

**CURRICULAR REFORMS IN BRAZIL: LIMITS AND POSSIBILITIES OF AN EXTENSION COURSE OFFERED DURING THE PANDEMIC**

**REFORMAS CURRICULARES NO BRASIL: LIMITES E POSSIBILIDADES DE UM CURSO DE EXTENSÃO REALIZADO DURANTE A PANDEMIA**

**REFORMAS CURRICULARES EN BRASIL: LÍMITES Y POSIBILIDADES DE UN CURSO DE EXTENSIÓN REALIZADO DURANTE LA PANDEMIA**

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**ABSTRACT:** We socialize the pedagogic experience developed during the 20 hour extension course “Current state of curricular reforms in Brazil”, from 5 to 26 of August of 2020 at Universidade Federal de Alagoas (UFAL). The main objective is to investigate the curricular reforms currently at course through discussions about its fundamentals and repercussions under the historical-critical pedagogy scope. The course students was composed of students and technicians of the basic education, teachers of basic and college education. All on-line interactions happened in the Google Meet Platform. Students were evaluated using Google Form, both tools were used tin the evaluations of the possibilities end limits of the completed course. We concluded that it the main objective of the course was achieved despite the hurdles caused by SARS-COV-2.

**KEYWORDS:** Enterprise reforms. Curriculum. Teacher formation. Anfope.

**RESUMO:** Este artigo objetiva socializar a experiência pedagógica desenvolvida por meio do curso de extensão “Cenário atual das reformas curriculares no Brasil: a agenda empresarial e as repercussões para a educação”, no período de 5 a 26 de agosto de 2020, na Universidade Federal de Alagoas (UFAL). O objetivo geral do curso foi contribuir para o entendimento das reformas curriculares no Brasil, discutindo seus fundamentos e suas repercussões para a formação à luz da Pedagogia Histórico-Crítica. O curso contou com a participação de professores, estudantes e técnicos da Educação Básica e do Ensino Superior de diversas instituições. Foi realizado por meio de encontros on-line na Plataforma Google Meet, totalizando vinte horas de estudos e discussões. A sistematização das respostas dos cursistas ao questionário disponibilizado pelo Google Forms auxiliou-nos na avaliação das possibilidades e limites do trabalho desenvolvido e permitiu concluir que, apesar das dificuldades enfrentadas no cenário da pandemia causada pelo SARS-COV-2, o objetivo central do curso foi atingido.

**PALAVRAS-CHAVE:** Reformas empresariais. Currículo. Formação docente. Anfope.

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**RESUMEN:** *En este artículo socializamos la experiencia pedagógica desarrollada a través del curso de extensión "Escenario actual de las reformas curriculares en Brasil: la agenda empresarial y las repercusiones para la educación", del 5 al 26 de agosto de 2020, en la Universidad Federal de Alagoas (UFAL). El objetivo general era contribuir a la comprensión de las reformas curriculares en curso, discutiendo sus fundamentos y sus repercusiones para la educación a la luz de la Pedagogía Histórica Crítica. El curso contó con la participación de profesores, estudiantes y técnicos de Educación Básica y Superior de varias instituciones y se realizó a través de encuentros online en la plataforma Google Meet, totalizando 20 horas de estudios y discusiones. La sistematización de las respuestas de los participantes en el curso al cuestionario proporcionado por Google Forms nos ayudó a evaluar las posibilidades y los límites del trabajo desarrollado y nos permitió concluir que, a pesar de las dificultades enfrentadas en el escenario de la pandemia causada por el SARS-COV-2, se logró el objetivo central del curso.*

**PALABRAS CLAVE:** *Reformas empresariales. Currículo. Formación de profesores. Anfope.*

## Introduction

In the year 2020 we faced unusual situations in our country in the scenario of the pandemic caused by SARS-COV-2, which required the suspension of classroom educational activities in schools and universities. In view of this, it was necessary to rethink the formative activities developed in the scope of the Federal University of Alagoas (UFAL). The extension course "*Current scenario of the curricular reforms in Brazil: the business agenda and the repercussions for education*" was organized from August 5 to 26, through online meetings in the Google Meet platform, totaling twenty hours of studies and discussions. During four weeks, meetings were held every Wednesday, from 10am to noon, covering topics previously established in the course schedule, namely: *curriculum, school and society; the business reforms in education; the BNCC: guiding principles; the BNC-training: setbacks in the training process.*

The participating public was diverse, involving undergraduate and graduate students, teachers of Basic Education and Higher Education, and technicians. Seventy-six (76) pre-registrations were made through Google Forms. Subsequently, those enrolled received guidance to access UFAL's Integrated System for Academic Activity Management (SIGAA) and enroll. In this process, 28 (twenty-eight) registrations were made on SIGAA and 38 (thirty-eight) people attended the meetings, some of whom could not register through the university's system.

