

Policies for the Continuing Education of Teachers in the context of digital capitalism: an analysis of OECD recommendations for Brazil¹

*Políticas para a Formação Continuada de Professores no contexto do capitalismo digital:
análise das recomendações da OCDE para o Brasil*

*Políticas para la Formación Permanente del Profesorado en el contexto del capitalismo digital:
un análisis de las recomendaciones de la OCDE para Brasil*

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Abstract: This article aims to analyze the policy guidelines outlined in documents issued by the Organization for Economic Co-operation and Development (OECD) regarding Continuing Teacher Education policies, in order to understand the ideological nature expressed in these documents and their implications for Brazilian educational policies within the context of digital capitalism. The study investigates the ideological character and economic connections of these guidelines with respect to educational policies, aiming to understand contemporary capitalism in the digital age. Based on qualitative research with a bibliographic and documentary approach, grounded in Historical Research, the results reveal that the process of economic, political, and educational relations between the OECD and Brazil is shaping the foundations of policies for Continuing Teacher Education; intensifying external assessments as mechanisms of control over the teaching process and teaching profession; and promoting education that serves the interests of contemporary capitalism.

Keywords: Educational Policies; Continuing Teacher Education; Digital capitalism; OECD.

Resumo: Este artigo objetiva analisar as diretrizes políticas propaladas em documentos produzidos pela Organização para Cooperação e Desenvolvimento Econômico (OCDE) para as políticas de Formação Continuada de Professores, a fim de compreender o caráter ideológico expresso em seus documentos e suas implicações para as políticas educacionais brasileiras no contexto do capitalismo digital. Buscamos investigar o caráter ideológico e a vinculação econômica dessas diretrizes para as políticas educacionais e compreender o capitalismo contemporâneo na era digital. Trata-se dos resultados de uma pesquisa qualitativa, de caráter bibliográfica e documental, fundamentada na Ciência da História. Os resultados evidenciaram que o processo de relações econômicas, políticas e educacionais entre a OCDE e o Brasil está a delinear os pressupostos das políticas para Formação Continuada de Professores; a intensificar as avaliações externas como

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mecanismos de controle ao processo de ensino e ao trabalho docente; e a favorecer uma Educação que atenda aos interesses do capital contemporâneo.

Palavras-chave: Políticas Educacionais; Formação Continuada de Professores; Capitalismo digital; OCDE.

Resumen: Este artículo tiene como objetivo analizar las directrices políticas promovidas en documentos elaborados por la Organización para la Cooperación y el Desarrollo Económicos (OCDE) en relación con las políticas de Formación Continua del Profesorado, con el fin de comprender el carácter ideológico presente en dichos documentos y sus implicaciones para las políticas educativas brasileñas en el contexto del capitalismo digital. Se busca investigar el sesgo ideológico y el vínculo económico de estas directrices con respecto a las políticas educativas, así como comprender el capitalismo contemporáneo en la era digital. Se trata de los resultados de una investigación cualitativa, de carácter bibliográfico y documental, fundamentada en la Ciencia de la Historia. Los resultados evidencian que el proceso de relaciones económicas, políticas y educativas entre la OCDE y Brasil define las premisas de las políticas de Formación Continua del Profesorado; intensifica las evaluaciones externas como mecanismos de control del proceso de enseñanza y del trabajo docente; y promueve una educación que responde a los intereses del capital contemporáneo.

Palabras clave: Políticas Educativas; Formación Continua del Profesorado; Capitalismo digital; OCDE.

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Introduction

This article aims to analyze the policy guidelines disseminated in documents produced by the Organisation for Economic Co-operation and Development (OECD) regarding Continuing Teacher Professional Development policies in Brazil. The objective is to comprehend the ideological nature expressed in the recommendations contained in these documents and their implications for educational policies within the context of contemporary capitalism in the digital age.

We posit that the relationship between capital and Education is established with reference to international statistical projects, particularly the Indicators of Educational Systems (INES) project of the OECD's Centre for Educational Research and Innovation (CERI), where the selection of indicators constitutes the central issue for defining a global agenda for Education, directly influencing educational policies (Teodoro, 2011).

