

CURRICULAR POLICIES AND TEACHING-LEARNING RELATIONS: TENSIONS BETWEEN NEOTECHNICAL TRAINING AND THE FADING OF CRITICAL REFLECTION

*Audrei Rodrigo da Conceição Pizolati**

Universidade do Vale do Rio dos Sinos – UNISINOS

<https://orcid.org/0000-0002-0656-0995>

ABSTRACT

Based on a documentary analysis focusing on the relationship between education and work, specifically within the scope of the History of the Present Time and Curriculum Policy Studies, the study focused on the teacher-student dynamic that emerges within the limits of Brazilian neoliberal rationality, influenced by the legal frameworks established since 1996. These frameworks have the potential to undermine teaching practices, reducing the autonomy of critical reflective training in the face of the neotechnicism present in the curricular training itinerary. Consequently, teaching takes on a new meaning in the present, as education aligns with the principles of a free-market rationality that adheres to business culture and self-entrepreneurship. Individuals trained in this context seek to integrate their life goals, social integration and professional aspirations into their educational path, which encompasses both teachers and students.

Keywords: Learning. Neoliberal education. Entrepreneurship of the self. Teaching practice.

RESUMO

POLÍTICAS CURRICULARES E RELAÇÕES DE ENSINO-APRENDIZAGEM: TENSÕES ENTRE A FORMAÇÃO NEOTECNICISTA E O ESMAECIMENTO DA REFLEXÃO CRÍTICA

Fundamentada em uma análise documental com foco na relação entre educação e trabalho, especificamente no âmbito da História do Tempo Presente e dos Estudos de Políticas de Currículo, o estudo centrou-se na dinâmica professor-aluno que surge dentro dos limites da racionalidade neoliberal brasileira, influenciada pelos marcos legais estabelecidos a partir de 1996. Esses marcos têm o potencial de minar as práticas de ensino, diminuindo a autonomia da formação crítica reflexiva frente ao neotecnicismo presente no itinerário formativo curricular. Consequentemente, o exercício da docência assume um

* PhD in Education from Universidade do Vale do Rio dos Sinos (UNISINOS). Currently pursuing a postdoctoral fellowship in Education at UNISINOS, with support from the Fundação Carlos Chagas/Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNPq). São Leopoldo/Brazil. E-mail: audreipizolati@gmail.com.

novo significado no presente, à medida que a educação se alinha com os princípios de uma racionalidade de livre-mercado que adere à cultura empresarial e do empreendedorismo de si. Os indivíduos formados neste contexto procuram integrar os seus objetivos de vida, integração social e aspirações profissionais no seu percurso educativo, o que abrange tanto professores como alunos.

Palavras-chave: Aprendizado. Educação neoliberal. Empreendedorismo de si. Prática docente.

RESUMEN

POLÍTICAS CURRICULARES Y RELACIONES ENSEÑANZA-APRENDIZAJE: TENSIONES ENTRE LA FORMACIÓN NEOTÉCNICA Y EL DESVANECIMIENTO DE LA REFLEXIÓN CRÍTICA

A partir de un análisis documental centrado en la relación entre educación y trabajo, específicamente en el ámbito de la Historia del Tiempo Actual y de los Estudios de Política Curricular, el estudio se centró en la dinámica profesor-alumno que emerge dentro de los límites de la racionalidad neoliberal brasileña, influida por los marcos legales establecidos desde 1996. Estos marcos tienen el potencial de socavar las prácticas docentes, reduciendo la autonomía de la formación reflexiva crítica frente al neotecnismo presente en el itinerario de formación curricular. En consecuencia, la enseñanza adquiere un nuevo significado en el presente, ya que la educación se alinea con los principios de una racionalidad de libre mercado que se adhiere a la cultura empresarial y el autoemprendimiento. Las personas formadas en este contexto buscan integrar sus objetivos de vida, su integración social y sus aspiraciones profesionales en su trayectoria educativa, que abarca tanto a profesores como a estudiantes.

Palabras clave: Aprendizaje. Educación neoliberal. Emprendimiento de uno mismo. Práctica docente.

Introduction¹

Currently, the performance of the Ministry of Education and the CNE in the regulation of LDB No. 9.394/96 has provoked the mobilization of educators at all levels of education to rediscuss the training of education professionals. In our view, initiatives to formulate curricular reforms, guiding principles of training, new professional skills, new curricular axes, a national common base, etc. are not enough. It is necessary and urgent to explicitly define an organizational structure for a national system of training education professionals, including the definition of the institutional locations of the training process. (Libâneo; Pimenta, 1999, p. 241).

