

## Editorial

**A decade of dispute in the national teacher training policy in Brazil:  
a national reality or an international movement?**

Leonice Matilde Richter<sup>1</sup>  
Federal University of Uberlândia

Maria Vieira Silva<sup>2</sup>  
Federal University of Rio Grande do Norte

Vilma Aparecida de Souza<sup>3</sup>  
Federal University of Uberlândia

Raquel Aparecida Souza<sup>4</sup>  
Federal University of Uberlândia

**Abstract:** The national policy for teacher training in Brazil has highlighted one of the most contentious issues in the educational landscape. In the legal realm, marked by dissent and conflicting positions, we have seen the publication of three guidelines over the course of a decade: Resolution n° 2/2015, n° 2/2019, and the current one, n° 4/2024, which revoked the two previous ones. At the core of these legal provisions are hegemonic positions regarding concepts of teacher training and basic education, which largely conflict with the principles and agendas of civil society organizations. Thus, on one hand, public universities, teacher training forums, and academic entities and associations have fought for a solid and critical scientific education, while on the other hand, representatives of the market and private interests advocate for neoconservative agendas and a technical training approach. This reality is not a national peculiarity; rather, it reflects an intensification of the conservative agenda on an international scale. This issue of the *Journal Education and Policies in Debate*, titled “Teacher Training Policies in Brazil and Europe in the 21st Century: Influences and Perspectives,” contributes to fostering the debate on this important topic. In addition to presenting studies on the Brazilian reality, we also include analyses of the situations in countries from Latin America, Europe, and Africa.

**Keywords:** Teacher training policies; Curriculum; Privatization of education.

---

<sup>1</sup> Responsible editor of the Journal of Education and Policies in Debate. PhD in Education from UFU. Associate Professor of Education Policies and Management at the Faculty of Education, Federal University of Uberlândia, Uberlândia, Minas Gerais, Brazil. E-mail: [leonice@ufu.br](mailto:leonice@ufu.br); Lattes: <http://lattes.cnpq.br/9049041703208746>; ORCID: <https://orcid.org/0000-0001-7109-3257>.

<sup>2</sup> Responsible editor of the Journal of Education and Policies in Debate. Postdoctorate internship in Education. Professor in the Graduate Program in Education, Federal University of Rio Grande do Norte, Natal, Rio Grande do Norte, Brazil. E-mail: [mvieiraufu@ufu.br](mailto:mvieiraufu@ufu.br); Lattes <http://lattes.cnpq.br/0726794592785841>; ORCID: <https://orcid.org/0000-0002-4510-0844>.

<sup>3</sup> Associate editor of the Editorial Committee of the Journal of Education and Policies in Debate. PhD in Education from UFU. Leader of the Research Group on Public Policies, Management, Education Financing, and Equity (UFU). Associate Professor at the Faculty of Education, Federal University of Uberlândia, Uberlândia, Minas Gerais, Brazil. E-mail: [vilmasouza@ufu.br](mailto:vilmasouza@ufu.br); Lattes: <http://lattes.cnpq.br/1776641740982053>; ORCID: <https://orcid.org/0000-0001-9420-0908>.

<sup>4</sup> Associate editor of the Editorial Committee of the Journal of Education and Policies in Debate. PhD in Education from the University of Brasília. Member of the Pólis research group. Associate Professor at the Faculty of Education, Federal University of Uberlândia, Uberlândia, Minas Gerais, Brazil. E-mail: [raquelas@ufu.br](mailto:raquelas@ufu.br); Lattes: <http://lattes.cnpq.br/9208469507359517>; ORCID: <https://orcid.org/0000-0001-5906-0671>.

**Resumo:** A política nacional de formação de professores no Brasil tem retratado um dos temas mais conflitantes no cenário educacional. No âmbito jurídico, permeado por dissensos e conflitos de posições, tivemos, em uma década, a publicação de três diretrizes, quais sejam: a Resolução nº 2/2015, nº 2/2019 e a atual, nº 4/2024, a qual revogou as duas anteriores. No cerne destes dispositivos legais, encontram-se posições hegemônicas sobre concepções de formação docente e educação básica, as quais, em grande medida, se antagonizam com princípios e bandeiras de entidades da sociedade civil. Assim, por um lado, universidades públicas, fóruns de licenciaturas, entidades e associações acadêmicas têm lutado por uma formação científica sólida e crítica e, por outro, representantes do mercado e dos interesses privados, defendem pautas neoconservadoras e uma formação tecnicista. Tal realidade não é uma particularidade nacional, ao contrário, retrata um acirramento da agenda conservadora, em escala internacional. O presente número da *Revista Educação e Políticas em Debate*, intitulado “As políticas de formação de professores no Brasil e na Europa no século 21: influências e perspectivas”, contribui para o fomento do debate acerca desta importante temática. Além de apresentar estudos sobre a realidade brasileira, contamos, ainda, com análises da realidade de países da América Latina, da Europa e da África.