From this perspective, in contemporary capital—namely, post-2008—new forms of political regulation are being re-signified. This "new" form of regulation has become the political foundation of neoliberalism. According to Saura et al. (2024), it is necessary to analyze the materialization of the State as a social relation through corporate governance—for

example, the public-private relationship—which can be understood as social forces in contention, underpinned by ideological determinations that are constituted within broader economic changes. The 2008 economic crisis was a period that provided elements for reflecting on the bases of the current expansion of the State's corporate governance, within political network mechanisms, as a social relation in the digital phase.

To comprehend such changes, immersed in this economic, political, and educational scenario, it is necessary to pay attention not only to what is stated and materialized in national and/or international documents or reports, but equally, to what is silenced in the documents, whether in the context of policy implementation or in its context of practice. Therefore, understanding the implicit discourse in the OECD's recommendations is essential, as is seeking the interests that underpin the elaboration of these documents and their implications for educational policies, particularly teacher professional development policy.

We deem it pertinent to understand contemporary capitalism in the digital age for the analysis of educational policies, in the context of the globalization of capital (Chesnais, 1996) and flexible restructuring in the world of work, as well as the investigation, within official and international documents, into how neoliberal ideology operates through the prevailing logic and how it establishes and articulates itself in governmental actions. Examining the macroeconomic context, the historical and political aspects of the phenomena related to the theme is to grasp the historical totality that produces the problem, in order to demonstrate that there is no neutrality involved in the matter, but rather, a relationship with the dynamics of the society in which it is inserted. This framework allows us to analyze the OECD's recommendations for Continuing Teacher Professional Development policies in Brazil within the context of contemporary capitalism in the digital age.

The analytical mediation is anchored in the premises of the Science of History, which enables the understanding that Education is not a phenomenon explainable in isolation, by itself, but rather, explained by the social relations present in the economic and political organization of society, produced by relations permeated with antagonistic interests (Marx; Engels, 1993). In methodological terms, we opted for document analysis and bibliographic research. The bibliographic design, according to Sousa et al. (2021), involves the survey and systematization of published works on the proposed theme, which will contribute to the studies and critical analyses of the object of investigation.

Regarding document analysis, Evangelista and Shiroma (2019) emphasize the necessity of paying close attention to the relationship between labor and capitalist society and the function that the State occupies within them. Thus, in our understanding, documentary

research seeks to comprehend a phenomenon in its depth, beyond its mere appearance, as it is sometimes necessary to analyze the data and facts implicit in a given text and context.

We have organized the article into two main sections, in which we present the discussions and results of the research. Firstly, we detail our comprehension of the OECD's policy guidelines for Brazilian Education within the context of contemporary capitalism in the digital age, with the aim of verifying the implications of the changes that have occurred in educational policies. Subsequently, we proceed to investigate the ideological character and economic linkages of the policy recommendations disseminated by the OECD for Continuing Teacher Professional Development policies in Brazil, in order to explicate which political categories are recurrent.

OECD: An Analysis of Policy Guidelines for Brazilian Education in the Context of Digital Capitalism

The OECD is an intergovernmental international organization that was established following the Second World War in 1948, originally named the Organisation for European Economic Co-operation (OEEC), with the purpose of coordinating the Marshall Plan. Starting in 1961, it became constituted as what is currently known as the Organisation for Economic Co-operation and Development (OECD), headquartered in Paris, France. Its objective is to deliberate and formulate policy recommendations for the economic growth and development of its member countries. The OECD includes over 35 member countries, which are among the most industrialized in the world, and more than 100 countries that collaborate in its work. Brazil is not yet a member of this organization (Felicio, 2024).

The Organization describes its activities as working with governments to analyze and publish comparative data; encourage measures to promote economic growth and stability; foster cooperation among governments to strengthen international trade, the expansion of financial services, and international investment; and, with regard to education, compare how the school systems of different countries are preparing their students for contemporary life, emphasizing general humanitarian goals.

Historically, in 1961, the OECD held a conference in Washington on “economic growth and investment in education.” In the same year, it established the Study Group in the Economics of Education, thereby committing to the “economization” of Education. This conference addressed two central questions: 1) the function of education in the forthcoming decade in fostering the needs of social and economic progress within the OECD area; 2) what

OECD member countries should do to provide effective returns to the demands of less-developed countries, namely their needs for educational expansion (Spring, 2018).

Consequently, economic interests are a fundamental part of the function of Education from the perspective of the OECD's global trends. As analyzed in the documents published by the OECD, Education is viewed as a means to assist workers in adjusting to crises; thus, the central concern is how Education should develop the types of competencies applicable to confronting and adapting to contemporary economic challenges and changes (Felicio, 2024).

