

Dossier Presentation

“Teacher Education Policies in Brazil and Europe in contemporary times: challenges, influences, and perspectives”

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Stemming from an internationalization experience involving the exchange of knowledge through experiences as a visiting professor at the University of Minho/Portugal, followed by hosting a visiting professor from Portugal at the University of Uberlândia (UFU), Brazil, both in 2024, the idea for creating this dossier was born as a strategy to systematically record the debates on the topic of teacher education beyond our borders.

We understand that the topic of teacher education, both initial and continuing, has occupied a prominent place in political, curricular, and academic debates in various countries globally. This dossier brings together knowledge and experiences from various locations in Brazil, Portugal, Angola, and Finland. A fruitful debate, therefore, between three continents: America, Europe, and Africa.

We consider that the global context is focused on neoliberal orientation, complex social contexts, the advancement of technology, the results of numerous research studies, social inequalities and economic difficulties, the limitations of institutions in offering training courses, among other aspects that challenge the construction and implementation of public policies for teacher education that are effectively committed to emancipatory education.

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The neoliberal paradigm has brought a succession of changes to society and public policies by promoting the free market with a mercantile and competitive emphasis, thereby transforming rights into services, individuals into sellers of themselves, entrepreneurs of themselves, with modifications in labor relations and a decrease in social protection in various countries. It also interferes in the educational field, imposing the idea of a society based on a “free market whose very logic produces social progress with quality, eliminating inefficiency through competition” (Freitas, 2018, p. 31). According to this precept, education is reduced to a service and the school to a business, encouraging the privatization of services related to public education. Therefore, we understand that neoliberalism influences and interferes the conception and practice of education, and within it, the initial and continuing education of teachers who work in basic education.

In Brazil, the current context is one of tense debate regarding the new curricular guidelines for teacher training, in a power struggle between decisions centralized within the National Education Council and teachers, researchers, and associations in the field, who have been advocating for a conception of training effectively built in a participatory and democratic manner.

Teacher training, necessary for the professionalization of teaching, encompasses initial, continuing, and permanent education, spanning from the beginning to the end of a career. The teacher, the one who deals with knowledge and who “teaches”, requires continuous updating due to the evolution of knowledge and sciences. It is worth recalling what Resolution 2 of 2015, which was revoked by Resolution 4 of 2024, stated about teacher training.

[...] teaching as an educational action and as an intentional and methodical pedagogical process, involving specific, interdisciplinary, and pedagogical knowledge, concepts, principles, and objectives of training that develop between scientific and cultural knowledge, in the ethical, political, and aesthetic values inherent in teaching and learning, in the socialization and construction of knowledge, in the constant dialogue between different worldviews (Brasil, 2015, p. 9).

Given the importance of this profession, which shapes all other professions, countries that value education, authentic and up-to-date knowledge as a means for human, cultural, social, and economic evolution and progress, will prioritize teacher training policies of the highest possible quality, with plausible investments that enable the implementation of these policies.

On the other hand, in Europe, and particularly in Portugal, after the Treaty of Bologna (Bologna-Italy, 1999) – whose objective is to strengthen and promote higher education in Europe, aiming to guarantee competitive freedom and the openness of higher education, facilitating the transfer of students, teachers, and researchers – the guidelines for teacher training courses underwent substantial modifications. The Bologna process brought a new curricular structure to undergraduate degrees, in the pursuit of better training teachers who meet the demands of a more competitive and higher quality education, also expressed in external evaluations, which aligns with neoliberal principles. In light of this, the main objective of the thematic dossier at hand is to gather works that reflect teacher training policies in the contexts of Brazil, Portugal, and other European countries. From this perspective, it seeks to offer readers a macro and comparative view of the policies and legislation that guide training practices in the countries presented here as study contexts, envisioning similarities and differences in the orientations and experiences of training for teaching. For this purpose, it aims to exchange experiences and enrich discussions on public policies for teacher training among the nations involved.