**Palavras-chave:** Políticas de formação de professores; Currículo; Privatização da educação.

**Resumen:** La política nacional de formación de profesores en Brasil ha retratado uno de los temas más conflictivos en el escenario educativo. En el ámbito jurídico, permeado por disensos y conflictos de posiciones, hemos tenido, en una década, la publicación de tres directrices, a saber: la Resolución nº 02/2015, nº 02/2019 y la actual, nº 04/2024, que revocó las dos anteriores. En el núcleo de estos dispositivos legales se encuentran posiciones hegemónicas sobre concepciones de formación docente y educación básica, las cuales, en gran medida, se antagonizan con principios y banderas de entidades de la sociedad civil. Así, por un lado, universidades públicas, foros de licenciaturas, entidades y asociaciones académicas han luchado por una formación científica sólida y crítica y, por otro, representantes del mercado y de los intereses privados defienden agendas neoconservadoras y una formación tecnicista. Tal realidad no es una particularidad nacional, al contrario, retrata un agudizamiento de la agenda conservadora, a escala internacional. El presente número de la *Revista Educación y Políticas en Debate*, titulado “Las políticas de formación de profesores en Brasil y en Europa en el siglo 21: influencias y perspectivas”, contribuye al fomento del debate acerca de esta importante temática. Además de presentar estudios sobre la realidad brasileña, contamos también con análisis de la realidad de países de América Latina, de Europa y de África.

**Palabras clave:** Políticas de formación de docentes; Currículo; Privatización de la educación.

In the last ten years, public policies for teacher training in Brazil have been marked by conflicts, tensions, resistance, power relations, and disputes over political conceptions. During the last decade, three guidelines were published at the national level: in 2015, Resolution CNE/CP No. 2, July 1, 2015, which defined the National Curriculum Guidelines for initial higher education training – undergraduate courses, pedagogical training for graduates, and second degrees – as well as for continuing education. Still, within the context of implementing that resolution, Resolution CNE/CP No. 2 was published in 2019, dated December 20, 2019, which defined the National Curriculum Guidelines for the Initial Training of Teachers for Basic Education and

established the National Common Base for the Initial Training of Basic Education Teachers (BNC-Formação). In 2024, the Resolution CNE/CP No. 4 was published, on May 29, 2024, which addresses the National Curriculum Guidelines for Initial Higher Education Training of Teaching Professionals for Basic Education (undergraduate courses, pedagogical training for non-licensed graduates, and second degrees). This Resolution is currently in effect, following the revocation of the previous ones.

When analyzing the legal devices at hand, we find that this sequence of normative publications has not led to an improvement in teacher training policies, nor does it reflect advances in dialogical and collective constructions of this process. On the contrary, it highlights antagonistic perspectives and radically distinct views of education, as well as the initial and ongoing training of teachers. We are convinced that teacher training is not a topic that can be debated in isolation from an analysis of the macro-social determinants of the economic, social, political, and cultural context of the capitalist world. In this struggle, formal education has always been a space for the construction of hegemony, marked by a radical dispute of interests between the reproduction of the capitalist society model and the counter-hegemonic struggle to overcome it.

Furthermore, it should be noted that the modus operandi of capital employs, whenever necessary, the strengthening of neoconservative and authoritarian forces through old and new strategies. In the current Brazilian context, there have been numerous attacks on education and, above all, on teachers, with fake news and offensive rhetoric that instilled discredit towards the teaching profession and held the category accountable. This reality affects, both objectively and subjectively, all education and our teachers. The teacher training policy has materialized as a field of explicit record of these tensions. In the country, attacks on education intensified following the coup that led to the deposition of the democratically elected President, Dilma Vana Rousseff (2011-2016), resulting in Michel Temer's (2016-2018) access to the presidency. However, it was during Jair Messias Bolsonaro's administration (2019-2022) that the denial of science, hate speech – especially against public universities – and the radicalization of neoconservative agendas left deep marks on the social imaginary.