The general objective of the course was to contribute to the understanding of the curricular reforms underway in Brazil, discussing their foundations and their repercussions for

teacher education in the light of Critical Historical Pedagogy. The specific objectives were as follows: hold discussion on the relations between curriculum, school and society, in the light of Critical-Historical Pedagogy, delimiting the difference between Common National Base and Common National Curricular Base (BNCC); dialogue on business reforms in education, discussing their foundations and repercussions for school education; debate the guiding principles of the BNCC formulation and its repercussions for training; present and discuss the guiding foundations of the Common National Base for initial training (BNC-training), explaining the setbacks for teacher training.

The participants previously received the guiding texts for the classes, and later the supplementary material for further studies, posted on Google Classroom. The evaluation process occurred during the online meetings, based on the participation in the debates held during the classes and through the answers sent via Google forms. We asked what was the most important topic learned at each meeting, the conditions of participation and evaluation of the meeting, and suggestions for improvement.

We guided our studies by the assumptions of the historical-dialectical materialist method, which provides the basis for a dynamic and overall apprehension of reality, "since it establishes that social facts cannot be understood

(GIL, 2008, p. 14). It is necessary to explain society and consciousness by the contradictions of material life through the conflict that exists between the social productive forces and the relations of production (MARX, 1983). Based on this understanding, we seek the elaborations about the current scenario of curriculum reforms in Brazil, considering what the organized sectors that have been discussing this subject say, as well as public policies and theoretical elaborations relevant to the investigated theme.

From the point of view of educational and pedagogical theory, we base ourselves on the contributions of Critical Historical Pedagogy, according to which the political importance of education lies in its function of socialization of systematized knowledge. The secundarization of schooling only interests the bourgeoisie, since the generalization of education for the population goes against the interests of class stratification. Therefore, from a historical-critical perspective, the curriculum is understood as a selection of knowledge produced by humanity, different from a program or a list of subjects. The curriculum should include scientific, artistic and philosophical knowledge that, organized as school knowledge, enable the educational work developed in school for the transmission of instruments of access to the elaborated knowledge (SAVIANI, 2011). In the organization of the school curriculum are present disputes between educational projects, currently configured in the context of curriculum reform guided by the

BNCC and other normative instruments of school education developed from it (Pareceres and Resolutions of the CNE).

In this article we present a summary of the discussions held throughout the course, taking as reference our studies and research, developed in the field of curriculum and teacher training, in the context of ongoing curriculum reforms in Brazil. To this end, we organized our exposure into three central points: *the business reforms of education and the BNCC*; *the BNC-training: setbacks in educational policy* and *results and discussion about the limits and possibilities of an extension course held during the pandemic*.

### **Corporate Reforms in Education and the Common National Curricular Base (BNCC)**

Throughout the planning of the extension course, we discussed the importance of understanding the curriculum reforms underway in Brazil, guided by the BNCC, and the need to counterpose the conception of curriculum that underlies them to the postulates of Critical Historical Pedagogy. Before starting the discussion about these reforms, we defined the theme "Curriculum, school and society" for the first meeting, which took place on August 5, 2020. This meeting started at 10am and was attended by thirty-seven (37) students and the two coordinating teachers of the course. As planned, the guiding texts for the discussions were previously sent. After the introductions of the group of participants, the course plan and the slides referring to the meeting's theme were presented.

The central points covered in this meeting, which aimed to discuss the relations between curriculum, school and society, in the light of Critical-Historical Pedagogy, were: i) Concept of curriculum and its social determinations; ii) Knowledge that make up the formative curricula designed to prepare students to insert themselves actively and critically in social life; iii) The BNCC and an outline of the curricular content of basic education, aiming to overcome the limits of the proposal officially presented in the current context of curriculum reform.