In Africa, we see, on the one hand, many political differences, poverty, and a lack of investment in teacher training; but, on the other hand, interesting partnerships and projects, with internationalization and support from other countries, and, above all, the need to undertake concrete actions to overcome the existing crises. Furthermore, we must be attentive to the interests involved in such partnerships. In reality, we all have projects, advances, setbacks, and many objectives and goals that announce the need for many efforts to be built and achieved.

The texts, research results that we share here, reveal rich knowledge and successful investigative experiences, both national and international. We continue by presenting a summary of the articles.

The interview entitled “Teacher Training Policies in Brazil and Europe – Challenges and Possibilities” was conducted with Prof. José Matias Alves, who is an Associate Professor at the Faculty of Education and Psychology of the Portuguese Catholic University, Deputy Director of the Faculty of Education and Psychology, Coordinator of the Doctorate in Education Sciences, and an integrated member of the Research Center for Human Development (CEDH-UCP). On this occasion, the renowned educator brought his comprehensive vision on the topic of the interview, contributing to the quality of this dossier. It's worth checking out!

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The first article, entitled "*Initial Teacher Education in Brazil, Portugal, and Europe (2014–2024): The Advancement of Privatization Under the Pretext of Teacher Shortages*", is authored by Fernando Ilídio da Silva Ferreira (UMinho), Maria Célia Borges (UFU), Teresa Sarmiento (UMinho) and Leonice Matilde Richter (UFU). The article discusses the changes induced by neoliberalism, focusing on the privatization of public education, and analyzes initial teacher education policies in Brazil, Portugal, and Europe, considering the main legal frameworks of the past two decades, including the so-called Bologna Process. It argues that these policies are part of a global agenda driven by supranational organizations such as the OECD and the European Union, as well as philanthropic entities and global networks like Teach For All. In this context, the privatization agenda has accelerated, taking advantage of the growing blurring of boundaries between the public and private sectors. The emerging issue of teacher shortages is being used as a pretext to expand and consolidate that network and its fast-track teacher training program, which began in the 1980s/1990s and is currently presented as the "Leadership Development Program."

The author's Maria das Graças Chagas de Arruda Nascimento (Federal University of Rio de Janeiro) and Maria Assunção Flores (University of Minho) presented the article entitled "Continuing Teacher Education: Legal Frameworks and Perspectives in Brazil and Portugal". They discuss continuing education policies and the perspectives that guide them within the municipal network of Rio de Janeiro, Brazil, and the network of municipality Z in Portugal. Engaging with authors such as Flores (2000; 2018; 2021; Flores; Day, 2006) and Nascimento *et al.* (2017; 2023), they discuss policies for continuing teacher education. The methodology included online questionnaires, semi-structured interviews (remote and/or in-person), and visits to teacher training centers in both countries. The results indicate that continuing education initiatives in the analyzed contexts are still largely related to the provision of courses, seminars, and lectures, following a school-based or transmissive logic, although more interactive, collaborative, and practical formats

are also recorded, from the perspective of “situated learning” (Flores, 2021), committed to the realities of teaching work in its multiple dimensions.

The article “The principles of countryside education in mathematics teacher training: an analysis of legal aspects” authored by Arminda Rachel Botelho Mourão, Heloisa da Silva Borges, and Patrícia Barros Teixeira, all affiliated with the University of Amazonas/Brazil, aims to analyze the principles of Countryside Education contemplated in official documents related to mathematics teacher training and Countryside Education, at the federal level and in the municipality of Manaus (AM), from 1996 to 2019. The methodology used was bibliographic research in dialogue with the authors: Arroyo, Caldart, and Molina (2011); Borges (2016); Dourado (2016); Ferreira and Mourão (2016); Gatti *et al.*, (2019); Marx (2013); Silva *et al.* (2020) and the following document analysis: LDB n° 9.394/1996; Decree n° 7.352/2010; Pronacampo Document/2013, Law n° 13.005/2014; Resolution n° 2/2015; Resolution n° 2/2019; Law n° 2000/2015; and Resolution n° 005/2016, using Content Analysis. The conclusion acknowledges the sociocultural diversity of countryside populations, characterized as a step forward in guaranteeing access to public policies. However, not all principles of Countryside Education are covered.