Regarding the OECD's operation and decision-making process, agreements with governments are established through the diplomatic representations of member or partner countries. Based on this, technical standards are set for consensus-based decisions, which generally involve five stages: 1) data collection and analysis; 2) discussion and consultation; 3) establishment of standards and policy guidelines – recommendations for international standards, policies, and regulations for economic development; 4) support for the implementation of recommended policies in countries that request assistance; and 5) peer review – evaluation processes (Schneider, 2020).

The Directorate for Education is composed of technical committees, such as the Education Policy Committee (EDPC), created in 2007 to coordinate the area's activities; working groups; and the Centre for Educational Research and Innovation (CERI). The work on producing Education statistics and indicators, notably the annual publication *Education at a Glance* and the studies from the Programme for International Student Assessment (PISA), created in 1997, form the basis for international comparisons. Brazil has participated in PISA since the assessment's first implementation in 2000.

Concerning educational policies, this directorate at the OECD comprises three sectors: the Education and Training Policy Division, the Analysis and Indicators Division, which is responsible for directing PISA and the OECD Indicators of Education Systems (INES) Programme, as well as guiding the development of new OECD teaching projects, such as the Teaching and Learning International Survey (TALIS) and the Programme for the International Assessment of Adult Competencies (PIAAC); and the Education Infrastructure and Management Division. These sectors are directly involved in the formulation of educational policies (Felicio, 2024).

Educational policies, particularly those concerning teacher training, have, from Maués' (2011) perspective, become subservient to market logic. This involves redefining the teaching career through the flexibilization of labor relations, merit-based salaries, performance bonuses, and the establishment of national and international assessment standards. We concur with Molstad et al. (2019) in affirming that a particular conception of the teaching profession

is being held responsible for the effectiveness of the educational system, as explicitly indicated by external evaluation reports like PISA.

Spring (2018) asserts that the OECD was the first International Organization to adopt Human Capital Theory in the development of educational policies and to encourage countries to construct skills-based curricula. In Brazil, starting in the 1970s, this Theory promoted the idea that education is an instrument for fostering opportunities and national development, associated with and dependent on international capital, through discursive strategies (Oliveira, 2020). Thus, economists seek to identify which skills and competencies learned in school foster worker development and economic growth, particularly in contemporary capitalism in the digital age. This underscores the need to promote an Education focused on the skills required by the labor market, often interpersonal, which relate to the professional behavioral characteristics of the worker.

In this context, when reflecting on the OECD's recommendations for Education in Brazil, it is essential to address which societal projects, particularly concerning teacher training, are currently in dispute. Attention must be paid to educational policies and the conditions under which teachers exercise their profession in the country, given the reforms in the world of work and the impacts of contemporary capital in the digital age. As Chesnais (1996) argues, the globalization of capital is the result of two interconnected yet distinct movements: the phase of uninterrupted capital accumulation since 1914; and the policy of liberalization, privatization, deregulation, and dismantling of social gains, which have been implemented since the beginning of the 1980s.

In this scenario, we find the implementation, generally by industrial groups, of the possibilities and opportunities afforded by new technologies, beginning with information technologies applied to industrial production, management, and finance activities. Industrial groups were able to reorganize their modes of internationalization and simultaneously benefit from the new neoliberal landscape and microcomputer programming, thereby profoundly modifying their relationship with the working class (Chesnais, 1996).

Digital Information and Communication Technologies (DICTs) constitute the main element among the various mechanisms of accumulation and control developed by contemporary capital, which expands precarious work. Compounding this scenario is the expansion of Industry 4.0, which was developed in Germany in 2011 to establish a profound new technological leap in the productive world, structured around new information and communication technologies (Felicio, 2024).

Regarding labor, this trend can significantly expand informality in the digital world, as well as "self-employed" work and "entrepreneurship," which, in the words of Antunes (2020, p. 16), constitute "the ideological veil to obliterate a world incapable of offering a dignified life for

humanity." It is worth noting that, following the productive restructuring of capital, particularly since the 2008 international economic crisis, Tonelo (2020) points to several aspects of the transformation in the flexible accumulation of capital, including: austerity plans (2009–2010), which sought to alter the conditions of capital production; the phenomenon of immigration, especially post-2015; and the introduction of new DICTs, robotization, and artificial intelligence.