Even with policies widely criticized in light of democratic institutional frameworks, Bolsonaro remained in the presidency for four years and exercised management sustained by mass communication, appealing to neoconservative and far-right agendas. On one hand, the presidential elections of October 30, 2022, which brought Luiz Inácio Lula da Silva (PT) to the aforementioned position, represent an important victory for the preservation of our democracy. On the other hand, the coup attempt on January 8, 2023, with the invasion and vandalism at the headquarters

of the three branches of government in Brasília, highlights the significant challenges for ensuring the Democratic State of Law (Richter; Borges, 2023, p. 5).

It was in this political context of the intensification of neoliberal and neoconservative interests that Resolution CNE/CP No. 2 of 2015, developed with the participation of associations and entities historically committed to teacher training in the country, was gradually eroded and obliterated by a reorganization of the legal framework, in a process that occurred in an authoritarian manner. This represents a significant setback in training policy.

Resolution CNE/CP No. 2 of 2015 advocated for a teacher training policy directly linked to a broader macro policy for valuing teachers and expressed the various goals of the National Education Plan (Brazil, 2014). The Opinion CNE/CP No. 2 of 2015 emphasizes the need for salary conditions commensurate with the level of training, a career plan, and the association of teachers with a school. Furthermore, it highlighted the importance of policies that consider a teacher/student ratio compatible with a quality work methodology; policies for ongoing training; good physical conditions of the educational institution; and the availability of teaching materials. In other words, these are essential dimensions for the training provided to meet the necessary conditions for the development of the training concept received in the reality of basic education. This needs to be part of the social policies of a State that truly prioritizes education and guarantees the necessary public investments. Therefore, Resolution CNE/CP No. 2 of 2015 embodies the defense of a contextualized teacher training policy within a broader movement, anchored in an ideology of promoting quality education.

As a conception of teacher training, Resolution CNE/CP No. 2 of 2015 advocates for a solid theoretical and interdisciplinary education within a dialectical process that constructs the unity of theory and practice. This training occurs through direct contact with the reality of basic education, which assumes this space as a (co)trainer and is grounded in principles of democratic management, through collective and interdisciplinary work. Furthermore, the Resolution supports an articulated policy for initial and ongoing training, the appreciation of undergraduate degrees, and the guarantee of a workload of 3,200 hours of effective academic work in courses with a minimum duration of eight semesters or four years. This Guideline, by addressing the precarious processes of teacher training, helps to mitigate the effects of the proliferation of accelerated courses that are prevalent in private training institutions, thus taking on the social commitment and valuing the education professional, as well as the evaluation and regulation of training courses.

This project, like any other, although it required improvement, represented the historical result of national maturation in the collective construction of teacher training. However, the implementation process of Resolution No. 2 of 2015 was interrupted, and a new Guideline was proposed through Resolution CNE/CP No. 2 of 2019. The Resolution mentioned above, right in the first paragraph, explicitly indicates that the conception of teacher training was, centrally, to subject undergraduate courses to mere “implementers” of the National Common Curricular Base of Basic Education (BNCC), a definition that directly undermines the autonomy of training courses.

Art. 1 The present Resolution defines the National Curriculum Guidelines for Initial Higher Education Teacher Training for Basic Education and establishes the Common National Base for Initial Teacher Training in Basic Education (BNCFormação), as detailed in the Annex, which must be implemented across all modalities of courses and programs aimed at teacher training. Sole paragraph. The National Curriculum Guidelines for Initial Higher Education Teacher Training for Basic Education and the BNC-Formação reference the implementation of the Common National Curriculum Base for Basic Education (BNCC), established by CNE/CP Resolutions No. 2/2017 and No. 4/2018 (Brazil, 2020).

According to Richter and Borges (2023, p. 18):

The analysis of the legal provisions aimed at teacher training issued by the State after the 2016 coup revealed that they exhibit authoritarian and imposing characteristics, as they are not based on discussion or democratic construction. There is also a clear incentive for business interests, conservative curricular guidelines, especially in light of the subordination to the BNCC as a central element of teacher training, a return to the perspective of competencies, and national curricular standardization, as evidenced by the BNC-Formação.

Resolution No. 2/2019 is directly aimed at meeting the BNCC, which proposes an education based on competencies and skills. The Base has thus prompted organic changes not only in school curricula but also in external assessments, textbooks, and teaching materials, among others, in teacher training. It is a project aligned with market interests, seeking to train a new generation of workers adapted to the logic of productivity and with high flexibility to meet the fluctuations of market demands. This perspective leads to a hierarchy of historically accumulated knowledge, denying or sidelining knowledge deemed unnecessary and prioritizing knowledge based on a utilitarian education.