About the concept of curriculum it is important to situate that, in the light of Critical Historical Pedagogy (CHP),

[...] curriculum is the set of core activities developed by the school. Because if everything that happens at school is curriculum, if we erase the difference between curricular and extracurricular, then everything ends up acquiring the same weight; and paves the way for all sorts of tergiversations, inversions and confusions that end up mischaracterizing the school work (SAVIANI, 2016, p. 57).

The work of organizing the curriculum should focus on the socialization of systematized knowledge, which becomes school knowledge to be measured and sequenced for the purpose of its appropriation in the school space over a certain time. Under this condition, the systematized knowledge becomes part of the school curricula (idem). When explaining the concept of curriculum in this first meeting, we tried to make a counterposition to the approaches that claim that "everything that happens at school is curriculum", delimiting the distinction between what is essential and what is secondary in the scope of curriculum organization. Following the discussion, other details were explained about the issue of curriculum, related to the central points delimited for discussion.

Based on the concept of curriculum explained, we emphasize that the role of a democratic school is to enable the entire population to have access to literate culture, because, as Saviani (2016) states, to free themselves from domination, the dominated need to dominate what the dominant dominate. In this sense, as far as education is concerned, the knowledge produced socially does not matter by itself, because the knowledge mobilized by the educator is articulated according to the pedagogical objective itself, which is connected to the development of the learner. Therefore, it is not the knowledge, as such, that determines the construction of school curricula, but the educational goals that determine the selection of knowledge that will compose the organization of curricula (idem).

In the continuity of the discussion, Saviani (2016) retraced the origin of the defense of a National Common Base (BCN), as a guide for the educational process. It was formulated in the context of the movement for the reformulation of the educators' training courses (late 1970s, early 1980s). This movement gave rise, in 1990, to the current Anfope (National Association for the Training of Education Professionals).

We consider that the discussion of the origin of the BCN is fundamental to differentiate it from the Common National Curricular Base (BNCC), in view of the semantic confusion that these two terms produce. To do so, it was necessary to explain that the Brazilian educational legislation in force incorporated the requirement to define a Common National Curricular Base. In the Law of Directives and Bases of National Education (LDB nº 9.394/1996) it is stated in art. 26: "the curricula of primary and secondary education must have a common national base". Its art. 64 establishes that the training of education professionals "will be done in undergraduate courses in pedagogy or in graduate level, at the discretion of the educational institution, ensuring, in this training, the national common base", without, however, explaining the meaning of this expression (SAVIANI, 2016).

The establishment of a common national curricular base, under the terms of the LDB, was forwarded through the elaboration and approval, by the National Education Council (CNE), of National Curricular Guidelines (DCNs) for the various stages and modalities of education. From the discussion on BCN and BNCC, incorporated in legislation, we resume Saviani's (2016, p. 75) questioning: "if the common base is already defined through the DCNs, which remain in force, what is the sense of this commitment around the elaboration and approval of a new norm regarding the 'Common National Curricular Base'?"

In order to solve this issue, the centrality of external evaluations, carried out through global standardized tests, in the organization of national education was addressed. We understand, in light of the studies carried out, that such centrality is related to the business reforms carried out in Brazil, based on the North-American experience. It will occur, then, the subordination of the school education process to the logic of large-scale evaluations, implying a distortion of the pedagogical work that, we understand, should be guided to enable the development of students in a broad perspective (*idem*).

Based on this understanding, in opposition to the dominant trend in the current curriculum reform guided by BNCC, we defend the following propositions, supported by the discussion held by Saviani (2016):

- The curricular organization of the various stages and modalities of education, within the scope of the national educational system, should take as a reference the form of organization of current society, ensuring its full understanding by all learners;
- The education to be given should guarantee to all access to the fundamentals that made possible the microelectronic revolution that is at the base of both the automation mechanisms that operate in the productive process and the information technologies that move in the virtual environments of electronic communication;
- The need to resist and overcome the logic of competencies and skills guiding the current curricular reform and to recover the original notion of BCN of Anfope, as well as to explore the gaps in the BNCC, in the systematization of teaching and the definition of learning objectives.

Throughout the debate with the participants, the interventions pointed to the need for continued studies on the BNCC, and some questions were raised about the consequences of this curriculum policy in schools. One of them was: "in view of the current scenario, how to move forward in the realization of pedagogical work towards another educational project? At the end



of the first meeting of the course, the participants were sent the slides that guided the discussion and the basic texts for the second meeting.