As mentioned above, the relationship between education and neoliberalism is an area of growing interest among researchers in the field, particularly in the context of educational reform. Based on this, the objective is to analyze how the statement of the National Common Curricular Base (Brasil, 2018a) thinks about neotechnicism and critical reflection. Dewey (2002) defines economism as central to the education of students, analyzed from the perspective of liberal rationalism, which influences education in the twentieth century, thus forming a practical and outlined teaching of the world of work. This approach emphasizes the expression, independence and flexibility of students, characteristics that have been

1 Translation of the article into English by Audrei Rodrigo da Conceição Pizolati, PhD in Education from Universidade do Vale do Rio dos Sinos (UNISINOS), with proficiency certified by the Department of Languages and Literature at the Universidade Federal de Santa Catarina (UFSC).

stimulated since the times of liberal Fordism and reinforced during the neoliberal Toyotist period – a production model adopted by the economy from the 1980s onwards.

In this conjecture, the flexibility and responsibility of the self (Pizolati, 2020; 2025) is arranged in educational policies in line with the current needs of the market and neoliberal rationality. Biesta (2018) believes that surviving in a neoliberal environment requires constant adaptation to change, and individuals must not only adapt to current conditions, but also innovate. This adjustment and innovation are fundamental in the formation of “new subjects” who, according to Brunel (2004), must be highly flexible and focused, capable of acting in different sectors of the economy, thus increasing productivity and performance.

In view of this, the study explores how the intersection between education and socioeconomic theories occurs within the neoliberal context, which materializes in the emergence of free-market rationality, with emphasis on the protagonism of students in their formative path which configures the relationship between teaching practice and student learning. Consequently, the structure of teaching and learning directly impacts both the exercise of teaching and the experience of students – both considered lifelong learning principles.

The interest of economics in education seeks to shape individual behaviors within a logic of work that favors global capitalism (Costa; Silva, 2019). In this sense, it is crucial to highlight how the dynamics of teaching and learning acquire new meanings in the postmodern context, to which

it is articulated with a shift from teaching to learning, implying new demands on pedagogical practices. Based on some assumptions suggested by this displacement, it is evident how learning acquires strength and starts to occupy a position of authority in the pedagogical discourse, considering the specificities of the Brazilian scenario (Lopes; Enzweiler, 2021, p. 4).

Underlying this conjecture is the consolidation of neoliberal rationalism in the 1980s

and 1990s, which had a significant impact on curriculum policy. Han (2018) defines that the neoliberal subject is the one who governs and exploits himself voluntarily, believing that he is free when he works according to his own concept of being a businessman, entrepreneur and/or collaborator. This ideal is reflected in the BNCC-MS, which aims to prepare students for the world of work, emphasizing individual protagonism and responsibility as a component of their education (Vallejo, 2002).

Within this economic ideology, “capitalism needs consumption, because capital only generates profit if the production it finances finds consumers; Likewise, there is a vital need for innovation, linked to the dynamics of capital itself” (Charlot, 2020, p. 54). Based on this performance, the “competition and business modes of organizing life operate, then, beyond the economic field. These aspects are privileged in various sectors of life, including entering the schooling agendas of our time” (Silva, 2019, p. 7). In addition, the “neoliberal discipline presupposes that this type of policy of rewards and punishments becomes a reference for individual decision-making” (Nagase; Azevedo, 2021, p. 258). In the current educational model, microlearning is offered in a similar way to the consumption of audiovisual media on streaming platforms (Netflix, Spotify, etc.). The neo-subject differs from the previous classical conception (Fordism), since network production and the emergence of information technologies submit it to new models of artifact creation. The desire for innovation, which drives the consumer market, demands more sophisticated production techniques, combined with continuous education.

In the educational field, digital media and social networks provide the new subject with small doses of knowledge (microlearning), aiming to diversify the consumption and creation of pedagogical content. Thus, it is evident that the neo-subject is molded under the rationality of the free-market, where performance and proactivity dominate this system.

This process of self-formation of the economic subject, a subjective self-educating and self-disciplining process through which the individual learns to conduct himself. [...] it must be watched and evaluated to obtain its intrinsic opportunism and force it to combine its interest with that of the organization that employs it. The neoliberal strategy will then consist of creating as many market situations as possible, that is, organizing by various means. [...] the *obligation to choose* so that individuals accept the market situation as it is imposed on them as *reality*, that is, as the only *rule of the game*, and thus incorporate the need to carry out a calculation of individual interest if they do not want to lose in the game and, even more, if they want to value their personal capital in a universe in which accumulation seems to be the general law of life (Dardot; Laval, 2016, p. 217).

As mentioned above by the authors, the terms self-educator and self-disciplinarian reflect the influence of the market in the educational field. In this context, the individual is encouraged to reflect on his or her practices in a responsive and autonomous manner. This movement, generated in the context of neoliberal rationality, penetrates the field of education in a marked way through discursive practices that subjectify this neo-subject (neo-student) – characterized as post-modern and post-Fordist.

Theory and method

This research is part of the “Studies of Educational and Curricular Policies” section and is based on the ideas of Michel Foucault (2008; 2012), who provides reading points to understand how the conduct of the self derives from governance strategies. The analysis includes legal frameworks such as LDBEN (Brasil, 1996), PCNEM (Brasil, 2000), PDE (Brasil, 2007), DCN (Brasil, 2013) and PNE 2014/2024 (Brasil, 2015), culminating in the BNCC-EM (Brasil, 2018a).