The BNCC (2018) was the result of a process marked by many criticisms and a clear preference from the Ministry of Education (MEC) to engage primarily with the Movement for the Base, which represents the interests of the private sector, including organizations such as Instituto Natura, Instituto Unibanco, Fundação Itaú Educação e Trabalho, Fundação

Lemann, Fundação Telefônica Vivo, Fundação Roberto Marinho, Instituto Ayrton Senna, among others; as well as the National Council of Education Secretaries (Consed) and the National Union of Municipal Education Directors (Undime).

As expressed by councilor Ângela Aguiar (Aguiar; Dourado, 2018), who served on the Basic Education Chambers of the National Education Council (CNE), in her voting statement regarding the Opinion on the National Common Curricular Base (BNCC):

I declare my vote against the Opinion regarding the National Common Curricular Base (BNCC) presented by the Reporting Counselors of the Bicameral Commission of the BNCC, José Francisco Soares and Joaquim José Soares Neto, arguing that it breaks with the conceptual principle of Basic Education by excluding the High School stage and minimizing the EJA modality, as well as the specificity of rural education; it disrespects the principle of pluralism proposed by the Law of Guidelines and Bases of National Education (LDB); it violates the principle of valuing extracurricular experiences; it challenges the principle of democratic management of public schools; it undermines the organicity of Basic Education necessary for the existence of a National Education System (SNE). I also declare that the National Education Council, by approving the Annex (document - 3rd version of the BNCC) presented by the Ministry of Education, with gaps and incompleteness, abdicates its role as a state body; it weakens the integral formation of students, in addition to violating the autonomy of education professionals. Therefore, I reiterate my vote against the approval of the National Common Curricular Base as outlined in the Opinion, Resolution, and Annexes presented by the Reporting Counselors (Aguiar; Dourado 2018, p. 21).

In this way, Resolution No. 2/2019, which at its core brings as its first principle the training for the implementation of the BNCC, reflects a setback regarding the conception of teacher training. As highlighted by Richter and Borges (2023, p. 13), this Resolution adopts “a technicist training by neoliberal precepts – this logic has an instrumental character of training, with the consequent emptying of theoretical content”.

However, this training guideline, which aims to meet market interests, is not a national peculiarity; on the contrary, it reflects an educational conception advocated by international organizations such as the Organization for Economic Cooperation and Development (OECD), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the World Bank (WB), and the International Monetary Fund (IMF), in line with a conservative agenda on a global scale.

The struggle for the repeal of Resolution No. 2/2019 consumed time and energy from universities, especially within the scope of the Teaching Forums and teacher training associations, such as the National Association for Teacher Training (Anfope). The

developments within the National Policy for Teacher Training were largely dependent on the results of the 2022 electoral scenario. The expectation was for the election of candidate Luiz Inácio Lula da Silva – Workers' Party (PT) – and, consequently, the repeal of Resolution No. 2/2019. However, following Lula's election, this expectation for repeal did not materialize, although many movements and demonstrations occurred, such as the statements from Anfope and the National Forum of Directors of Colleges/Centers/Departments of Education or Equivalents of Brazilian Public Universities (FORUMDIR) (2019; 2021).

In contrast, abruptly, a new draft Resolution regarding the National Curriculum Guidelines for the Initial Training of Teachers for Basic Education was published, disregarding the dialogue and participation of educational entities, associations, and universities. The supposed participation was limited to the publication of the Draft on December 6, 2023 (Brazil, 2023), which requested contributions and statements through a Call for Contributions until January 30, 2024, effectively preventing a collective and organic movement of participation. Although opposition to the expedited and anti-dialogical process of this legal provision forced the extension of the contribution deadline until March 2024, the main demands of universities, associations, and entities continued to advocate for the resumption of Resolution No. 2/2015. Finally, disregarding the expressions of civil society, the publication of the new CNE/CP Resolution No. 4 was finalized on May 29, 2024.

The content and approval process of the new Resolution is marked by many controversies. Among them, we highlight that, although the principles of competency and skill-based training were obscured in the wording of the DCN, the essence, and foundations of this conception are deeply embedded in the core of this principle, as evidenced by the scope of paragraph 2 of Article 1.

§ 2 The higher education institutions (IES) that offer initial training at the higher education level for professionals in basic education must do so in collaboration with the federative entities within their respective education systems, to contribute to **meeting the specific needs of each stage and modality of Basic Education, observing the norms defined by the National Education Council (CNE) for each of them**, by Article 62, §1 of Law No. 9,394, of December 20, 1996 (Brazil, 2024).

The attention to the specific needs of each stage and modality of Basic Education is, as is known, directly regulated by CNE/CP Resolutions No. 2/2017 and No. 4/2018.

