
Mbo'ehára rembiapo beyond alignment with the logic of capital

Adriana Oliveira dos Santos Siqueira

José Moisés Nunes da Silva

Instituto Federal do Rio Grande do Norte (Brasil)

Abstract

The objective of this article is to analyze the trajectory of teachers' education (*mbo'ehára rembiapo*) in Brazil, from the 1990s onwards, and to reflect on the development of a broad education, in the sense of breaking up with the alignment with of the logic of capital. The research has a qualitative approach, mediated by bibliographical and documentary research methodologies, and uses the dialectic as an analysis criterion. The pragmatist logic, the progressive perspective and the retrogression in the *mbo'ehára rembiapo* are discussed. The results show that the national curriculum guidelines for the *mbo'ehára rembiapo* were an advance for the identity of the degree courses; and that another education is possible, based on integral human formation, beyond alignment with the logic of capital.

Keywords: Teachers' education. Curriculum guidelines. Logic of capital. Social transformation.

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Mbo'ehára rembiapo para além do alinhamento à lógica do capital

Resumo

O objetivo do artigo é analisar a trajetória da formação de professores (*mbo'ehára rembiapo*) no Brasil, a partir da década de 1990, e refletir sobre o devir de uma formação ampla, no sentido da ruptura com o alinhamento à lógica do capital. A pesquisa tem abordagem qualitativa, mediada pelas pesquisas bibliográfica e documental, e a dialética como referencial de análise. Discutem-se a *lógica pragmatista*, a *perspectiva progressista* e o *retrocesso na mbo'ehára rembiapo*. Os resultados mostram que as diretrizes curriculares nacionais para a *mbo'ehára rembiapo* foram um avanço à identidade dos cursos de licenciatura; e que é possível uma outra formação, fundada na formação humana integral, para além do alinhamento à lógica do capital.

Palavras-chave: Formação de professores. Diretrizes curriculares. Lógica do capital. Transformação social.

***Mbo'ehára rembiapo* más allá de la alineación con la lógica del capital**

Resumen

El objetivo de este artículo es analizar la trayectoria de la formación del profesorado (*mbo'ehára rembiapo*) en Brasil, a partir de la década de 1990 y reflexionar sobre el futuro de una formación amplia, en el sentido de ruptura con la alineación con la lógica del capital. La investigación tiene un enfoque cualitativo, mediado por la investigación bibliográfica y documental, y la dialéctica como criterio de análisis. Discute la *lógica pragmática*, la *perspectiva progresista* y el *retroceso en el mbo'ehára rembiapo*. Los resultados indican que las directrices curriculares nacionales para el *mbo'ehára rembiapo* fueron un avance en la identidad de los cursos de graduación; y que otra formación es posible, basada en la formación humana integral, más allá de la alineación con la lógica del capital.

Palabras clave: Formación del profesorado. Directrices curriculares. Lógica del capital. Transformación social.

Introduction

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The *mbo'ehára rembiapo* (teacher training, in the indigenous Guarani language) to work in Basic Education, has been highlighted in the Brazilian educational debate, not only because of the specificity of the theme - initial and continued teacher training of specific, pedagogical, aesthetic knowledge, among others – as well as the dispute over the conception of training and the development of quality education and the appreciation of education professionals.

Therefore, the educational reforms promoted by the Brazilian State, starting in the 1990s, guided by international organizations such as the World Bank, International Monetary Fund (IMF) and the Organization for Economic Cooperation and Development (OECD), which align with the process of globalization and neoliberal ideology, reserve a privatist, minimalist and pragmatic logic for higher education, in the sense of making public spending minimal with public education, but maximum for capital, through public-private partnerships and as so guaranteeing the interests of capital, to the detriment of social demands.

In this sense, the article aims to analyze the trajectory of the mbo'ehára rembiapo in Brazil, from the 1990s onwards, and to reflect on the development of a broad formation, in the sense of breaking with the alignment with the logic of capital.

Concerning the methodological aspects, the research has a qualitative approach, mediated by a bibliographical and documental research, and the dialectic as a reference of analysis. The qualitative approach considers that there is a dynamic relationship between the real world and the subject, that is, an inseparable link between the objective world and the subjectivity of the subject, with the most important being the quality of information, the interpretation of phenomena and the attribution of meanings (Silva; Menezes, 2005).