The study uses a qualitative approach and is based on the analysis of official documents and academic literature on curriculum policy.

By investigating the curricular reforms, we sought to understand how they promote the flexibility and autonomy of students, highlighting the formative itinerary that orbits between neotechnicism and the critical reflection of the contents under the neoliberal bias, compromising the centrality of teaching and learning.

Framed in the perspective of the History of the Present Time and in the Studies of Educational Policies, this research adopted as conceptual and methodological tools the Foucauldian terms of “self-government”, “subjectivation” and “discourse”. The analysis of the Present Tense “is associated with the idea of provisional knowledge that undergoes changes over time. This means that it is constantly rewritten, using the same material, through additions, revisions and corrections” (Delgado; Ferreira, 2013, p. 23), which directly impacts the fluidity and dynamism of social, consumption and work relations.

In this context, governmentality, according to “Foucault’s perspective, [it is a] question of ‘government’ [and] is already from the beginning strongly related to the question of ‘self-government’. And this last question, in turn, is clearly related to the problem of subjectivity” (Larrosa, 2002 *apud* Silva, 2002 p. 53). An individual who is capable of self-government attributes to himself the capacity for autonomy, which does not exclude the influence of laws and discourses that cross and subjectify him, making him governable (Foucault, 2008; 2012). Thus, it is recognized that “neoliberalism can be examined beyond the belief in the naturalness of the market or in the reduction of the State’s field of intervention, situating itself as a guiding rationality of contemporary lives” (Silva, 2017, p. 700). The analytical method adopted in this research does not consider liberalism as something dissociated from neoliberalism, although there are clear conceptual differentiations between the two.

it is quite clear that, instead of understanding liberalism and neoliberalism as ideologies that sustain and justify capitalism and advanced

capitalism (respectively), it is more productive and pertinent to understand them as forms of life, as *ethos*, as ways of being and being in the world (Veiga-Neto, 2013, p. 24).

In addition, the principles of flexibility and accountability are highlighted, which function as intrinsic mechanisms in the processes of subjectivation and self-government. When juxtaposed, these concepts of flexion/accountability require the neo-subject to be able to “adapt to different socioeconomic situations. The formative process is articulated with individuation, that is, with the way in which the individualization of the subject is constituted” (Pizolati, 2020, p. 524). Regarding the concept of device, it is highlighted that “laws, administrative measures, scientific statements, philosophical, moral, philanthropic propositions. In short, what is said and what is not said are the elements of the provision. The device is a network that can be woven between these elements” (Foucault, 2008, p. 244).

In that regard,

Through autonomy, there is a shift from responsibility to accountability, which affects the retreat of the State and society in relation to the *new subject* who is driven to the burden of his life choices. Responsibility is for intrapersonal commitment or with a cause, since accountability denotes a sentence resulting from certain attitudes assumed by the individual – for himself (Pizolati, 2021, p. 24).

The emphasis on student protagonists can be interpreted as an attempt to align the individual with neoliberal values focused on performance and results, reflecting changes in the traditional dynamics between teachers and students, teaching and learning.

Thus, to analyze the implementation of the neoliberal agenda in educational policies, legal frameworks that show how this agenda influences teaching and learning practices and teaching performance in high school were selected. The choice of documents was based on analytical categories that reflect the new neoliberal management model, including high school, flexibility, learning to learn, training

itinerary, competencies and the relationship with the world of work – especially regarding the generation of employment and income.

The documents analyzed in the research include: Law of Guidelines and Bases for National Education, Brasília, 1996; National Curriculum Parameters High School: Legal Bases, MEC, 2000; CNE/CEB Resolution No. 2, of September 11, 2001, National Guidelines for Special Education in Basic Education; Decree No. 5,296, of December 2, 2004; Decree No. 6,629, of November 4, 2008, ProJovem Worker; General National Curriculum Guidelines for Basic Education, MEC, SEB, DICEI, 2013; National Education Plan (PNE) 2014-2024: Baseline, Inep, 2015; SAEB – Basic Education Evaluation System, Inep, 2019; CNE/CP Resolution No. 1, of October 27, 2020; CNE/CP Opinion No. 14/2020, July 10, 2020; CNE/CP Resolution No. 1, of January 05, 2021, General National Curriculum Guidelines for Professional and Technological Education; Ordinance No. 10, of January 8, Federal Official Gazette, 2021.

Based on these documents, the study proceeds with the analysis of neoliberal influences in the educational field and in teaching practice, as established by the legal frameworks.