In the continuity of the course we discussed "*Business reforms in education*". The meeting was held on August 12, 2020 and was attended by 38 (thirty-eight) course participants. The work was conducted by the two coordinating teachers, who presented the proposed theme and mediated the debates. In this meeting the objective was to talk about the business reforms in education, discussing their fundamentals and repercussions for school education. The central points discussed were: 1. *what may be new that is motivating a redoubled interest of the business community in education?* 2. *is it possible that changes in the social-economic development process of the countries, or the capital crisis itself, are mobilizing businessmen?*

Initially, an explanation of the entrepreneurial reforms in education was made based on the contributions of Freitas (2014; 2016). According to Freitas (2014), entrepreneurs appear in several countries as education reformers. They argue that it is necessary to improve the "quality" of education to improve productivity. "Without it, they say, international competitiveness is lost." At this juncture, "manufacturing processes tend to become more sophisticated to intensify the labor force, requiring such processes more education" (FREITAS, 2014, p. 49). However, conflicts occur between professional educators and business people regarding what is meant by a "good education."

To make the opposing conceptions of education explicit, we present a comparison of the two conceptions:

**Chart 1** – Conflict between educators and entrepreneurs: what is meant by a good education?

ENTREPRENEURS	EDUCATORS
<ul style="list-style-type: none"> <li>- <b>Knowing how to read, write, count, and some skills expected at the door of companies, measured in standardized tests.</b></li> <li>- <b>High scores indicate that education has improved.</b></li> <li>- <b>Schools must follow company management models: control and accountability.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Teaching to read, write and count is a small part of the school task.</li> <li>- High grades are not synonymous with good education.</li> <li>- Advocacy of a social quality education, focused on broad human formation, considered a public good. (FREITAS, 2014;2016)</li> </ul>

Source: Slides prepared by Melo (2020) for the course

Performed the opposition of the two educational proposals, we emphasize that "the business reformers, on a global scale, aim to control what happens in education, to qualify the workforce according to the needs of production and increase productivity. Moreover, they promote ideological and political control of the school, ensuring its classical functions: exclusion and subordination (FREITAS, 2014, p. 54).

These reformers exert pressure on the area of education, emphasizing the need to reform educational policy from the defense of the right to learning and not the right to human formation, to education. It is important to point out that the defense of the right to learning is restricted to learning the basics to meet the demands of the new forms of organization of labor relations. This will lead to an attempt to erase the importance of other fundamental rights for the exercise of the right to education: right to food, right to housing, right to work, right to income, etc. However, we affirm that there is no way to defend a right in isolation from the others, as shown by studies that correlate school performance and socioeconomic level (FREITAS, 2014).

Under the reforms guided by business interests, a "curriculum narrowing" occurs, preventing other areas of child development to be exercised (artistic, creative, affective, corporal), because the pedagogical work is focused on teaching Portuguese and mathematics (FREITAS, 2014). The other subjects are addressed in "interdisciplinary projects" that lead to the trivialization of their content.

Freitas (2014, p. 52) states that "the systems focused on learning the basics proposed by corporate reformers do not guarantee learning for one and all. The focus of the reformers is the control of the teacher; to this end, they propose: the end of job stability; variable salary linked to student test results; the establishment of teacher evaluation processes; the control of teacher training, spreading that it is too theoretical and needs to be more practical; apostilizing the networks in order to control the content passed to students.

In this scenario, the evaluation practices take control of the pedagogical process, since large-scale national (e.g., Enade, Enem, Prova Brasil) and international evaluations emerge as a political instrument to promote the internationalization of educational policy. The evaluation system established in Brazil takes as a reference the PISA standard - an international student evaluation program promoted by the OECD (Organization for Economic Cooperation and Development) (idem).

After performing the exposition of the proposal of the business reformers, we thematize the repercussions for school education based on Freitas (2014, p. 55-56):

1. Curriculum narrowing;
2. Competition among professionals;
3. Pressure on student performance and test preparation;
4. Fraud;
5. Increased socioeconomic segregation in the territory;
6. Increased socioeconomic segregation within the school;
7. Precarization of teacher training;
8. Moral destruction of the teacher and the student [...].