Bibliographical research, developed from previously made material, consisting of books, scientific articles, theses etc., allows the researcher to have a broader coverage of the phenomenon that would not be possible to research directly. Documental research, on the other hand, makes use of materials that have not yet received an analytical treatment, or that can be re-elaborated according to the research objectives. And the dialectic provides the bases for a dynamic and wide interpretation of reality, since it establishes that social facts cannot be understood when considered in isolation, abstracted from their political, economic, cultural influences etc. (Gil, 2008).

The relevance of this text consists in putting into debate the educational policies linked to the initial teacher formation, providing, from the critical analysis of legal documents, clues about the latent conceptions in the formulation of these policies, as well as their trajectories, materialized in the curricular guidelines for the initial training of basic education teachers, from 2002, 2015 and 2019.

Finally, the article is organized into three sections, in addition to this Introduction and Final Considerations. The first section, entitled The pragmatist logic in mbo'ehára rembiapo, aims to identify the conception of training manifest in teacher training instructed by Resolution CNE/CP n° 1/2002; the second, called The progressive perspective in mbo'ehára rembiapo, aims to apprehend the advances in the conception of training achieved with Resolution CNE/CP n° 2/2015, from the perspective of the organicity of training; and the third, retrogress in the mbo'ehára rembiapo intends to problematize

Resolution CNE/CP nº 2/2019, which proposes BNC-training, supported by the conceptual basis of technical and bureaucratic rationality of skills and pointing to another training, in the direction of social transformation and beyond alignment with the logic of capital.

Pragmatist logic in the mbo'ehára rembiapo

With the end of the long period of Civil-Military Dictatorship (1964-1985), Brazil experienced, in the redemocratization process, the possibility of outlining educational public policies in a perspective of integral formation, aiming at the overlapping of qualification for work and the full exercise of citizenship.

This process was consolidated by the Federal Constitution of 1988, which not only gave visibility to individual and social rights, but also stipulated that education would be effective by the State through the guarantee, among others, of compulsory and free Basic Education from 4 to 17 years of age, ensuring that it is also free of charge to all those who did not have access to it at the appropriate age; freedom to learn, teach, research and disseminate thought; pluralism of ideas and pedagogical conceptions, and coexistence of public and private educational institutions; appreciation of education professionals; and democratic management of public education (Brasil, 1988).

At the end of 1996, Law nº 9.394, of December 20, 1996 – Lei de Diretrizes e Bases da Educação Nacional-Law of Guidelines and Bases of National Education-(LDB/1996) – was enacted, which organized national education into two levels – Basic Education, consisting of three stages: kindergarten, primary and secondary education; and Higher Education, comprising sequential, undergraduate and graduate courses. In addition, it established seven teaching modalities: Professional and Technological Education, Youth and Adult Education, Distance Education, Special Education, Rural Education, Indigenous Education and Quilombola Education (Brasil, 1996).

Distinctly, in relation to mbo'ehára rembiapo to work in Basic Education, the LDB/1996 established that it will be done at a higher level, in a full degree course, and that the education systems will promote the appreciation of education professionals, assuring them, among other things, continued

professional development; professional wage floor; and adequate working conditions (Brasil, 1996).

In 2002, the National Council of Education, through the Full Council (CNE/CP), instituted the National Curriculum Guidelines for the Training of Basic Education Teachers (DCNFPEB) – Resolution CNE/CP n° 01, of February 18, 2002 – based on Opinion CNE/CP n° 9, of May 8, 2001, which dealt with the same topic.

The 2002 DCNFPEB, aligned with the neoliberal ideals experienced in the country, were based on the perspective of competences and abilities, so much so that they established that, in the construction of the pedagogical project of teacher training courses, the competences referring to: the inspiring values of democratic society; understanding the social role of the school; mastering the contents to be socialized; to mastering pedagogical knowledge; investigation processes that allow the improvement of pedagogical practice; and the competencies related to the management of one's own professional development (Brasil, 2002).

According to Scheibe and Bazzo (2016), these Guidelines, on the one hand, brought a new perspective to teacher training, allowing for greater diversity in course models and, on the other hand, met a demand from the educational field, essentially, with the construction of an identity of its own for the degree courses.

Although the said Guidelines have broken with the content and/or technicalist standard and aimed to overcome the traditional model of *mbo'ehára rembiapo* in force in Brazil until then - a 3+1 scheme (three years in a bachelor's degree course and one year in course of Didactics) –, were criticized by progressive education teachers and researchers, as well as their representative entities, such as the National Confederation of Workers in Education (Confederação Nacional dos Trabalhadores da Educação – CNTE), the National Union of Teachers of Higher Education Institutions (Sindicato Nacional dos Docentes das Instituições de Ensino Superior – ANDES) and the National Association of Graduate Studies and Research in Education (Associação Nacional de Pós-Graduação e Pesquisa em Educação – ANPEd), for adopting a minimalist perspective for training and neglecting the constitutional precepts of education, especially democratic management and the appreciation of education professionals.