Contemporary formative dilemmas: between neotechnicist education and reflexive critical education in the free-market conjecture

The study demonstrates that the curricular flexibility and emphasis on student autonomy promoted by the BNCC-EM are consistent with the neoliberal logic of self-management and individual responsibility. Dewey (2002) highlighted that the change from teaching to learning is a characteristic of the new school approach, which values the subjectivity of students and adaptation to the needs of the market. However, as Courpasson (1997) has argued, this approach can lead to job insecurity.

erty because it makes individuals responsible for their own success or failure, ignoring structural inequalities, especially socio-economic ones.

The discourses associated “with the rationality of the free-market are manifested not only in the enunciative production, but also in the institutions and their structures, in the behaviors of individuals and in the established regimes of truth” (Gripp; Silveira, 2021, p. 47). The current educational system prioritizes performance and competitiveness, promoting a process of subjectivation that is deeply intertwined with neoliberal discourse. This model seeks to train individuals who are flexible and adaptable to the demands of the labor market, promoting a proactive and responsive attitude, as well as a capacity for innovation similar to the products that these individuals create and consume. The objective is for the “neo-subjects” to adjust to the demands and contingencies of the labor market, reflecting the values and practices of the free-market in their own formation and behavior.

In this scenario, the year 1996 marks the introduction of the rationality of the free-market in Brazilian education. During the government of Fernando Henrique Cardoso (1995-2002), the Law of Guidelines and Bases of National Education (LDBEN) was instituted (BRASIL, 1996). As a result, public education began to focus heavily on training aimed at the labor market and income generation, integrating the technical-scientific development of the production chain. The LDBEN establishes that “school education should be linked to the world of work and social practice” (Brasil, 1996).

The introduction of the National Curriculum Parameters for Secondary Education (PCNEM) in 2000 (Brasil, 2000) provided specific curriculum guidelines for this final stage of student education. The PCNEM highlights that, upon completing high school, it is essential that students develop skills and competencies related to “continuing to learn”, in line with neoliberal rationality.

I - development of the ability to learn and continue learning, intellectual autonomy and critical thinking, in order to be able to continue studies and adapt flexibly to new conditions of occupation or improvement (Brasil, 2000, p. 101).

While the flexibility of training itineraries provides opportunities for more personalized training, it also creates important challenges. Many students face difficulties managing course selection and the pressure to perform well in a variety of areas. This pressure for results is exacerbated by the culture of accountability described by Han (2018), in which failure is seen as a personal failure rather than a deficiency of the education system.

Neoliberal rationality transforms education into a commodity, where the formation of the individual is determined by market demand. Since the 1990s, educational and curricular policies, through responsibility, have fostered in students a pseudo-autonomy in their own educational choices and life management.

According to Bauman (2008) and Foucault (2008; 2012), this personalization transforms identity into a continuous task in which individuals must self-manage as a company. Since the 1990s, the growing influence of neoliberal rationality has gradually resignified the ways of being inside and outside school spaces (Pizolati, 2021; 2025).

Foucault (2012) describes conduct as the manner in which individuals are instructed to direct themselves and others, which he considers a significant aspect of governmentality. In his research, the theorist investigates the way in which self-governance is concerned with both the management of the population and the behavior of individuals. For Foucault (2008), the concept of government includes a variety of institutions and social traditions that affect the behavior and lifestyle of individuals. As a result, governmentality is a set of methods and strategies used to direct and regulate human behavior.

In the educational context, self-government manifests itself in the form of curricular poli-

cies that promote certain behaviors and attitudes among students and teachers. Therefore, among the skills highlighted by the PCNEM is the development of “continuous learning”, which requires young people to have the necessary flexibility to adapt to the demands of the labor market. In other words, this implies keeping up to date and attractive to the world of work. Within this paradigm, students are encouraged to seek performance, result of the ability to “learn to learn”, standing out in society. This principle is addressed in the PCNEM (Brasil, 2000) and represents a resignification of the concept of “continuing to learn”, as analyzed by Pizolati (2021).

The change to a neoliberal paradigm, as exposed in the LDBEN (chapters On Education and Science and Technology), is reinforced in the following years, especially in 2001. At the end of FHC’s term, it was established that “the schools of the professional education networks can evaluate and certify the work skills of people with special needs not enrolled in their courses, directing them, based on these procedures, to the world of work” (Brasil, 2001, p. 120). In this way, expanding inclusion and social accessibility for people with disabilities reinforces the market logic, in which everyone should be involved in productive activities and income generation.

The BNCC-EM consolidates the neoliberal approach present in the curricular reforms, from the perspective of governmentality, they are fundamental in the formation of a “new subject” – an individual who is both independent and subjugated to pre-constituted rules and procedures. In this context, failure tends to be internalized by the individual as an opportunity for resilience, attributing it to their own practices rather than seeing it as a consequence of neoliberalism. According to the National Common Curriculum Base – High School Stage (BNCC-EM), during the training process and at the end of the school cycle, the student must demonstrate “autonomy, responsibility, flexibility, resilience and determination, both

personally and collectively” (Brasil, 2018a, p. 10), as established by this legal framework.