In presenting these repercussions for school education, it can be seen that privatization is the final destination of the policies of the business reformers, which will lead to the destruction of the public school. This privatization occurs in several ways, according to Freitas (2016, p. 141):

[...] privatization by outsourcing management to a private social organization; outsourcing by shifting public resources directly to parents in the form of vouchers [...]; and also privatization by introducing into schools private management logics and pre-made teaching systems (on paper or in the form of software) that contribute to disqualifying and increasing control over teachers' work.

To conclude the exposition of the theme, we present some challenges to be faced by educators facing the problems experienced in public schools, marked by processes of exclusion and precariousness of the teaching work, emphasizing the need to critically analyze the curriculum reforms underway, guided by the BNCC. Thus, we highlight the need to collectively define a proposal for human formation, before defining a curriculum and its objectives, and to go beyond a conception of training and curriculum focused on the development of skills and abilities.

Then, a debate on the theme was held with the participants. Some issues were highlighted in the interventions, such as: the importance of facing the current scenario of reforms and the importance of dialogue between the university and basic education schools; the perception that there is a discourse about the inefficiency of the State/public service, aimed at building a consensus that favors privatization processes. We finished the second meeting and, afterwards, we sent the participants the guiding slides for the discussion, the complementary references, and the basic text for the third meeting.

Our third meeting was held on August 19, 2020 and was entitled "The BNCC: guiding principles". The objectives were to expose and discuss the principles that guided the formulation of the Common National Curriculum Base (BNCC) and its repercussions for education. Here are the central points addressed: The pedagogical foundations of the BNCC to demonstrate that its elaboration meets the interests of the business class and is another episode of emptying the school in Brazil; The defense of the adoption of curriculum conception guided by Critical-Historical Pedagogy, as an alternative of resistance to the current curriculum reform, understanding that "the main objective of school education is to provide the working class with the mastery of classical knowledge" (SAVIANI, 2000).

At the beginning of the exhibition, we emphasize, based on Marsiglia *et al.* (2017), the contradiction present in the current form of sociability (capitalist) between the working class

and the bourgeoisie in the process of struggle for the democratization of access to the knowledge produced. We emphasize that school education becomes the dominant social form of education under the capitalist regime and that the development of the productive forces requires the appropriation of knowledge. However, a process of curricular emptying occurs, fruit of the bourgeois conception of curriculum (idem). Aiming to discuss this process of curricular emptying, we resume the process of elaboration of the BNCC, highlighting that it "[...]was a requirement of international organizations, the Federal Constitution of 1988, the LDBN 9.394/1996 and the PNE 2014-2024" (MARSIGLIA *et al.*, 2017, p. 108). Its elaboration began in 2015, bringing together scientific associations from various areas of knowledge, public universities, the National Council of Secretaries of Education (Consed), the Union of Municipal Directors of Education (Undime) and representatives of the business class gathered in the NGO Movement for the Common National Base (idem).

Following the presentation, we address the guiding principles of the BNCC, emphasizing that they are centered on the notion of competence, in the motto "learning to learn", and express the interests of the business class. It neglects a pedagogical proposal aimed at the transmission, through the organization of the school curriculum, of the scientific, artistic and philosophical knowledge produced by humanity.

We consider that the defense of the motto "learning to learn" is a step backwards in the development of the curriculum reform, since there is a resumption and updating of the discourse of the Unesco Commission Report, when it presents the necessary knowledge for education in the twenty-first century: "*learning to know; learning to do; learning to live together; learning to be*, summarized in the motto: '*learning to learn*". Such knowledge represents a proposal centered on the development of the ability to adapt to the so-called "knowledge society", thus silencing the fact that we live in a capitalist society that is essentially unfair and unequal (MELO, 2007).

After the delimitation of our position in the field of curriculum reform, we move to the discussion of the relations between educational reforms and the curriculum issue, resuming the reform process that occurred in the 1990s, based on Marsiglia *et al.* (2017). We emphasize the neoliberal character of these reforms that resonates until today. They had as consequences a set of loss of rights, the precariousness of work, and the adjustment of education to the demands of globalization. To this end, they proposed the formation of a polyvalent worker, adapted to the ideology of employability.