Freitas (2002) points out that there were questions about several aspects, such as: the emphasis on training in practice and on the concept of competences, which led to the assumption of the pragmatist conception; and the stipulation of a minimum workload of 2800 hours for teacher training courses, under pressure from the private sector, and thus leading to a streamlining of training.

This, in accordance with the guidelines of international organizations, such as the World Bank, which even influenced the course of Brazilian education at all levels, through the financing of government public policies, both economic and social, guided by managerial logic. In this regard, Cabral Neto asserts that, in the 1990s,

[...] the favorable conditions were created for the elaboration of a global agenda for education, under the coordination of bilateral and multilateral development organizations, having as a premise the need to formulate guidelines to guide the definition of educational policy with regard, particularly, to the curriculum, to the pedagogical practices, to the funding, to the organizational management standards, to the teacher training, and to the assessment (Cabral Neto, 2012, p. 25).

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The diffusion of the ideas of a lean, efficient, agile and modern State in the managerial model had repercussions in the field of education and, particularly, in the mbo'ehára rembiapo, since the educational problems, from the perspective of the World Bank, resulted from the inefficiency of the school management, requiring the professionalization of managers and teachers endowed with skills to do more with less, in the logic of the neoliberal minimal State.

It can be seen, on the one hand, that the advances and setbacks in mbo'ehára rembiapo in Brazil, show the correlation of existing forces within educational policies, expressly in the clash between groups that defend democracy linked to big international capital and those that profess popular and participatory democracy and, on the other hand, that the 2002 DCNFPEB lead, in fact, to a pragmatic training, by establishing guiding principles for professional practice supported by skills and abilities strictly linked to the labor market and, therefore, aligned with the capitalist logic, to the detriment of a

broader formation, through the further development of the theoretical-scientific knowledge that underlies teaching.

The progressive perspective in mbo'ehára rembiapo

In 2007, the Ministry of Education (MEC) carried out studies and promoted debates with the academic community, unions and organized entities, within the scope of the Basic Education Chamber, of the National Education Council (CEB/CNE), which resulted in the report entitled Shortage of teachers in secondary education: structural and emergency solutions, where a deficit in the number of teachers for secondary education is identified, particularly in the disciplines of Chemistry, Physics, Mathematics and Biology, and the urgent need for measures to overcome it.

Indeed, it fell to the Coordination for the Improvement of Higher Education Personnel – Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES), supported by Law No. 11,502, of July 11, 2007, to subsidize the MEC in the formulation of policies for the mbo'ehára rembiapo of Basic Education, with the objective to expand the offer and improve the quality of degree courses.

Among the actions developed by CAPES, the Institutional Scholarship Program for Teaching Initiation – Programa Institucional de Bolsa de Iniciação à Docência (PIBID) stands out, launched in 2007, but regulated three years later, through Decree No. 7.219, from June, 24 2010, aiming to encourage initiation into teaching, contributing to the improvement of higher-level teacher education and to improving the quality of public basic education in Brazil.

PIBID, whose essence is the insertion of the student in the Public Basic Education School, since the very beginning of their formation, grants scholarships to undergraduate students, inserting them in the public schools environment, with the objective of: encourage the formation of teachers at a higher level for Basic Education; contribute to the appreciation of teaching; raise the quality of initial teacher training in teacher education courses; inserting undergraduates in the daily life of schools in the public education network; mobilize teachers from public Basic Education schools to act as co-trainers of future teachers; and contribute to the articulation between theory and practice

necessary for the training of teachers, raising the quality of academic actions in degree courses.

Data released by CAPES point to the positivity of PIBID, since, by December 2021, 35,234 undergraduate students had benefited from teaching initiation scholarships; 4,190 teachers from public Basic Education schools, 1,608 teachers from HEIs and 258 institutional coordinators, in the composition of the Program's nuclei; serving 3,039 public Basic Education schools, located in 711 municipalities (Coordenação..., 2022).

In early 2009, Decree No. 6,755, of January 29, established the National Policy for the Training of Basic Education Teachers - Política Nacional de Formação de Professores da Educação Básica (PNFPEB), aiming to organize the initial and continuing training of teachers for the public networks of Basic Education, and also having the following objectives: promote the improvement of the Public Basic Education quality; support the offer and expansion of courses for initial and continued teacher training; expand the number of licensed teachers in Public Basic Education; promote the training of teachers in the perspective of integral education; and promote theoretical-methodological updating in the training processes of teaching professionals (Brasil, 2009).