Within this context, the analysis verifies that contemporary capitalism in the digital age – which encompasses the development of Industry 4.0 and DICTs in favor of increasing corporate profitability and labor exploitation – is causing economic and social changes in education through the development and implementation of educational policies under the recommendations of international organizations and bodies (IOs) that, in general, reproduce the prevailing logic.

The recommendations of the OECD for Continuing Teacher Training Policies in Brazil: the relationship between text and context

Policies for Continuing Teacher Education have historically been a field of contestation, primarily by private sectors that find support in the State for realizing their interests. We highlight that adjustment policies for Teacher Education, such as the Base Nacional Comum Curricular (BNCC - National Common Curricular Base), the BNC-Formação (National Common Base for Teacher Education), and the Diretrizes Curriculares Nacionais (DCNS - National Curricular Guidelines) (Brasil, 2015; 2019; 2020), are configured as strategies to train the workforce and constitute a mode of curricular organization related to the regulation and control of pedagogical practice with an emphasis on "competencies," aiming to mold workers to meet the demands of the current market.

The announced policies are part of a set of actions developed stemming from the State's neoliberal adjustments. For example, upon analyzing the DCNS (2020), we find a direct relationship with the BNCC, in which teaching competencies are circumscribed to three aspects: 1) professional knowledge; 2) professional practice; and 3) professional engagement. In general, they focus on issues of teaching and learning evaluation, which signals that there is no room for any intervention that considers the teacher an organic intellectual, but rather limits them to instrumental and technical knowledge.

Thus, the BNCC presents the logic of learning founded on skills and competencies and standardized evaluation as a structural part of Basic Education (Larrosa et al, 2024). Added to this are policies for teacher accountability regarding their educational work, which are characteristic of the standards of the new neoliberalism of the 21st century.

In our understanding, one of the essential trajectories is that the current hegemonic (transnational) political class project materializes and associates with the (re)configuration of the State, which synthesizes structural aspects of capital globalization. Its role is that of an Entrepreneurial State, implying changes in formal dimensions, such as the juridical and legal; organizational; and in social relations (Puello-Socarrás, 2022).

For Puello-Socarrás (2022), the Entrepreneurial State develops three basic premises: 1) the logic and contradictions of New Taylorism or individualized Fordism; 2) the process of State counter-reform, at the governmental and organizational level, in order to establish different modalities of governance and the transition from state bureaucracies to functionally post-bureaucratic structures under the premise of state "deregulation"; and 3) the reorganization of public policy apparatuses and actions under the entrepreneurial dynamic. With the "Entrepreneurial State," the new neoliberalism is delineated, linking the need to strengthen regulatory specificity and public-private partnerships.

To analyze the recurring political categories in the OECD's recommendations for Brazilian educational policies, we present the result of a cross-analysis between the OECD documents (2015; 2016; 2019) and the DCNS (Brasil, 2019; 2020). With this, we aim to demonstrate the link to the market and the new demands of the digital age. We highlight the following recurring political categories in the documentary analysis, according to the table below: 1) competencies; 2) professional engagement; and 3) practices/professional practice.

Table 1 – Cross-Analysis of Policy Categories in OECD Documents (2015a; 2016; 2018) and the DCNs (Brasil, 2019a; 2020a)

Statements from the Documents Listed for Analysis	Policy Categories
OCDE (OCDE, 2015a, p. 4)	
“Para concluir o inquérito TALIS mostra que os professores concordam, em geral, que o ensino deve dar aos estudantes um papel ativo e ajudá-los a realizar a sua própria investigação. No entanto, a realidade do ensino é muitas vezes bastante diferente, com muitos professores a recorrerem mais a práticas de ensino passivas em vez de práticas de ensino ativas. Os métodos de ensino ativos podem contribuir para o desenvolvimento global dos alunos, por exemplo, dando-lhes a oportunidade de negociar com outros membros de uma equipe, em pequenos projetos de grupo e praticar as competências necessárias para o trabalho em equipe. Para favorecer um ensino ativo e a aquisição das competências de que os alunos precisam para ter sucesso na vida, os sistemas têm de ajudar os professores a encontrar o equilíbrio entre as suas práticas e métodos mais ativos, por exemplo, oferecendo-lhes atividades de formação em serviço centradas nas práticas de ensino ativas”⁴.	Competências (Competencies) Práticas (Practices)

⁴ “Pour conclure L'enquête TALIS montre que les enseignants s'accordent en général à dire que l'enseignement doit donner un rôle actif aux élèves et les aider à effectuer leurs propres recherches. Toutefois, la réalité de l'enseignement est souvent tout autre et nombre d'enseignants ont davantage recours à des pratiques pédagogiques passives plutôt qu'actives.

