requires addressing the adequate conditions for this to occur. Without proper conditions, it is impossible to dedicate oneself to training, no matter how high-quality it may be.

Regarding the valorization axis, the MEC website states that “valuing teachers means not only improving their working conditions and remuneration but also recognizing their social importance and value.” To this end, the program foresees

partnerships between ministries, public banks, higher education institutions, and civil society organizations to develop benefits for public school teachers. These include: a credit card with no annual fee (in partnership with *Banco do Brasil* and *Caixa Econômica Federal*), discounts on hotels (in partnership with the Ministry of Tourism), and special conditions for purchasing products and equipment.

Thus, for the MEC, valuing and recognizing teachers means offering consumption opportunities with discounts and special rates, without actually increasing salaries.

It is ironic that the MEC recognizes the improvement of working conditions and remuneration as fundamental to teacher valorization, yet no axis of the program provides directives to make this happen. In other words, the problem is acknowledged, but no effective solution is proposed.

### **Final Considerations**

This study has highlighted the complexity and challenges faced by teacher education in Brazil within the context of the teacher blackout phenomenon. The analysis of the BNC-Teachers Education demonstrates how the emphasis on competency development has contributed to the precarization of teacher education, restricting teachers to a technical role devoid of deep critical reflection on the educational reality. This approach reduces the possibilities for a solid education that encompasses the theoretical, historical, and social aspects of education, which are essential for transformative and emancipatory practice.

In an initial analysis of the recent “More Teachers for Brazil” program, the limitations of public policies aimed at addressing the teacher shortage become evident. Although the initiative presents measures to attract and integrate teachers into public networks, such as incentive scholarships, these measures do not address the structural issues surrounding the lack of professional recognition, precarious working conditions, and inadequate school infrastructure. By focusing on superficial and palliative solutions, the program fails to tackle the root causes of the problem, such as unsustainable working conditions and the ongoing devaluation of the teaching profession, perpetuating teacher turnover and the erosion of the profession.

Therefore, it is urgent to promote a thorough critical reflection on teacher education, one that encompasses the valorization of the teaching profession, the guarantee of adequate working conditions, and the quality of education, in order to effectively and sustainably address the teacher shortage in Brazil.

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