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State's commitment to the mbo'ehára rembiapo can be noticed, through new contours beyond the 2002 DCNFPEB, in order to ensure, on the one hand, a quality standard in degree courses, through the practice based on the domain of scientific knowledge and pedagogical aspects and, on the other hand, the right of children and young people and adults to socially referenced quality education that allow their emancipation.

Within the context of the PNFPEB, the Normative Ordinance of the Ministry of Education n° 09, of June 30, 2009, instituted the National Plan for the Training of Basic Education Teachers - Plano Nacional de Formação de Professores da Educação Básica (PARFOR), under the responsibility of CAPES, with the purpose of contributing to the adequacy of the initial training of teachers in service in the public Basic Education network, through the offer of degree courses corresponding to the area of knowledge in which they work, with the school where the teacher works as a privileged space for training and research.

Since then, CAPES has been encouraging, for teachers of the public Basic Education network, the implementation of special classes by HEIs in

the course of: first degree – for those who do not have higher education; second degree – for those who have a degree in an area other than their work in the classroom; pedagogical training – for those who have higher education, without a degree qualification. The results indicate that, by 2022, 3,043 classes were implemented within the scope of PARFOR, with 100,408 enrollments and 60,780 trained teachers, involving 104 HEIs, which made it possible to serve, with at least one enrolled teacher, 3,300 municipalities (Coordenação..., 2023).

These data reveal that PARFOR, even though it has faced challenges related to management and infrastructure, has positive aspects, such as its wide national reach, the professional recognition of teachers and the legitimacy provided by higher education courses, salary improvement and, also, the awakening to belonging to the academic universe, which can motivate the continuation of postgraduate studies, as well as the intellectual and practical training necessary to face the challenges of teaching, from the perspective of social transformation.

Expanding the area of *mbo'ehára rembiapo*, Law nº 11,892, of December 20, 2008, created the Federal Institutes of Education, Science and Technology, and established among its objectives to teach, at a higher education level, degree courses, as well as such as special pedagogical training programs, with a view to training teachers for Basic Education, primarily in the areas of Science and Mathematics, and the guarantee of at least 20% of their vacancies to meet the needs of these courses.

One can notice the congruence of this legal determinant – the offer of degrees in Federal Institutes – with the report Scarcity of teachers in secondary education: structural and emergency solutions mentioned above. So much so that all the campuses of these institutions offer undergraduate courses in Mathematics, Physics, Chemistry and Biology, among many others.

In 2014, Law nº 13,005, of June 25, 2014, instituted the National Education Plan (PNE), for the 2014-2024 decade, with the function of articulating efforts in a collaborative manner between the Union, States, Federal District and Municipalities, for the development of all levels and modalities of education; the formation and valorization of teaching; and the financing and management of national education.

The PNE consists of 20 goals and 254 strategies. Specifically, Goal 15, which has 13 strategies, established to guarantee the National Policy for the Training of Basic Education Professionals (which was instituted by Decree No. 8.752, de 9 de maio de 2016), aiming to guarantee Basic Education teacher a higher education training, obtained in a degree course in the area of knowledge in which they work (Brasil, 2014).

According to the last report referring to the 4th PNE Monitoring Cycle, released by the National Institute of Educational Studies and Research Anísio Teixeira (Inep), Target 15, considering indicators 15A, 15B, 15C and 15D, which correspond to the proportion of teachers whose higher education is adequate to the area of knowledge they teach in Basic Education (childhood education, early years of elementary school, final years of elementary school and high school, respectively), had the performance shown in Table 1, from 2013 to 2021.

Table 1

Adequacy of Teacher Training in Basic Education – 2013-2021

Level	2013	2014	2015	2016	2017	2018	2019	2020	2021
Childhood education	42%	44%	45%	47%	48%	50%	55%	59%	61%
Elementary school Early years	54%	57%	58%	59%	61%	63%	66%	70%	71%
Elementary school Final years	48%	50%	49%	51%	50%	52%	53%	57%	59%
High School	58%	60%	59%	60%	61%	62%	63%	65%	67%

Source: PNE-2014-2024 monitoring panel - Painel de monitoramento do PNE-2014-2024 (2022).

The data reveal that the target set for 2024 – 100% of Basic Education teachers with higher education obtained in a degree course in the area of knowledge in which they work – will probably not be achieved, in view of the great distance from the adequacy of the training presented in all stages in 2021: 59% in the final years of elementary school; 61% in early childhood education; 67% in high school; and 71% in the early years of elementary school (this is the best result).