OCDE (OCDE, 2016, p. 4)	
Em conclusão, o relatório "Apoiar o profissionalismo dos professores" mostra que, apesar da variação do profissionalismo dos professores entre diferentes países e economias, este está intimamente ligado à sua satisfação no trabalho e à confiança na sua própria capacidade de ensinar. As práticas que encorajam o desenvolvimento de conhecimento e redes de pares correlacionam-se de forma particularmente forte com diferentes resultados positivos para os professores. Isto é particularmente verdadeiro para escolas com maior percentagem de alunos provenientes de meios socioeconómicos desfavorecidos. Os professores e os diretores de escolas devem, por conseguinte, prestar especial atenção ao apoio à formação inicial e contínua dos professores, práticas de colaboração e participação em redes de pares. ⁵	Práticas (Practices)
OCDE (OCDE, 2019, p. 28)	
A TALIS define o ensino como uma profissão baseada em cinco pilares: 1. A base de conhecimentos e competências, que inclui conhecimentos partilhados e especializados, bem como normas de acesso à profissão e o desenvolvimento de competências específicas através da formação inicial e do desenvolvimento profissional contínuo. 2. O estatuto e a reputação da profissão, refletidos nas normas éticas que se esperam dos profissionais, a realização intelectual e profissional que advém do trabalho e as regras de trabalho que se aplicam ao ensino (tais como estruturas de remuneração competitivas e equiparadas às referências profissionais e oportunidades de progressão na carreira) 3. Controle pelos pares, baseado em comunidades profissionais colegiais e autorreguladoras, com oportunidades de colaboração entre pares e feedback para reforçar a prática profissional e a identidade coletiva da profissão. 4. Responsabilidade e autonomia, refletidas no grau de autonomia e supervisão de que os professores e os diretores das escolas gozam no seu trabalho cotidiano, para tomarem decisões, exercerem o seu juízo profissional e informarem o desenvolvimento de políticas a todos os níveis do sistema, de modo a que o profissionalismo possa florescer. 5. O prestígio e o valor social da profissão.⁶	Responsabilidade e autonomia (Accountability and Autonomy) Competências (Competencies) Prática profissional (Professional Practice)

Les méthodes pédagogiques actives peuvent grandement contribuer au développement global des élèves, en leur donnant par exemple la possibilité de négocier avec d'autres membres d'une équipe lors des projets en petits groupes et de pratiquer les compétences requises dans le travail en équipe. Afin de favoriser un enseignement actif et l'acquisition des compétences dont les élèves ont besoin pour réussir dans la vie, les systèmes doivent aider les enseignants à trouver le juste équilibre entre leurs pratiques et des méthodes plus actives, en leur proposant par exemple des activités de formation continue ciblées sur les pratiques pédagogiques actives" (OCDE, 2015a, p. 4).

⁵ "Pour conclure Le rapport Soutenir le professionnalisme des enseignants montre que malgré la variation du professionnalisme des enseignants entre les différents pays et économies, il est étroitement lié à leur satisfaction professionnelle et à la confiance qu'ils ont en leurs propres capacités à enseigner. Les pratiques favorisant le développement des connaissances des enseignants et des réseaux de pairs présentent une corrélation particulièrement marquée avec différents résultats positifs pour les enseignants. Ce constat vaut particulièrement pour les établissements accueillant des pourcentages plus importants d'élèves issus de milieux socio-économiques défavorisés. Décideurs, enseignants et chefs d'établissement doivent donc s'attacher tout particulièrement à apporter leur soutien à la formation initiale et continue des enseignants, aux pratiques collaboratives et à la participation aux réseaux de pairs" (OCDE, 2016, p. 4).