We identify in this resumption relations with the curriculum reform underway, guided by the BNCC. At this juncture, business leaders created in 2006 the business organization "All for

Education" (MARTINS, 2009). In it, propositions are formulated that synthesize the capital's agenda to educate workers, namely: privatization; accountability for student performance and technical division of educational work (PINA, 2016).

Business reforms align school education to the neoliberal project of society and interfere in the curriculum, guided by a neoliberal and postmodern prescription. According to this prescription, there is a negative view on the transmission of scientific knowledge by the school and there is a legitimization of the pragmatics and superficiality belonging to the alienated daily life of capitalist sociability (DUARTE, 2006).

The pedagogical proposal adopted by BNCC is guided by the centrality of the notion of competence, defined as "the mobilization of knowledge (concepts and procedures), skills (practical, cognitive and socioemotional), attitudes and values to solve complex demands of everyday life, the full exercise of citizenship and the world of work" (BNCC, p. 8). We identify that an emphasis on subjective attributes mobilized at work occurs in the pedagogical process, through an individualistic perspective in training. Having discussed the foundations of the current curricular reform, we now move on to explain the three groups of generic competencies that should be developed by students.

According to Marsiglia *et al.* (2017, p. 116),

[...] the BNCC defines three groups of general competencies that are interrelated and cut across all areas and components that should be developed by students throughout basic education. They are: personal and social skills, cognitive skills and communication skills.

These groups of competencies express a worldview that belongs to the multiculturalist discourse - one of the expressions of postmodernity. In appearance, this discourse defends inclusion, democracy, respect for cultural diversity, solidarity, etc. In practice, its function is the ideological legitimization of contemporary capitalism (*idem*). To conclude our presentation, we presented and problematized the ten generic competencies to be developed in Basic Education, according to the text of the BNCC (BRAZIL, 2017).

In the debate that followed, the participants and the course coordinating teachers resumed the fundamentals of the business reforms, discussed some repercussions for basic education and the challenges to be faced. There were questions about the possibilities of resistance in the current conjuncture, which pointed to the need of strengthening collective work, questioning neoliberal policies, and developing strategies for the preservation of mental health, considering the adverse labor conditions faced by workers. After the end of the 3rd meeting, the slides

guiding the discussion, the complementary references and the basic texts for the last meeting of the course were sent.

### **The BNC-training: setbacks in educational policy**

The meeting held on August 26, 2020 focused on the theme "*The BNC-training: setbacks in educational policy*", with the participation of 38 (thirty-eight) trainees. The discussion started with a presentation of the theme by the teacher coordinators, followed by questions and comments from the other participants. The goal of the meeting was to advance the understanding of the Common National Base for the initial training of teachers of Basic Education (BNC-training), explaining the setbacks for teacher training. To this end, the main points addressed were: 1. *The teacher training policy and the destruction of productive forces*; 2. *The National Curricular Guidelines for the Initial Training of Teachers for Basic Education and the BNC-training* (Resolution CNE/CP no. 2/Dec. 2019).

Drawing on the analysis made by Lavoura et al. (2020) about the BNC-training within the teacher education policy in the neoliberal advance scenario, the exposition of the theme was started by explaining the structural crisis of the capital and the destruction of the productive forces, considering the relations of this crisis with the policies of emptying training curricula and dismantling public education:

[...] the development of the productive forces has reached an extremely advanced level in the current mode of production, but, because the capitalist social relations of production prevent the continuity of this development, capital starts to destroy the productive forces themselves, constantly, in order to maintain its reproduction process, which includes the destruction of the human being itself and its labor force (LAVOURA *et al.*, 2020, p. 556).

The imperialist production model in structural crisis does not separate progress from destruction. In this process, while science develops, a minimum portion of the population has access to it and environmental and human degradation deepens (extermination of the environment, emergence of new diseases and growth of war conflicts) (idem). About these relations, which need to be explained in order to advance in the understanding of the guiding principles of the BNC-training, the authors elucidate that the set of political measures of emptying the curricula in teacher education and the dismantling of public higher education are part of the national and international conjuncture of intense political, economic, social and cultural setbacks, marked by the dismantling of public services, by privatization and by the surrender of the national heritage to rentism and international financial capital.

Guided by liberal ideology, these setbacks are guided by what imperialism preaches; one of its fundamental features is the defense of a minimal State, but only for the needs of the workers, always being used to save the bankers from bankruptcy and sustain the corporations, as many times as necessary.