This allows us to infer that, although the PNE is a constitutionally provided State educational policy, it is not part of the set of priorities for government actions, especially after the parliamentary coup of 2016, which forced Michel Temer (2016-2018) to be the President of the Republic and his successor Jair Messias Bolsonaro (2019-2022).

In this regard, we agree with Dourado (2018), when he states that the conservative reordering of policies and management for post-coup national education represents the resumption of government policies, to the detriment of movements and processes that were organized in around State policies, resulting in the relegation of the PNE and the adoption of restrictive fiscal adjustment policies, with Constitutional Amendment No. 95/2016 which froze investments in the social area for 20 years, undisputed proof of this logic.

In 2015, through Resolution CNE/CP nº 2, of July 1, new National Curriculum Guidelines for Initial and Continued Training at Higher Level of Teaching Professionals for Basic Education (DCNFPEB) were imposed, after extensive debate with organized civil society.

According to the 2015 DCNFPEB, initial teacher training courses for Basic Education at a higher level (licentiate degree courses) now have at least 3200 hours of effective academic work and duration of at least 8 semesters or 4 years, comprising 400 hours of practice as a curricular component, 400 hours of supervised internship, 2200 hours of specific curricular components and 200 hours of in-depth theoretical-practical activities (Brasil, 2015).

In addition, they established the following principles of *mbo'ehára rembiapo*, among others: teacher training for all stages and modalities of Basic Education is a public commitment of the State; the guarantee of quality standards for teacher training courses offered by HEIs; praxis in the teacher training process, based on the domain of scientific and didactic knowledge; the articulation between initial training and continuing training; and the understanding of teachers as formative agents of culture (Brasil, 2015).

In fact, the Guidelines present a progressive conception of *mbo'ehára rembiapo*, since they emphasize the training's commitment to the ethical-political project of society, enabling the emancipation of individuals; the inseparability of teaching, research and extension; the necessary articulation between Basic and Higher Education; the recognition of public Basic Education schools as necessary spaces for teacher training; the indispensable

link between initial and continuing training; and the defense of valuing the teaching profession in Brazil.

In this regard, we agree with Silva and Nunes (2020), who state that continuing teacher education, linked to professional development, is characterized by continuous learning, which begins in undergraduate courses. In addition, it allows teachers to have theoretical-practical discussions that keep them updated in relation to educational aspects, contributing to the improvement of pedagogical practices.

Considering the fact that public schools of Basic Education are necessary spaces for teacher training, the MEC, through CAPES, announced, at the end of 2017, within the PNFPEB, the creation of the Pedagogical Residency Program – Programa de Residência Pedagógica (PRP), the which was instituted, the following year, by CAPES Ordinance n° 38, of February 28, 2018, with the purpose of supporting HEIs in the implementation of innovative projects that stimulate the articulation between theory and practice in undergraduate courses, conducted in partnership with the public networks of Basic Education (Coordenação..., 2018).

12 The PRP allies itself with the PIBID in the perspective of strengthening the mbo'ehára rembiapo, as it enables the development of the praxis promoted in teaching courses in public schools of Basic Education, when the undergraduate students work in specific activities in their area of knowledge, planned and monitored by the preceptor teacher.

Finally, it can be said that, although there are mbo'ehára rembiapo projects in dispute, both the 2015 DCNFPEB and PARFOR, PIBID and PRP contribute to the conduction of teacher training projects, accelerated in the perspective of broad training of undergraduates and therefore emancipatory and progressive.

The setback in *mbo'ehára rembiapo*

Shortly after the 2016 parliamentary coup, the Michel Temer government, in line with the recommendations of the World Bank and the United Nations Children's Fund (Unicef), issued Provisional Measure No. 13,415, of February 16, 2017, establishing the reform of secondary education, through a new curricular organization, progressive expansion of the school day of this

stage and creation of the Policy to Encourage the Implementation of Full-Time Secondary Schools, not without repudiation of progressive teachers and researchers in the field of education and their organizational entities.

At the end of that same year, the CNE established, through Resolution CNE/CP nº 2, of December 22, 2017, the Common National Curriculum Base of Basic Education - BNCC (Base Nacional Curricular Comum-Educação Básica), a normative document that deliberated the organic and progressive set of essential learning (defined such as knowledge, skills, attitudes and values, expressed in competences) as a right of adolescents, young people and adults within the scope of Basic Education, and established 10 general competences to be developed (Brasil, 2017).