⁶ "TALIS définit l'enseignement comme une profession reposant sur cinq piliers: 1. Le socle de connaissances et de compétences, qui comprend des connaissances partagées et spécialisées, ainsi que des normes pour l'accès à la profession et le développement de compétences spécifiques grâce à la formation initiale et au développement professionnel continu. 2. Le statut et la réputation de la profession, que reflètent les normes éthiques que l'on s'attend à voir chez les professionnels, l'épanouissement intellectuel et professionnel que procure le travail et les règles de travail applicables à l'enseignement (telles que des structures de récompense concurrentielles à égalité avec des critères de référence professionnels et des possibilités de progression dans la carrière). 3. Le contrôle par les pairs, qui repose

DCNS (Brasil, 2019a)	
Art. 4º I - conhecimento profissional; II - prática profissional; e III - engajamento profissional. § 1º As competências específicas da dimensão do conhecimento profissional são as seguintes: I - dominar os objetos de conhecimento e saber como ensiná-los; II - demonstrar conhecimento sobre os estudantes e como eles aprendem; III - reconhecer os contextos de vida dos estudantes; e IV - conhecer a estrutura e a governança dos sistemas educacionais. § 2º As competências específicas da dimensão da prática profissional compõem-se pelas seguintes ações: I - planejar as ações de ensino que resultem em efetivas aprendizagens; II - criar e saber gerir os ambientes de aprendizagem; III - avaliar o desenvolvimento do educando, a aprendizagem e o ensino; e IV - conduzir as práticas pedagógicas dos objetos do conhecimento, as competências e as habilidades. § 3º As competências específicas da dimensão do engajamento profissional podem ser assim discriminadas: I - comprometer-se com o próprio desenvolvimento profissional; II - comprometer-se com a aprendizagem dos estudantes e colocar em prática o princípio de que todos são capazes de aprender; III - participar do Projeto Pedagógico da escola e da construção de valores democráticos; e IV - engajar-se, profissionalmente, com as famílias e com a comunidade, visando melhorar o ambiente escolar.	Engajamento profissional (Professional Engagement) Competências (Competencies)
Art. 6º I - a formação docente para todas as etapas e modalidades da Educação Básica como compromisso de Estado, que assegure o direito das crianças, jovens e adultos a uma educação de qualidade, mediante a equiparação de oportunidades que considere a necessidade de todos e de cada um dos estudantes; II - a valorização da profissão docente, que inclui o reconhecimento e o fortalecimento dos saberes e práticas específicas de tal profissão; III - a colaboração constante entre os entes federados para a consecução dos objetivos previstos na política nacional de formação de professores para a Educação Básica; IV - a garantia de padrões de qualidade dos cursos de formação de docentes ofertados pelas instituições formadoras nas modalidades presencial e a distância; V - a articulação entre a teoria e a prática para a formação docente, fundada nos conhecimentos científicos e didáticos, contemplando a indissociabilidade entre o ensino, a pesquisa e a extensão, visando à garantia do desenvolvimento dos estudantes; VI - a equidade no acesso à formação inicial e continuada, contribuindo para a redução das desigualdades sociais, regionais e locais; VII - a articulação entre a formação inicial e a formação continuada;	Práticas (Practices)

sur des communautés professionnelles autorégulées et collégiales offrant des possibilités de collaboration et de rétroaction entre pairs afin de renforcer les pratiques professionnelles et l'identité collective de la profession. 4. La responsabilité et l'autonomie, que reflète le degré d'autonomie et d'encadrement dont bénéficient les enseignants et les chefs d'établissement dans leur travail quotidien, pour prendre des décisions, faire preuve de jugement professionnel et éclairer l'élaboration des politiques à tous les niveaux du système, de sorte que le professionnalisme puisse s'épanouir. 5. Le prestige et la valeur sociétale de la profession" (OCDE, 2018, p. 28).