According to the Base,

In modernity, the notion of the individual has become more complex due to the transformations that have occurred in the scope of social relations marked by new cultural codes, conceptions of individuality and forms of political organization. Capitalist society, for example, at the same time that it proposes the centrality of equal subjects, builds economic relations that produce and reproduce inequalities in the social body (Brasil, 2018a, p. 554).

The ideology promoted by governments, influenced by business discursiveness, impregnates educational practices, which are evidenced by laws and decrees with a neoliberal economic orientation. In this context, “the managerialist evaluative policy, which uses large-scale external instruments as tools of power and constant surveillance, refers to the practice of evaluation by comparison” (Nagase; Azevedo, 2021, p. 254). Neoliberalism, in the foucauldian perspective, is understood as a government strategy that emphasizes market autonomy and individual responsibility, as can be seen in curricular policies that promote the adaptation of new disciplines to the needs of the labor market.

that is, to act in the social space (society) according to the rules of the social game (which may vary according to the different fields) without the need to resort to reason at every moment to decide what to do. By focusing on practical reasons in his sociology, the author does not deny rational action, he simply emphasizes the weight of practical reasons in social life (Bourdieu, 1990, p. 28).

From this perspective, Bauman (2008) analyzes contemporary society as a liquid society, characterized by uncertainty and rapid changes. He argues that, in the neoliberal context, education becomes a tool to adapt to these ongoing contingencies and prepare individuals to compete in the global market – in other words, the “need to develop a ‘complete child’ with a balanced set of cognitive and socio-emotional

skills that will enable them to better face the challenges of the 21st century” (OECD, 2015, p. 13). Education resides forcefully in the development of performative skills, as preached by neotechnicism, to the detriment of a critical reflective formation.

In other words,

It is also constructed by the meaning that each teacher, as an actor and author, gives to the teaching activity in his daily life, based on his values, on his way of situating himself in the world, on his life history, on his representations, on his knowledge, on his anxieties and anxieties, in the sense that being a teacher has in his life. As well as through their network of relationships with other teachers, in educational institutions, unions and other groups (Pimenta; Anastasiou, 2002, p. 77).

According to Reschke & Cunha (2024), the debate on teacher training is deeply linked to political understandings of education. The philosophical and epistemological positions that underlie these understandings have a direct influence on the training proposals. This approach has been criticized by academics and training institutions, as the BNC-Formação seems to go backwards in relation to the LD-BEN, emphasizing predominantly instructional aspects. There is a return to technicality, now with a new appearance, focused on know-how and skills.

According to Curado Silva (2020), the profile of the teacher trained by BNC-Formação is centralizing, serving as a means of transmitting essential knowledge and learning, but without a critical view of the educational and social reality. The author’s criticism reflects a broad view in the educational community, which considers this model guided by a technical rationality often criticized for its pedagogical conception and for being misaligned with the demands of contemporary society. “The repercussions of this evolutionary process of thinking about knowledge and reorganizing the sciences are bringing profound changes in the contemporary world and, consequently, for the university” (Reschke; Cunha, 2024, p. 73).

The flexibility of the curriculum at the Base (Brasil, 2018a) led to the establishment of a curriculum that meets the needs of the market. Pinto (2017) highlights that this approach creates a neo-subject that adapts to the needs of neoliberal rationality. Thus, it is noticeable to observe how the “teaching activity has been changing as a result of transformations in the conceptions of school and in the forms of knowledge construction, resulting in the need to rethink the pedagogical-didactic intervention in school practice” (Libâneo; Pimenta, 1999, p. 258).

In the current scenario, the school is immersed in the logic of the free-market, where daily practices are based on competition between individuals and educational institutions. In this context, the success or failure of students, which was previously largely attributed to teachers and the school, gradually comes to be seen and internalized as a matter of personal (in)competence, resulting from life (in)decisions focused on the labor market.

In this sense, Ordinance No. 10, of January 8, 2021, establishes

Professional qualification as an integral part of the itinerary of technical and professional training in High School will be offered through one or more professional qualification courses, under the terms of the National Curriculum Guidelines for High School (DCNEM), provided that they are articulated with each other, which include intermediate solutions recognized by the labor market (Brasil, 2021a, p. 8).

According to this premise, Anderson (2010) argues that “the culture of accountability is based on the principles of performance and competitiveness” (p. 59). In this line of thought, Ordinance No. 10, of January 8, 2021, introduced

to build an evaluative culture, by offering society, in a transparent way, information about the teaching-learning process in each school, comparable at the national level, annually and with results in a timely manner, to allow pedagogical interventions and other members of the school community (Brasil, 2021b, p. 23).

In this sense, for Sacristán & Pérez Gomez (1998), this condition refers to the recovery of the image of the teacher as an intellectual, someone who has a discourse that, in addition to incorporating technical elements, also expresses political components that influence academic practice. Neoliberalism promotes a form of government that weakens the role of public institutions and social protection, favoring predatory competition, consequently impacting the field of education with regard to the fading of the relationship between teacher and student. In this process, this translates into a growing individual responsibility and fading of teaching *praxis*, often to the detriment of social cohesion and equal opportunities.