The following year, the CNE instituted, through Resolution CNE/CP nº 4, of December 17, 2018, the BNCC-Ensino Médio, reiterating its foundation in essential learning (competences, skills, attitudes and values), an expression of the rights and students' learning and development objectives (Brasil, 2018).

It is noteworthy that secondary education, at the end of the 1990s, under the governmental ideological discourse that secondary education is now for life, also experimented with a curriculum based on competences and abilities, replacing the curricular model instituted by the Law No. 5,692, of August 11, 1971, which integrated general training (propaedeutic subjects) with technical training (specific subjects) in the same curriculum.

Complementing the set of retrograde measures, at the end of 2019, the CNE instituted, by Resolution CNE/CP nº 2, of December 20, the National Curriculum Guidelines for the Initial Training of Teachers for Basic Education (DCNFIPEB) and the National Base Common Program for the Initial Training of Basic Education Teachers (BNC-Training). And, in the following year, Resolution CNE/CP nº 1, of October 27, 2020, providing for the National Curriculum Guidelines for the Continuing Training of Basic Education Teachers and establishing the Common National Base for the Continuing Training of Teachers of Basic Education Basic (BNC-Continued Education).

The mbo'ehára rembiapo outlined by the DCNFIPEB of 2019, has as reference the implementation of the BNCC (Basic Education and Secondary Education), assuming the development, by the licensee, of the general skills foreseen in the BNCC-Basic Education, as well as the essential learning to be

guaranteed to students, regarding the intellectual, physical, cultural, social and emotional aspects of their training (Brasil, 2019).

Furthermore, based on these competences, the student will develop the corresponding 10 general teaching competences and 12 specific competences (linked to three fundamental dimensions: professional knowledge, professional practice and professional engagement) and the corresponding skills. This set of skills and abilities make up the BNC-Training (Brasil, 2019).

The configuration of the 2019 DCNFIPEB, on the one hand, literally disrupts the epistemological issues and the founding praxis of the mbo'ehára rembiapo and, on the other hand, weakens training, by linking it to the logic of capitalist rationality, with the increase in practical activities and reduction of theoretical training.

Thus, we agree with Veiga (2022, p. 97) when he asserts that Resolution CNE/CP No. 2/2019 “[...] proposes yet another training in skills and abilities. In this sense, students will be molded in terms of factory work, which may generate alienation, passivity, mechanization of teaching work and individualization”.

14 The DCNFIPEB of 2019 follow in a diametrically opposite movement to the DCNFIPEB of 2015, as they make mbo'ehára rembiapo precarious, even though it superficially advocates the articulation between initial training and continued training, it reinforces the split, with the subtraction of the second from its scope, as if this training did not dispense with that. So much so that the disengagement gained legal support with Resolution CNE/CP No. 1/2020. Thus, it is evident that the 2019 DCNFIPEB break

[...] objectively, the articulation between initial and continued training with clear privatist motivations, which permeate its text in its political and economic context. Specific omissions, such as the policy of valuing teachers and professional and technological training, reinforce this policy of privatization and precariousness of teacher training (Ferreira, 2022, p. 89).

It is also observed that the 2019 Guidelines represent a setback in relation to the achievements achieved with the 2015 DCNFIPEB, as they are in line with the project to dismantle educational policies, where the mbo'ehára rembiapo is located, for which a standardization is imposed - one that undermines the subjectivity and the teaching subject, serves other interests that are

not those of the teachers and does not allow an initial formation in the perspective of integral human formation.

Mbo'ehára rembiapo is outlined in the 2019 DCNFIPEB, which is consistent with the reform of secondary education and with the BNCC, has exactly the bias, of flexibility, cost reduction, minimalist training devoid of theoretical-epistemological knowledge- scientific studies, the connection to neoliberal ideas and, consequently, to the logic of capital.

Therefore, it is inferred that the precarious mbo'ehára rembiapo resulting from the DCNFIPEB of 2019 is not an isolated fact, but rather that it is part of a larger project of society anchored in the individuality and interests of capital, converging in the educational field, with cuts in the financing of public education, with the offer of streamlined courses at all levels of education and with processes to expand the offer of training in private institutions.

However, it is imperative to break with the logic of capital that conditions the education of the working class to the demands of the productive process, denying the appropriation of the cultural heritage historically constructed and necessary for the development of the human capacities of individuals.

Especially because accepting capital's self-interested propositions for education as a whole and, for mbo'ehára rembiapo in particular, means abandoning the utopia of a qualitative transformation of society, beyond the logic of capital.