The text “Polyphony and the resignification of the teacher's role: a transatlantic dialogue between educators from Brazil and Portugal” is authored by Dhemy de Brito, from the University of Minho. The general objective was to analyze the performance of three elementary school teachers in Paraná, southern Brazil, and two educators from the First Cycle in Braga, northern Portugal, seeking to understand how the educators conceive spaces for dialogue with children in the classroom, in light of the concepts of polyphony and the right to voice. Using a qualitative approach methodology, questionnaires and semi-structured interviews were applied in a multiple case study. The results reveal that despite institutional contextual differences, educators face similar challenges in promoting pedagogical practices that guarantee the visibility of children's ideas and perspectives. It is concluded that the adoption of a polyphonic approach and the valorization of children's voices have the potential to significantly transform school practices, promoting greater engagement and criticality among children, as well as a more harmonious ethical and democratic balance between adult and child voices.

The article “The professional identity of physical education teacher educators in Brazil and Portugal” is authored by Deise de Jesus Soares Nunes, Amélia Lopes, Amélia Veiga, and Rosângela Fritsch, who belong to the Faculty of Psychology and Education Sciences of the University of Porto (Portugal) and the Postgraduate Program in Education of the University of Vale do Rio dos Sinos (Brazil). The article sought to characterize the professional identities

– individual and collective – that inspire equitable and inclusive education, recognizing the subject and their body as an intercultural construction. Methodologically, it is delineated as qualitative, with the application of semi-structured interviews teacher educators from two initial physical education teacher training courses in the two countries. The interaction of the teacher educator with the students inspires the students' way of being and acting. The results showed that advances and setbacks are shared in the two courses surveyed. Furthermore, individual professional identity overrides the collective one, with the teacher's intentionality being a fundamental point for initial training climates to be built from the perspective of intercultural physical education. It was concluded that dominant and dominated cultures need to dialogue in gymnasiums and schoolyards.

“Professionalism and initial teacher education in Brazil and Finland” is an article written by Marcio Yabe (Federal University of Alagoas), Edna Cristina do Prado (Federal University of São Carlos), and Ana Isabel da Câmara Dias Madeira (University of Lisbon). It is a comparative education study on teacher professionalism and initial teacher training in Brazil and Finland. The investigation employs a qualitative approach, collecting bibliographic and documentary data, as well as conducting in-loco observations in Finland, aiming to identify convergences and divergences between the elements of this comparative study. The results achieved are significant. The teaching profession in the two countries shows a disparity in terms of teacher appreciation, which is reflected in initial teacher education. While in Brazil a Basic Education teacher can only enter the classroom after completing a degree with a minimum workload of 3.200 hours, in Finland a teacher can only practice their profession after completing credits corresponding to a workload of 8.100 hours, between a bachelor's and a master's degree. In conclusion, a considerable distinction was observed both in the development of professionalism and in the initial teacher education in both countries.”

Entitled “The National Education Plan (2014-2024) and the valorization of physics teaching”, the article, authored by Fernanda Ostermann, Matheus Monteiro Nascimento, and Cláudio José de Holanda Cavalcanti, from the Federal University of Rio Grande do Sul/Brazil, aimed to analyze goals 15 and 16, related to the valorization of education professionals, with a focus on the training of Physics teachers. They presented the central aspects of both goals, noting that they are still far from being achieved. They highlighted the need to consider the quality of training and the initial training of teachers when defining educational goals. They concluded that the National Education Plan is highlighted as a vital tool for addressing these issues, seeking to articulate the National Education System and define goals and strategies to improve teaching at all levels.