VIII - a formação continuada que deve ser entendida como componente essencial para a profissionalização docente, devendo integrar-se ao cotidiano da instituição educativa e considerar os diferentes saberes e a experiência docente, bem como o projeto pedagógico da instituição de Educação Básica na qual atua o docente; IX - a compreensão dos docentes como agentes formadores de conhecimento e cultura e, como tal, da necessidade de seu acesso permanente a conhecimentos, informações, vivência e atualização cultural; e X - a liberdade de aprender, ensinar, pesquisar e divulgar a cultura, o pensamento, a arte, o saber e o pluralismo de ideias e de concepções pedagógicas.	
DCNS (Brasil, 2020a)	
Art. 3º As competências profissionais indicadas na BNCC-Formação Continuada, considerando que é exigido do professor sólido conhecimento dos saberes constituídos, das metodologias de ensino, dos processos de aprendizagem e da produção cultural local e global, objetivando propiciar o pleno desenvolvimento dos educandos, têm três dimensões que são fundamentais e, de modo interdependente, se integram e se complementam na ação docente no âmbito da Educação Básica: I - conhecimento profissional; II - prática profissional; e III - engajamento profissional Parágrafo único. Estas competências profissionais docentes pressupõem, por parte dos professores, o desenvolvimento das Competências Gerais dispostas na Resolução CNE/CP nº 2/2019 - BNC-Formação Inicial, essenciais para a promoção de situações favoráveis para a aprendizagem significativa dos estudantes e o desenvolvimento de competências complexas, para a ressignificação de valores fundamentais na formação de profissionais autônomos, éticos e competentes.	Engajamento profissional (Professional Engagement) Competências (Competencies) Prática profissional (Professional Practice)
Art. 4º Capítulo II A Formação Continuada de Professores da Educação Básica é entendida como componente essencial da sua profissionalização, na condição de agentes formativos de conhecimentos e culturas, bem como orientadores de seus educandos nas trilhas da aprendizagem, para a constituição de competências, visando o complexo desempenho da sua prática social e da qualificação para o trabalho (Brasil, 2020, p. 2, grifos nossos).	

Source: Felicio, 2024, p. 180-184, author's emphasis (adapted).

Based on the cross-analysis of the documents, a methodological procedure that involved reading the documents and identifying the political categories recommended by the OECD that were recurrent in the documents selected for analysis, we demonstrate that the recurrent categories in the OECD documents' recommendations are present in the Diretrizes Curriculares Nacionais (National Curricular Guidelines - DCNs), specifically in the definitions and objectives concerning Continuing Teacher Education that the international documents reproduce in the Brazilian documents. We confirmed that the political categories listed—Competencies; Accountability and Autonomy; Professional Engagement; Practices and Professional Practice—represent the link to the

market and the new demands of contemporary capitalism in the digital age. Consequently, it can be affirmed that a transplantation of the OECD's recommendations occurred in the DCNs (2019a, 2020a).

Spring (2018) asserts that the economization of Education has made the teaching of skills and competencies the priority of the 21st century. We verify this issue in the cross-analysis presented, where the OECD globally promotes recommendations for the teaching of skills and competencies. Thus, Brazil has aligned its school curricula and guidelines for teacher education with the skills deemed necessary for the market and economic growth.

In the report, "Résultats de TALIS 2018: des enseignants et chefs d'établissement en formation à vie" (OECD, 2019), teaching is defined as a profession based on five pillars: 1) knowledge and skills necessary for teaching; 2) career opportunities; 3) collaboration among peers and the collective identity of the profession; 4) accountability and autonomy; and 5) the social value of the profession. To examine teacher competencies, TALIS thus developed indicators to verify teaching practice in the classroom, such as: time organization; frequency of teaching a specific activity or subject; and the extent to which effective teaching practices are utilized to achieve certain objectives (Felicio, 2024).

We conclude that the reforms imposed on Education, according to Laval (2019), will be increasingly oriented toward adaptation to the social and subjective conditions of the economic dynamic. Transformations in work organization require a model of a "flexible worker" who utilizes new technologies and demonstrates autonomy. This point aligns with the OECD's conception, which claims that workers should be "malleable and apt for capacitation".

Therefore, by analyzing the political categories present in the OECD documents and the DCNs (Brasil, 2015a; 2019a; 2020a), we identify that the content is not neutral. Regarding Teacher Education, we mention, for example, the substitution of the word "knowledge" with "competencies" and "qualification" with "acquisition of competencies." For Laval (2019, p. 81), this involves demanding an "entrepreneurial spirit," meaning a subject who can adapt to various situations for problem-solving, possessing flexibility and a sense of individual responsibility.

Magalhães and Lamosa (2023) emphasize that this Teacher Education for entrepreneurship has altered pedagogical interventions by instrumentalizing teachers to reproduce this ideology and develop self-responsibility for the necessity of becoming entrepreneurs, crafting their professional and personal life projects in order to conform to the uncertainties and instabilities produced by capitalism.