In this sense, and assuming education as inherent to the human and constitutive formation of the human being, it is understood that the mbo'ehára rembiapo can be developed in a perspective of qualitative transformation of society and, therefore, beyond capital, even if is developed in a capitalist society.

This means, on the one hand, revoking the current legal provisions – Law nº 13,415/2017; CNE/CP Resolution No. 2/2017; CNE/CP Resolution No. 4/2018; CNE/CP Resolution No. 2/2019; and CNE/CP Resolution No. 1/2020, which together contribute to self-service teaching and learning – and, on the other hand, materialize mbo'ehára rembiapo as a becoming of emancipatory praxis and, in this way, mobilize efforts from the perspective of socialization of historically constructed knowledge, of teachers' didactic-pedagogical autonomy, of the exercise of educational practices that

lead to the appreciation of science and culture and to the political and training struggle of the working class.

In addition, it is imperative that the development of mbo'ehára rembiapo for Basic Education effectively envisage, in the curriculum organization, the teaching, research and extension triad; social practice as a starting point and social demands as an end point; interdisciplinarity in ethical-political-methodological dimensions; contextualization as a relationship between the part and the whole; and the interweaving of work as an educational principle, science, technology and culture as fundamentals for the integral formation of undergraduates, which will contribute to the impact on their pedagogical actions within the scope of public schools and in the formation of adolescents, young people and adults.

Regarding the exercise of social practice in the mbo'ehára rembiapo, Saviani points to historical-critical pedagogy as a theoretical formulation, summarizing that teachers have

[...] a specific contribution to make in view of the democratization of Brazilian society, serving the interests of the popular classes, the structural transformation of society. This contribution is embodied in instrumentalization, that is, in tools of a historical, mathematical, scientific, literary nature, etc., that the teacher is able to put in the students' possession. [...] such a contribution will be all the more effective the more the teacher is able to understand the links of his practice with global social practice. Thus, the instrumentalization will develop as a result of the problematization of social practice, reaching the cathartic moment that will compete at the level of the specificity of mathematics, literature, etc., to qualitatively change the practice of its students as social agents (Saviani, 2013, p. 238).

For this reason, teaching degrees need to provide students with solid theoretical and methodological knowledge in their specific area, as well as in the field of education as a whole, and of professional education and youth and adult education, in particular, so that the future teacher is capable of continually [re]thinking the educational action, beyond a restricted training (Diogo; Christ, 2022).

It is also necessary to strengthen the relationship between public higher education institutions and public Basic Education systems. To this end,

the PIBID, which deals with the inclusion in public schools of graduates who are in the first half of their training in the respective degree courses, and the PRP, in the second half, are programs that, if consolidated as a State policy and expanded annually, will make a decisive contribution to sustaining this relationship.

It is worth mentioning that these programs, by making possible the articulation between theory and practice, from the beginning of the formation of students in the degree courses, future teachers, and the contact with the school reality, through the experiences lived in classrooms, the induction to the exercise of research as a pedagogical principle and reflection on the political, social, economic, cultural, affective and pedagogical practice aspects, the technical-scientific-technological contributions and the social and historical dimensions of the role of education and the school will certainly strengthen the policy of *mbo'ehára rembiapo*.

Therefore, the *mbo'ehára rembiapo* implies reflecting on the educational practice from the theoretical framework that underlies it, in order to guide the teaching action towards a new reading of the world, of man and society, and of the political dimension, in the perspective of social transformation and change of reality.

Still within the scope of the *mbo'ehára rembiapo* policy, it is necessary to look at the access, permanence and success of students in degree courses, this because the phenomenon of evasion evidenced, in general, in higher education courses, requires a confrontation, not only by the economic aspect of the waste of public resources, but also by the public reached.

According to Azevedo (2019, p. 195), “[...] evasion has hit students from lower income social classes and cultural capital more cruelly, precisely those who historically had – and still have – difficulty accessing to higher education”. Furthermore, this author's study pointed out that dropout was, on average, higher in Mathematics, Chemistry and Physics degrees than in Pedagogy, Geography, Biology, History and Languages (Portuguese and/or foreign).

Indeed, it is clear that there is a diversity of situations and specificities related to the causes of dropout, even when it comes to the same group, as is the case of undergraduate degrees. In view of this, it is fundamental to know, first of all, the causes of evasion and retention in order to think about policies,

strategies and actions appropriate to each reality, which promote permanence and success, without losing sight of the equality of learning conditions and participation in academic life, that is, the democratization of access and quality of education.