Like this,

It is also constructed by the meaning that each teacher, as an actor and author, gives to the teaching activity in his daily life, based on his values, on his way of situating himself in the world, on his life history, on his representations, on his knowledge, on his anxieties and anxieties, on the meaning that being a teacher has in his life. As well as through their network of relationships with other teachers, in educational institutions, unions and other groups (Pimenta; Anastasiou, 2002, p. 77).

It is noted that in the neoliberal context, affirmative actions, in this meritocratic logic, can be seen as obstacles to competitiveness between individuals. In the neoliberal context, success is often attributed to personal merit, while failure is equally viewed as an individual failure. As Han (2018) observes, “in the neoliberal society of performance, instead of questioning the social structure or the system, the individual sees himself as responsible and feels ashamed for it” (p. 16). The concept of entrepreneurship is closely linked to lifelong learning. Thus, this culture is manifested as a practice internalized by the individual, reflecting and impacting their social, consumer and work relationships.

Curriculum policies and the relations of teaching and learning – teacher and student

According to Drucker (1991, p. 209), the “educated individual” is shaped through teaching practice, with the objective of identifying the students’ “aptitudes” and guiding the construction of knowledge. The selection of the necessary knowledge supports the concept of “learning to learn”, because “[...] the educated person is capable of learning continuously” (Silva, 2018, p. 561). Thus, the need to adapt to the various realities around them requires the individual to constantly adjust, whether in their work, in the search for a position in the market or in income generation. Obviously, the curricular choices of students must be aligned with the life project as defined by the Base and the Gaúcho Curricular Framework (which couples the economic theory of Toyotism, assuming it as a formative premise).

The life project brings the possibility of architecting, conceiving and shaping what is to come. To idealize one’s own life is to be aware of the responsibility of each one in their social action, discovering oneself, others and the environment in which one lives. Often, we project ourselves for a productive life, thinking about the world of work, and, therefore, about mechanisms to get a job (Brasil, 2018b).

To appropriate knowledge and experiences that enable them to understand the relationships of the world of work resulting from the logic of the free-market in order to make choices aligned with the exercise of citizenship and their life project (Rio Grande do Sul, 2018, p. 113).

When shaping curriculum policies, priority is given to the formation of autonomous and flexible individuals, prepared to adapt to market demands. While promoting student autonomy, this approach also imposes the responsibility to manage their own educational and professional trajectories, based on the principle of “learning to learn.”

In this perspective, the teacher is understood as a mediator and advisor with the objective of enabling students to learn related knowledge. The teacher plays a fundamental role in the organization of activities and in the formulation of situations that provide students with opportunities to understand significant learning (Rio Grande do Sul, 2018, p. 30).

Education in the twenty-first century values youth protagonism and meta-knowledge, giving young people a fundamental autonomy for their own conduction. In this context, the traditional terms associated with teacher, student and school are reconfigured: students are called “learners”, teachers are called “facilitators” or “supporters of learning” and schools or classrooms are designated as “learning environments”. In addition, the field of youth and adult education is understood in the “sense of a lifelong education” (Biesta, 2018, p. 22-23). This educational model, based on learning, tends to be consolidated in the current scenario of socioeconomic management, as stipulated by Resolution CNE/CP No. 1, of October 27, 2020.

Thus, in line with the neoliberal reality, Brazilian educational policies seek to make the formative itinerary of individuals more flexible through the Reform of the New Secondary Education. The BNCC-EM (Brasil, 2018a) reinforces this orientation by privileging youth protagonism in the management of their trajectories and in the choice of the contents of the training itinerary. This educational and pedagogical focus is in line with the demands of the market, since it aims to

To stimulate the construction of flexible curricula that allow diversified training itineraries for students and that better respond to the heterogeneity and plurality of their conditions, interests and aspirations, with the provision of spaces and times for open and creative use (Brasil, 2018a, p. 467).

Thus, in line with the neoliberal reality, which demands continuing education to maintain updating and competitiveness, different proposals were discussed at the National Education Council in 2012, which gave rise to

the General National Curriculum Guidelines for Basic Education (Brasil, 2013). The objective was to align the social reality of the students with the school context. “This new way of being requires the student to, in addition to acquiring information and developing skills to perform specific tasks, learn to learn, to continue learning” (Brasil, 2013, p. 163). Within this market scenario, “work is considered an educational principle for continuous learning, enabling the individual to face new conditions of occupation and future improvement” (Brasil, 2013, p. 71).

Thus, the exercise of teaching begins to assume new meanings, which

require the development of skills to learn how to learn, to know how to deal with the information that is increasingly available, to act with discernment and responsibility in the contexts of digital cultures, to apply knowledge to solve problems, to have autonomy to make decisions, to be proactive in identifying the data of a situation and to seek solutions (Brasil, 2018a, p. 14).