It is also important to highlight that Article 62 of the LDB defines that the training of teachers to work in basic education will be at the higher education level, in a full degree course, accepted as the minimum qualification for teaching in early childhood education and the first five years of elementary

education. The training offered at the secondary level, in the normal modality, and paragraph 8 states that “the curricula of teacher training courses will reference the National Common Curricular Base” (included by Law No. 13,415, of 2017).

In this way, it is made explicit that Higher Education Institutions (HEI) must follow and ensure, among other things, what is stated in paragraph 8 of Article 62 of the LDB, that is, the curricula of teacher training courses must reference the BNCC. It is thus evident that the logic of competencies and skills is expressed in the guidelines. In this sense, the statements from entities requesting the repeal of Resolution No. 2/2019 also call for the repeal of Resolutions No. 2/2017 and No. 4/2018, which govern the BNCC.

However, the trend of this training approach is not limited to the national reality. Melo, Vieira, and Ferreira (2024) analyze the discourse in documents from the Organization for Economic Cooperation and Development (OECD) between 2010 and 2020, highlighting the influence of this organization on the formulation of educational policies, especially in the guidelines for initial and ongoing teacher training. As the authors point out, there are three recurring themes, and the conception of training through professionalization, competencies, and skills, as well as control mechanisms, is evident:

1. Teacher training: encompassing initial and ongoing training;
2. Professionalization process and teaching career: focusing on professionalization, competencies, and skills;
3. Mechanisms for controlling teaching work: including evaluation and accountability, as well as the effectiveness and efficiency of teaching work (Melo; Vieira; Ferreira, 2024, p. 4-5).

Therefore, the current moment signals the importance of academic debate on the subject, as Borges and Richter (2021, p. 15)

assess that we need an education that, contrary to the interests of capital, is robust in theories and practices, grounded in the collective in the construction of a just world, where everyone has the same real living conditions. To achieve this end, it is important that in Teacher Education there are advances from the epistemology of practice to the epistemology of creative praxis.

Aware of the need to expand and deepen the debate on the issues outlined above, in light of the context of position disputes in teacher education policy, the *Journal Education and Politics in Debate* provides the public with substantial reflections on the topic at hand, through the publication of the Dossier entitled: “Teacher Education Policies in Brazil and Europe in the 21st Century - Influences and Perspectives”, organized by Professors Maria Célia Borges from the Federal University of Uberlândia (UFU/Brazil), Teresa Sarmiento,



and Fernando Ilídio da Silva Ferreira, both from the University of Minho (Portugal). The Dossier presents significant contributions to analyzing teacher education policies in the realities of countries in America, Europe, and Africa. It also includes an important interview granted by Professor Dr. José Matias Alves from the Faculty of Education and Psychology at the Portuguese Catholic University.

In the continuous demand section of this edition, the manuscripts take different approaches to public education policies as objects of analysis. Alexandre Silva Guerreiro, from the State University of Rio de Janeiro, in the text “Education in Human Rights, Inclusive Education, and Special Education: Approaches and Specificities”, analyzes the concepts of Education in Human Rights, Inclusive Education, and Special Education, which are often used without the necessary accuracy. Through a qualitative and analytical study, based on document analysis and literature review, he concludes that there is a gap between the more common usage marked by common sense, or even in some academic studies, and the definitions found in legal instruments and the history behind each of these concepts, highlighting the importance of reflecting on them.

“Continuing Education Plan for Employees of the Federal Network of Professional, Scientific, and Technological Education and its pathways to platformization” is the title of the article authored by Tatiana Dantas dos Santos, Lenina Lopes Soares, and Márcio Adriano de Azevedo, all from the Federal Institute of Education, Science, and Technology of Rio Grande do Norte. The article addresses the trajectory of the institutional policy for the training of employees of the Federal Network of Professional, Scientific, and Technological Education (RFEPCT), called the Continuing Education Plan for Employees of the Federal Network of Professional, Scientific, and Technological Education (Plafor). The data mapping was conducted in the official repositories of the RFEPCT institutions, in Brazilian Digital Legislation, and on the websites of the agencies mentioned in the Plafor documentation. Regarding the communication of Plafor actions, a survey was carried out among the 38 Federal Institutes of Education, Science, and Technology, with valid responses from 15 of them, resulting in a total of 31 publications over eight years. It is considered that this makes the dissemination of information about Plafor and the communication of its actions relatively ineffective in terms of raising awareness of its existence among its target audience, which has rendered its implementation inefficient until its platformization.