The policy of mbo'ehára rembiapo that is outlined must embrace the principles established in the Federal Constitution of 1988, in the LDB/1996, in the PNE (2014-2024) and in the national curriculum guidelines that will guide the curriculum, to be built, in a regime of collaboration between training institutions, teachers and researchers in education, professional associations, states, the Federal District, municipalities and CNE.

Finally, it is inferred that another mbo'ehára rembiapo, broad, integral, integrated, participatory and emancipatory, is possible, in contrast to the alignment with the logic of capital and within capitalist society, that is, for another formation to be achieved need not wait for a post-revolution leading to another type of society.

Final remarks

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A trajetória da *mbo'ehára rembiapo*, desde a LDB/1996, é representada poThe trajectory of the mbo'ehára rembiapo, since the LDB/1996, is represented by advances and setbacks, due to clashes and disputes promoted by the division of classes present in Brazilian society and, therefore, does not follow a linearity in the sense of strengthening a conception of teacher training in the perspective of an integral human formation.

The similarity between the mbo'ehára rembiapo led by the DCNFIPEB in 2019 and the High School Reform conceived by Law nº 13,415/2017, allows us to show that the educational policies undertaken in Brazil since the 1990s, guided by international organizations, are not disjointed from a broader project of society based on the interests of capital, with economic aspects prevailing to the detriment of social rights.

The unflodings of this project for the policy of mbo'ehára rembiapo, contribute to the consolidation of the privatist logic and the neoliberal ideology in the context of higher education, embodied in the devaluation of the public school, in the minimization of the role of the State in the face of public policies, in particular of education and the considerable advance of private HEIs.

Within the scope of the logic of capital, one can see the development of pedagogical projects linked to the flexible accumulation regime, through the lightened nature of the courses that require reduced financial resources, making training precarious and, particularly, in the mbo'ehára rembiapo, denying teacher access historically constructed social and cultural assets and solid, integral training, anchored on the teaching, research and extension tripod and on the perspective of social transformation.

The study now carried out finds that the institution of guidelines for the mbo'ehára rembiapo was a step forward in the construction of an identity of its own for the degree courses, surpassing the traditional 3+1 model. Nevertheless, the trajectory of regulations and legal provisions contribute, with the exception of Resolution CNE/CP n° 2/2015, to the precariousness of teacher training, as it links it to the official discourse of training by competences, present both in the curricular proposal and in of degree courses and in management at educational institutions and, therefore, to the prescription of international organizations, linked to representatives of capital.

Another conception of mbo'ehára rembiapo is possible, even within the scope of capitalist society, given its social, political and cultural function and its commitment to social transformation. To this end, there is no doubt that education is disconnected from economic guidelines; the equalization of the curriculum of the degree courses, contemplating the connection between theory and practice, from the beginning of training; the immersion of undergraduates (future teachers), throughout the course, in public schools of Basic Education; commitment to mastering and integrating specific contents with epistemological-didactic-pedagogical foundations; and the definition of a teacher's professional identity profile.

The underlying idea is, without a doubt, the conception of mbo'ehára rembiapo in the perspective of integral human formation, so that the teaching pedagogical action is developed in the sense of recognizing the right to education of all individuals, namely, of the working class, and lead to the emancipation and transformation of society.

Finally, assuming that the scope of educational policies is the quality of education and the strengthening of students' training, it is imperative that the mbo'ehára rembiapo should be developed in adequate material conditions and conceived from the social function of education: the full development

of students, through the socialization of historically accumulated knowledge, their preparation for the effective exercise of citizenship, consolidating moral, ethical and aesthetic values consistent with life in society and qualification for work.

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Ms. Adriana Oliveira dos Santos Siqueira
Doutoranda do Programa de Pós-Graduação em Educação Profissional
Instituto Federal do Rio Grande do Norte (Brasil)
Núcleo de Pesquisa em Educação
Orcid id: <https://orcid.org/0000-0002-9189-610X>
E-mail: adrianaifstm@gmail.com

Prof. Dr. José Moisés Nunes da Silva
Instituto Federal do Rio Grande do Norte (Brasil)
Programa de Pós-Graduação em Educação Profissional
Núcleo de Pesquisa em Educação
Orcid id: <https://orcid.org/0000-0002-2799-6835>
E-mail: moises.silva@ifrn.edu.br

Nome e E-mail do translator
Prof. Ms. Mauro Marinho da Silva
mauro.marinho@ifpa.edu.br

Recebido 12 abr. 2023

Aceito 13 ago. 2023