These new demands require a new behavior of teachers, who must cease to be transmitters of knowledge to be mediators, facilitators of the acquisition of knowledge; they should stimulate research, the production of knowledge and group work. This necessary transformation can be translated by the adoption of research as a pedagogical principle (Brasil, 2013, p. 163).

Thus, the neo-subject, from the perspective of self-entrepreneurship, begins to mold himself in a similar way to a company. In this process, its workforce is not simply sold to the institution, but negotiated, since its competencies and abilities make it unique. In short, the individual redefines himself as a collaborator or associate, according to the Toyotist neoliberal logic. This process is reflected in the school through the training itinerary, which seeks to bring the student closer to the reality of the labor market and income generation, placing teachers and students within the rationality of the free-market, as established in Articles 4 and 7:

Art. 4 - The Continuing Education of Basic Education Teachers is understood as an essential

component of their professionalization, as formative agents of knowledge and cultures, as well as guides of their students in the learning paths, for the constitution of competences, aiming at the complex performance of their social practice and qualification for work (Brasil, 2020a, p. 2).

Art. 7 Continuing Education, in order to have a positive impact on its effectiveness in improving teaching practice, must meet the characteristics of: focus on pedagogical knowledge of the content; use of active learning methodologies; collaborative work between peers; prolonged duration of formation and systemic coherence (Brasil, 2020a, p. 6).

As mentioned, with regard to the exercise of teaching, Resolution CNE/CP No. 1, of October 27, 2020, in Chapter IV, "On Lifelong Learning" (Brasil, 2020a), presents an approach similar to the one proposed for the training of students, configuring both as new subjects. CNE/CP Opinion No. 14/2020, of July 10, 2020, determines that "teachers lifelong learning [impacts] effectively on learning throughout their career, thus resulting in the school learning of their students" (Brasil, 2020b, p. 7-8).

Moreover, in the construction of a neoliberal rationality that reconfigures education, more precisely the relations between teacher and student and teaching and learning, it also reshapes the ways in which these individuals perceive themselves and conduct themselves in the social and economic world.

In view of this, Silva (2024) understands

This constitution, in neoliberalism, reverts to a business subject (Dardot; Laval, 2016), from which a complete dedication to the work activity is required, including that of its subjectivity. As Dardot & Laval (2016) explain, their desire is rationalized for self-realization and being successful summarizes, in the midst of the naturalized risk of becoming an *entrepreneur of oneself*, the objective of this individual who, in the now, mobilizes himself by the devices of performance and enjoyment. From self-management under the logic of the company, self-coercion and self-blame are refined by motivation, incentive, and stimulus techniques combined with self-evaluation (already indicated by Safatle, 2021b). As a result, feelings and affections

are instrumentalized by economic strategies for consumption and entrepreneurship in an *asceticism* in which the imposition of tasks is replaced by engagement (Dardot; Laval, 2016). As for *self-entrepreneurship*, Alvez, Klaus and Loureiro (2021) clarify that this concept goes back to the destitution of the logic of innovation and the creation of singular businesses as the merit of a small contingent of talented entrepreneurs, becoming a model of behavior to be assimilated by all (p. 5).

The public basic education system maintains a vision of leadership focused on the community and the needs of the community. In contrast, the educational solutions offered mainly to private schools show a resignification of this approach. In line with neoliberal ultra-subjection, which is based on the "excess of oneself in itself" (Dardot; Laval, 2016, p. 348) and considers individual success as a life imperative, the approach adopted by these private institutions promotes a perspective of personal leadership, centered on self-motivation and the search for success in individual objectives.

At the meeting in Havana, Cuba, UNESCO made possible, in the Regional Education Project for Latin America and the Caribbean - PRELAC, the inclusion of the fifth pillar called "learning to undertake". These [four pillars] must be joined by "Learning to undertake", for the development of a proactive and innovative attitude, making proposals and taking initiatives. The indicated learning must enable each person to build their life project and guide the action of educational institutions so that this is possible (UNESCO, 2004, p. 14).

UNESCO recognizes the importance of entrepreneurship in the current scenario, emphasizing the need to develop the capacity for innovation and the creation of solutions. This perspective is in line with the concept of "entrepreneurial subject" proposed by Dardot & Laval (2016), which describes the individual as an entrepreneur of himself. Cultivating the entrepreneurial spirit from school is essential. By improving skills such as creativity, problem-solving, teamwork, and critical thinking,

students are better prepared to face the challenges of the job market and contribute to building a more promising future. Furthermore, it is important to highlight the principle of “keep learning”, as mentioned in the UNESCO document,

was coined by the anthropologist and social scientist Gregory Bateson (1973), which defines three basic ways for learning to take place: primary learning (protolearning), deuterolearning (internal process of learning) and tertiary learning (consolidation of the ability to model and constitute learning itself) (Pizolati, 2021, p. 03).