The text “Affirmative Actions for Students with Disabilities in Graduate Studies: Systematic Literature Review of Scientific Articles”, authored by Rosângela Lopes Borges and Aline Maira da Silva, both from the Federal University of Grande Dourados, aims to investigate the inclusion of students with disabilities in graduate programs in Brazil, focusing

on affirmative action practices and their implications. This is a systematic literature review conducted in CAPES Journals, SciELO, and Connected Papers, in which 11 articles were selected to compose the analyzed sample. The main results indicated that, although there is a growth in the inclusion of students with disabilities, the effectiveness of these actions varies significantly among institutions, with challenges such as a lack of resources and attitudinal barriers. It was concluded that there is a need for the implementation of more comprehensive and specific policies to ensure the retention and academic success of these students.

The text “The Commodification of the University in Latin America: Neoliberal Policies in Higher Education” authored by Pedro Paulo Baruffi and Maria Lourdes Gis, both from the Pontifícia Universidade Católica do Paraná, has the article to analyze how higher education policies in Brazil and in some Latin American countries have been shaped by neoliberal principles. The methodology employed includes a narrative review using the Scielo database, based on scientific literature published between 2007 and 2020. The results indicate that, since the introduction of neoliberalism in Latin America, there has been a continuous privatization of higher education, transforming it from a public good into a market-oriented service.

The text “The Minas Gerais Reference Curriculum and the Physical Education: between new and old disagreements” authored by de Rebeca Signorelli Migue and Bruno Modesto Silvestro, analyzes the Minas Gerais Reference Curriculum (CRMG), Brazil, specifically the session given to Physical Education for elementary school. We sought to understand and analyze the CRMG launch history, even the main theoretical-methodological foundations presented by the curriculum. The documents and articulation between the CRMG and the National Common Curricular Base (BNCC) were analyzed. The theory of knowledge that guided this process was the historical-dialectical materialism, as a way of understanding the movements of reality and to do the concrete analysis of the educational policies in vogue during the period of approvals and implementation of these curricular policies. Similarities were found between the documents mentioned that reveal the direction of Brazilian educational policies in the period. Finally, it was also possible to notice the theoretical-methodological weakness in the proposal for Physical Education at CRMG.

The text “The new high school model and curricular flexibilization: the contours of the formative pathways in the state of São Paulo” authored by Fernanda Motta de Paula Resende, Flávia Motta de Paula Galvão and Maria Denise Guedes analyzed the new high school system and curricular flexibility, particularly the contours taken by the Educational Tracks (Itinerários Formativos) in the state education network in São Paulo,

considering the context of the reconfiguration of the Brazilian state under the imperatives of global capitalism. For this purpose, in addition to a literature review on the topic, a documentary analysis was carried out on the organization of high school education in the São Paulo state network. It is concluded that the new high school system and curricular flexibility adapted the São Paulo educational system to market demands, and the educational tracks, with the supposed freedom of choice for students, led to the hollowing out of the public education curriculum, favoring wealthier classes.

The text “Public-private partnership and entrepreneurship: implications for educational management” authored by Maria José Ferreira Ruiz and Katia Silva Bufal, seeks to map the interference of the public-private relationship in educational policies and in the process of democratization of public education. Specifically, it seeks to present a synthesis of the research carried out by our research group that analyzes the dissemination of projects and policies for the different stages and modalities of public education, which occur through public-private partnerships, philanthropy and privatizations. It also analyzes the entrepreneurial proposal of the think tank Endeavor and delimits the political and ideological assumptions and the implications for public basic education. Based on the epistemological conception of historical-dialectical materialism, the article, of a qualitative nature, is developed from bibliographical research and documentary analysis. It concludes that think tanks, which operate in a neoliberal and / or neoconservative perspective, have been successful in spreading their ideas and influencing the content of educational policy and management.

The text “Academic access, retention, and success in the Integrated High School” authored by Everton de Souza and Marilandi Maria Mascarello Vieira, aims to understand academic access, retention, and success in the Integrated High School in Industrial Automation courses at the Luzerna campus of the Catarinense Federal Institute. The research is characterised as of quantitative approach, with some elements of qualitative research. The study design is documentary, and the analysed data came from two sources: 2017-2024 rates related to the course in question, found in reports available at the Integrated System for Academic Activities Management; and forms filled out by students at the time of enrolment cancellation. In the data analyses, academic access, retention, and success rates are initially presented; then, determining factors for dropouts are listed. At last, it is concluded the dropout rates in the Integrated High School in Industrial Automation courses are high and that student dissatisfaction with the teaching methods of some teachers, as well as low performance and/or difficulty in learning, are among the key aspects leading to dropouts in the courses.