Entrepreneurial capacities are considered the human and social capital of individuals, which, from the OECD's perspective, means several indispensable factors, such as: the training and experience of entrepreneurs; Education for entrepreneurship (skills and competencies); and public and private structure. The discussion on business flexibility (opening and closing) and incentives for entrepreneurs becomes relevant, alongside the school curriculum of Basic Education, which aims to guarantee this content, often in opposition to the creation of elective subjects, and public educational policies that seek to meet the recommended demands (Reis; Shiroma, 2023).

Education, in this context, according to Oliveira (2020, p. 57), appears to be summoned for a dual task: "for those with formal, regulated employment with a signed contract, as an essential means for the maintenance of their job, [...] and for those excluded from the formal labor market," to instrumentalize them for the development of competencies that enable informal occupations or entrepreneurship. This is a path toward either subservience or emancipation.

In this sense, we understand that the ideological function of entrepreneurship is becoming increasingly evident. We emphasize that the "inclusion of entrepreneurship in the school curriculum and its massive dissemination educates workers to think like businesspeople, discursively camouflaging the class division of society and their own condition as the working class" (Reis; Shiroma, 2023, p. 70).

In this context, entrepreneurship consists of forming the entrepreneurial "self"—a subject who must be highly productive, resilient, and adaptable to market changes, prioritizing self-responsibility and self-management (Larrosa, et al, 2024). Such recommendations seek to meet the needs of contemporary capitalism, especially in the digital age, highlighting the implications of economic changes in educational policies. Saura et al. (2024) analyze several relevant aspects in this process, among which we highlight the role of the contemporary State as a social relation, sustained through the connection between the public and the private and its materialization in governance networks. We emphasize that public-private partnerships are sustained as a global trend; in the educational sphere, an example is the digital transformation of educational systems through private commodities to the detriment of public technological tools.

Another relevant aspect, according to Saura et al. (2024), is analyzing ideology through the notions of sociotechnical imaginaries and technosolutionism to understand the expansion of capitalism after the 2008 crisis, as discussed previously. In this context, we highlight the technoscientific innovations that are materializing in global educational reforms

with technological, educational, economic, and geopolitical development strategies of States and IOs, shaping new discourses presented in documents and guidelines for Basic Education.

These discourses are characterized by efficiency, practicality, quality, and performance, which are present in educational ideas and documents at the global and local levels, emphasizing accountability; learning outcomes measured through large-scale internal and international assessments; and technical mechanisms that regulate teaching work through concepts that significantly interfere with teacher subjectivities and identities, such as: autonomy, creativity, commitment, meritocracy, and individual responsibility. The conception of the teacher incorporated into this logic is fundamental for an education supported by effectiveness, as the OECD advocates.

Therefore, the OECD is a significant proponent of Education based on skills, competencies, and effectiveness. Our counter-argument considers a school Education that can foster the humanization and emancipation of teachers and students, as well as a critical teacher training.

Conclusions

To conclude this article, we ratify, based on analytical mediation, that the OECD has assumed a central role in the dissemination of this hegemonic discourse on Education, "[...] both in disclosing what constitutes a crisis and what defines quality in educational matters" (Oliveira, 2020, p. 19). Through various instruments—such as: data collection and analysis; establishment of standards and policy guidelines, i.e., recommendations for international standards, policies, and regulations for economic development; support for the implementation of recommended policies in countries that request assistance; and evaluation processes—the OECD disseminates policies that interfere with the conduct of educational systems in various countries, particularly in Brazil, through its pragmatic character, by providing data and indicators that enable comparisons and rankings.

The OECD, despite being an economic organization, has assumed the task of setting the global education agenda through hegemonic recommendations for the management of educational systems, grounded in Human Capital Theory. Thus, it regularly recommends to countries, including Brazil, the reform of their education and teacher training systems, advocating measures that demand greater productivity to meet the needs of increasingly computerized, robotized, and Artificial Intelligence-exposed production processes, through strategies such as entrepreneurship, competencies, and flexibilization.

We demonstrated that the Policy Categories—competencies and practices—recurrent in the selected OECD documents were reproduced in the Brazilian documents for Continuing Teacher Education in Basic Education, such as the DCNs (2019; 2020), which explicitly detail the OECD's recommendations for national educational policies. Based on these assertions, we consider that the process of economic, political, and educational relations between the OECD and Brazil is delineating the presuppositions of policies for Continuing Teacher Education; intensifying external evaluations as control mechanisms for the teaching process and work; and favoring an Education that caters to the interests of contemporary capital.

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