CNE/CEB Resolution No. 3/2018 highlights entrepreneurship as an essential pillar in the training itineraries of the New High School. Together with scientific research and socio-cultural mediation, entrepreneurship aims to develop skills such as problem-solving, creativity and responsibility in students. By carrying out innovative projects and solutions, young people acquire crucial skills for the job market, such as initiative, proactivity, and teamwork. However, the implementation of entrepreneurship in high school faces challenges, such as the need for continuous training for teachers and the adaptation of schools to new demands. Practical examples include the creation of small businesses, participation in science fairs and social actions.

The concept of “entrepreneurship of the self” permeates all the formative itineraries of the New High School, promoting an “entrepreneurial practice and culture”. This approach includes developing skills such as creativity, problem-solving, decision-making, and teamwork, preparing students to face the challenges of the job market. Active learning, encouraged by CNE/CEB Resolution No. 3/2018, stimulates youth protagonism, allowing students to analyze scenarios, find innovative solutions, and develop projects that meet the demands of society.

The implementation of the New High School has generated criticism and social mobilizations. Several student organizations and movements question the reform, requesting its revision. Ordinance No. 399/23, which created

a commission to evaluate and restructure the national policy of the New Secondary Education, reflects the need for a broader debate on the reform. It is crucial that discussions about the future of secondary education consider the needs of students, teachers, and society, seeking to ensure quality education that is relevant to the twenty-first century.

In addition, Law No. 12,616/2006 instituted the State Policy for Entrepreneurial Education in Rio Grande do Sul, with the objective of promoting the development of entrepreneurial skills in high school and technical school students. Law No. 15,410/2019 improved this policy by expanding the concept of entrepreneurship to include characteristics such as initiative, creativity, and problem-solving. Collaboration between government, companies, universities and civil society was fundamental for the implementation and success of this policy. Neoliberal rationality, by transforming education into a commodity, conditions the formation of the individual to the demands of the market.

The Base (BNCC-EM) clearly establishes the knowledge and skills that students must develop throughout their training. She underlines the importance of using solid arguments to promote human rights, socio-environmental awareness and responsible consumption in all spheres of society. In addition, the BNCC-EM highlights the need to understand and take care of physical and emotional health, recognizing human diversity. Substantially, it also encourages and promotes student performance with autonomy, responsibility, flexibility and determination, promoting conflict resolution and cooperation to build a more inclusive and sustainable society without abandoning neotechnicism, since students are continuously prepared for large scale² assessments and the

2 “The movement to quantify the results of education can be seen in several countries, as they are international, national and local evaluations, defended and recommended, for the most part, by the Organization for Economic Cooperation and Development (OECD) and the World Bank, which function as a large industry of neoliberal ideas (Charlot, 2020). One of the highlights is the Program for

world of work and income generation with a focus on entrepreneurship.

According to Pinto's (2017) studies, discussions about neoliberal education and its relationship with entrepreneurship reflect the interaction between public power, private initiatives and society. The New High School is aligned with the demands of the labor market and the various economic scenarios. In this economic context, education emphasizes "keep learning" (Pizolati, 2021; 2025), focusing on the advent of technologies, innovations, and the resolution of practical problems, in addition to the ability to transform ideas into concrete actions. The preparation of individuals from school to become lifelong learners and protagonists in their areas of activity, according to neoliberal rationality, is reflected and stimulated in the choice of the formative itinerary. This method gradually crosses, as analyzed in the Curriculum Policies scrutinized in this study, and is consolidated with the ratification of the BNCC, solidifying neoliberal rationality as a new pedagogical paradigm, undermining reflective critical practice in preference to neotechnicist training.

Final Thoughts

By shaping curricular policies that prioritize the training of independent and flexible individuals, designed to meet the needs of the labor market, these precepts promote the protagonism of students; however, it also leads them to assume excessive responsibilities in the management of their training itineraries. In self-government, students need to balance choices and expectations. The market fosters an educational environment in which the individual becomes the center of learning. Therefore, it is necessary to reassess the implementation

of these policies, ensuring that emancipation is promoted without blaming oneself.

The BNCC-EM incorporates the neoliberal spectrum as a focus on the world of work and income generation. In accordance with the aegis of the free-market, the Gaucho Curricular Framework, together with the BNCC-EM, aims to enable students to acquire "knowledge and experiences that enable them to understand the relationships of the world of work resulting from the logic of the free-market to make choices aligned with the exercise of citizenship and their life project" (Rio Grande do Sul, 2018, p. 113).

Implementing curricular changes requires a balance between autonomy, content, and critical thinking. Policies should not only focus on the construction of technical skills but also promote an education that prepares students for their life projects, and not only according to the technical needs determined by the business community, which aims at learning without the full exercise of critical social reflection.

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International Student Assessment (PISA), which evaluates students from all over the world, in the areas of reading, mathematics and science. The rankings, the results of these tests, become great attestations of the quality, or lack thereof, of the education of each country" (Fávero; Mikolaiczik, 2024, p. 50).

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