The text “Youth and Adult Literacy in Bahia: between policies, programs and their absences” authored by Mônica Clementino de Menezes and Adenilson Souza Cunha Junio aims to analyze the literacy programs for young people and adults developed in the State of Bahia from 1996 to 2014, inferring how the unfolding of their executions continues to impact the literacy policies adopted by the State today. The study was structured on the aegis of the qualitative approach, supported by bibliographical research of an exploratory and descriptive nature, using dissertations, articles and official documents of the government of the State of Bahia as sources for data production. The results indicate that the analyzed programs collaborated to reduce illiteracy in the State and that women were the largest public enrolled in them. However, even in the face of the significant contribution to the reduction of illiteracy, the programs did not become effective as a public policy for adult literacy, and their extinction refracts to the maintenance of a persistent picture of illiterate young subjects and adults in the State.

Finally, we would like to express our gratitude for the dedication and commitment of all national and international collaborators of REPOD: to the editors; the organizers of the special issues; the reviewers; the formatting and layout team of the manuscripts; to the social media team; to the Periodicals Secretariat/FACED; and our fellow editors of other journals at the Faculty of Education for their camaraderie. We also highlight the support from FACED, UFU, and the Library System, which hosts the UFU Periodicals Portal and is responsible for monitoring and evaluating the editorial flow, providing technical support services to the editors.

We hope that this issue will similarly facilitate the expansion of analyses and discussions regarding public education policies, providing researchers, faculty, and undergraduate and graduate students from various national and international institutions with the opportunity to disseminate substantial research findings, studies, and experiences.

We wish everyone an excellent reading experience and deep reflections.

## References

AGUIAR, M. A. S.; DOURADO, L. F. (org.). *A BNCC na contramão do PNE 2014-2024: avaliação e perspectivas*. Recife: ANPAE, 2018. Disponível em: <https://www.anpae.org.br/BibliotecaVirtual/4-Publicacoes/BNCC-VERSAO-FINAL.pdf>. Acesso em: 25 fev. 2025.

ANFOPE; FORUMDIR. *Posição da ANFOPE e FORUMDIR sobre a Nota Técnica de Esclarecimento sobre a Resolução CNE/CP nº 2, de 20 de dezembro de 2019, publicada pelo CNE em 06 de julho de 2022*. 2022. Disponível em: <https://www.anfope.org.br/wp-content/uploads/2022/08/Posicao-entidades-sobre-Nota-Te%CC%81cnica-do-CNE-8jul2022-.pdf>. Acesso em: 25 fev. 2025.

ANFOPE; FORUMDIR. *Documento Anfope-Forumdir*. Orientações para as IES sobre a necessidade de adiamento das alterações nos PPC das Licenciaturas e Pedagogia. 2021. Disponível em: [https://www.ufrgs.br/faced/wp-content/uploads/2021/05/DocANFOPE\\_FORUMDIR-1.pdf](https://www.ufrgs.br/faced/wp-content/uploads/2021/05/DocANFOPE_FORUMDIR-1.pdf). Acesso em: 20 jan. 2025.

BORGES, Maria Célia; RICHTER, Leonice Matilde. A formação de professores – epistemologia e práxis criadoras. *EccoS – Revista Científica*, São Paulo, n. 59, p. e13935, 2021. DOI: 10.5585/eccos.n.59.13935. Disponível em: <https://periodicos.uninove.br/eccos/article/view/13935>. Acesso em: 22 fev. 2025.

BRASIL. *Lei de Diretrizes e Bases da Educação Nacional*. Lei nº 9.394, de 20 de dezembro de 1996. Estabelece as diretrizes e bases da educação nacional. Brasília, DF, 1996. Disponível em: [https://www.planalto.gov.br/ccivil\\_03/leis/l9394.htm](https://www.planalto.gov.br/ccivil_03/leis/l9394.htm). Acesso em: 10 jan. 2025.

BRASIL. *Lei nº 13.005, de 25 de junho de 2014*. Aprova o Plano Nacional de Educação - PNE e dá outras providências. Brasília, DF, 2014. Disponível em: [https://www.planalto.gov.br/ccivil\\_03/\\_ato2011-2014/2014/lei/l13005.htm](https://www.planalto.gov.br/ccivil_03/_ato2011-2014/2014/lei/l13005.htm). Acesso em: 3 jul. 2024.