The author Janete Magalhães Carvalho (UFES) authored the article “*The National Education Plan (PNE, 2014–2024) and Curriculum and Teacher Education Policies for Basic Education in Brazil*”. The article highlights that the first National Education Plan (PNE) covered the period from 2001 to 2014, and a decade later, a new PNE was enacted, valid for the 2014–2024 decade, later extended to 2025. Curriculum and teacher education have been defined in legal regulations through frameworks structured by lists of learning objectives (skills and competencies). The 2017 National Common Curricular Base (BNCC), the 2019 National Guidelines for Initial Teacher Education for Basic Education, and the 2020 Guidelines for Continuing Teacher Education provide orientations in Brazil for curriculum and teacher education aligned with international policy directives. These documents aim to produce specific forms of teacher subjectivity that serve the maintenance of the neoliberal logic, which frames societal problems in terms of improving "human capital."

The article entitled “Inseparability between university extension and research: a learning community analyzed from a practical example” is authored by João Luiz da Costa Barros, Ana Cristina Mota da Costa Cunha, Suelen Coelho Lima de Andrade, and Lorhena Alves Pereira, all affiliated with the Federal University of Amazonas, Manaus/Brazil. The text situates and problematizes the development of reflective teachers in attitudes geared towards the inseparability between university extension and research, through a practical example in real situations experienced in the space of praxis as a practice thought and felt in the exercise of collective work. It presents a journey in lecture cycles, whose discussions take place in a learning community, constituted by researchers who are members of the Study and Research Group in Physical Education and its Interdisciplinary Relations/GEPEFRI/CNPq. The investigation is based on documentary analysis through the Unified Action Report of University Extension of the Program to Support the Realization of Courses and Events (PAREC), of the Dean of Extension (PROEXT) of the Federal University of Amazonas (UFAM). It brought the challenges placed in the diversity of investigative activity as a social activity in its multiple objects of study, articulating this action to the concepts of learning community and teacher identity in the reflective extension project. They inferred that in the interactive process, there is evidence of elements that point to the need for socialization of investigative processes involving reflected practice and teacher professional development, related to the continuity of training and the work of being a teacher and researcher.

Vanessa de Paula Cintra, Carla Cristina Pompeu, Rafael Peixoto, and Rafael Rodrigo Ottoboni, all from the Federal University of Triângulo Mineiro (UFTM), wrote the text “Mathematics exhibition as a formative space: PET mathematics as a policy for strengthening

teaching degrees”, in which they analyzed aspects related to the initial training of students in the Mathematics Teaching Degree program who participated in the construction, organization, and execution of a mathematics exhibition, based on the Tutorial Education Program (PET). To this end, they analyzed how a team of higher education professors and future mathematics teachers from a public university in Minas Gerais developed a traveling mathematics exhibition, focused on mathematics teaching, with careful attention to diversity. The methodology used consisted of qualitative research, with data collected through questionnaires answered by the future teachers participating in the project. In the analysis, they presented the mathematics exhibition as a formative space and discussed the process of developing and executing activities in schools. Finally, the text presented different perspectives on how an action between university and school, considered a space for strengthening Teaching Degrees, can influence teacher training.

In the text “Teacher Professional Development and Medical Education in Brazil: meanings, contradictions and reverberations of the Bologna Process, written by Patrícia de Sousa Oliveira, from the Federal University of Catalão and Vanessa T. Bueno Campos, from Vanessa T. Bueno Campos, the authors aim to broaden the discussion, especially regarding the didactic-pedagogical aspects that directly impact teaching activities in the teaching and learning process and their relationship with faculty development. Established to meet the modernization needs of European higher education, PB aligns itself with the interests of capital and neoliberal ideology, investing in the design of professional training for skills, oriented to the demands of the labor market. This education model has emptied the social, cultural, value, and political dimensions related to training and teaching. Despite this, a new paradigm of teaching and learning and university teaching has emerged, anchored in more active forms of knowledge construction. To meet new demands, it is essential to promote teaching in genuine institutional spaces for faculty development.