BRASIL. Ministério da Educação. Conselho Nacional de Educação. Resolução CNE/CP nº 2, de 1º de julho de 2015. Diretrizes Curriculares Nacionais para a formação inicial em nível superior (cursos de licenciatura, cursos de formação pedagógica para graduados e cursos de segunda licenciatura) e para a formação continuada. *Diário Oficial da União*: seção 1, Brasília, DF, p. 8-12, jul. 2015. Disponível em: [http://portal.mec.gov.br/index.php?option=com\\_docman&view=download&alias=136731-rcp002-15-1&category\\_slug=dezembro-2019-pdf&Itemid=30192](http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=136731-rcp002-15-1&category_slug=dezembro-2019-pdf&Itemid=30192). Acesso em: 26 fev. 2025.

BRASIL. Ministério da Educação. Conselho Nacional de Educação. Resolução CNE/CP nº 2, de 22 de dezembro de 2017. Institui e orienta a implantação da Base Nacional Comum Curricular, a ser respeitada obrigatoriamente ao longo das etapas e respectivas modalidades no âmbito da Educação Básica. *Diário Oficial da União*: seção 1, Brasília, DF, p. 41-44, 22 dez. 2017. Disponível em: [http://portal.mec.gov.br/index.php?option=com\\_docman&view=download&alias=79631-rcp002-17-pdf&category\\_slug=dezembro-2017-pdf&Itemid=30192](http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=79631-rcp002-17-pdf&category_slug=dezembro-2017-pdf&Itemid=30192). Acesso em: 26 fev. 2025.

BRASIL. Ministério da Educação. Conselho Nacional de Educação. Resolução CNE/CP nº 2, de 20 de dezembro de 2019. Define as Diretrizes Curriculares Nacionais para a Formação Inicial de Professores para a Educação Básica e institui a Base Nacional Comum para a Formação Inicial de Professores da Educação Básica (BNC-Formação). *Diário Oficial da União*: seção 1, Brasília, DF, p. 87, 10 fev. 2020. Disponível em: [https://www.in.gov.br/web/dou/-/resolucao-n-2-de-20-de-dezembro-de-2019-\\*-242332819](https://www.in.gov.br/web/dou/-/resolucao-n-2-de-20-de-dezembro-de-2019-*-242332819). Acesso em: 26 fev. 2025.

BRASIL. Ministério da Educação e Cultura. Conselho Nacional de Educação. Conselho Pleno. *Edital de chamamento*. Consulta Pública acerca de proposta para Diretrizes Curriculares Nacionais para a Formação Inicial em Nível Superior de Profissionais do Magistério da Educação Escolar Básica (cursos de licenciatura, cursos de formação pedagógica para graduados não licenciados e cursos de segunda licenciatura). Brasília, DF, 2023. Disponível em: <http://portal.mec.gov.br/docman/dezembro-2023-pdf/254531-edital-de-chamamento-formacao-de-professores-prorrogacao/file>. Acesso em: 25 fev. 2025.

BRASIL. Ministério da Educação. Conselho Nacional de Educação. Resolução CNE/CP nº 4, de 29 de maio de 2024. Dispõe sobre as Diretrizes Curriculares Nacionais para a Formação Inicial em Nível Superior de Profissionais do Magistério da Educação Escolar Básica (cursos de licenciatura, cursos de formação pedagógica para graduados não licenciados e cursos de segunda licenciatura). *Diário Oficial da União*: seção 1, Brasília, DF, p. 26, 3 jun. 2024. Disponível em: [https://www.deg.unb.br/images/legislacao/resolucao\\_cne\\_cp\\_4\\_2024.pdf](https://www.deg.unb.br/images/legislacao/resolucao_cne_cp_4_2024.pdf). Acesso em: 26 fev. 2025.

BRASIL. Ministério da Educação. *Base Nacional Comum Curricular*. Brasília, 2018. Disponível em: <http://basenacionalcomum.mec.gov.br/>. Acesso em: 25 fev. 2025.

MELO, D. F.; VIEIRA, M. M. M.; FERREIRA, F. I. S. Os discursos expressos pela OCDE sobre formação inicial e continuada de professores. *Revista Educação e Políticas em Debate*, Uberlândia, v. 13, n. 2, p. 1-26, 2025. DOI: 10.14393/REPOD-v14n1a2025-75686. Disponível em: <https://seer.ufu.br/index.php/revistaeducaopoliticas/article/view/75686>. Acesso em: 22 fev. 2025.

RICHTER, L. M.; BORGES, M. C. As políticas e os currículos de formação de pedagogos(as) após 2015: rupturas e padronizações. *Revista Ibero-Americana de Estudos em Educação*, Araraquara, v. 18, e023121, 2023. DOI: 10.21723/riaee.v18i00.18774. Disponível em: <https://periodicos.fclar.unesp.br/iberoamericana/article/view/18774>. Acesso em: 22 fev. 2025.