According to Lavoura *et al.* (2020, p. 560-561), "it is in this international and national conjuncture that the process of destruction of the productive forces has taken place, whose process of degeneration and dehumanization of human formation in terms of schooling is one of its facets. Thus, the precariousness of education and the destruction of public education as a right occur, which will have as one of the consequences the increase in illiteracy and functional illiteracy rates, despite the percentage drop in these rates in the last decades. In the 1940s, 56% of the population was illiterate (23 million illiterates); in the 2000s, 9% of the population (18 million illiterates). The illiteracy rates are higher in Alagoas, which has a percentage of 22.5%, according to the 2010 Brazil Census.

Besides the discussion about the structural crisis of capital and the destruction of the productive forces, the neoliberal principles were taken up again, since they guide the educational policies in course. According to these principles, individual freedom and market freedom are defended before any kind of state intervention. There is, then, the defense of a minimum State for workers and maximum State for capital. The state plays a supporting role to corporations, saving the big bankers from bankruptcy (LAVOURA *et al.*, 2020).

In the continuity of the exposition of the theme, we move on to the discussion of Resolution CNE/CP No. 2, of December 2019 (which defines the National Curricular Guidelines for the Initial Training of Teachers for Basic Education and establishes the Common National Base for the Initial Training of Teachers of Basic Education - BNC-Training). We emphasize that the 2019 Resolution hits hard the autonomy of university institutions regarding their curricular proposals, presenting a prescriptive configuration. By revoking Resolution CNE/CP No. 2, of 2015, it materializes a setback in the field of teacher training, since the latter articulates in its formative proposal the initial and continued training and the appreciation of teaching professionals.

It is configured, then, a curricular reform of neotechnical, privatist and practical character. Referenced exclusively in the BNCC determinations for Basic Education, such teacher training guidelines further restrict the possibility of a solidly constituted training in the field of education, with its fully developed pedagogical foundations and theories occupying the character of formative centrality.

Subsequently to the exposition of the guiding principles of Resolution CNE/CP no. 2, of 2019 (BRAZIL, 2019), the curricular proposal of this resolution was discussed, starting from Chapter 3 (Curricular organization) and Chapter 4 (Degree courses). In Chapter 3, article 7, the guiding principles of the curricular organization are presented, of which were highlighted: centrality of practice, commitment to innovative methodologies and interdisciplinary projects, curricular flexibility, construction of training itineraries and assessment, considering the competence matrix. A minimum of 3,200 hours is established for the degree courses, which must be distributed in three groups: i) G1 - Common knowledge base - 800 hours (25% of the course) focused on the fundamentals of education and its articulation with educational systems and practices; ii) G2 - Deepening - 1.600 hours (50% of the course) - content of the areas, competencies and skills foreseen in the BNCC - basic education; iii) G3 - Pedagogical practice - 800 hours (25% of the course) - 400 hours for supervised internship (in a real work situation) and 400 hours for the practice of the curricular components (G1 - Common knowledge base and G2 - Deepening).

When discussing the curricular organization of undergraduate courses in light of the aforementioned resolution, the process of fragmentation of teacher education was emphasized, centered on the notion of developing competencies and skills, as can be seen in the text of the BNC-teacher training. Such competencies, in themselves, would already be controversial, since to base teacher education exclusively on them can be a strategy of downgrading and emptying the curricula. To develop this assertion, the theoretical-philosophical and pedagogical bases of the new BNC-training, as explained by (LAVOURA *et al*, 2020), namely: 1) Teacher training guided by the logic of competencies is not new, as it represents a continuity between the Scholasticovist active pedagogies, Piagetian constructivism and the pedagogy of competencies, in which the deweyana-inspired motto around the learning by doing insignia stands out; 2) The logic of competencies has a direct link with studies on tacit knowledge and the epistemology of reflective practice, conceiving competence as a direct synonym for mobilization of knowledge, transfer of knowledge for immediate action, satisfactory performance in situations of real experience; 3) There is a link to the ideology of philosophical pragmatism, constituting a pedagogical pragmatism.

From these theoretical bases occurs the denial of objective knowledge, the decharacterization of the school's role in transmitting this knowledge in its most developed forms and the devaluation of the teacher's role as a teaching agent. Thus, the strategic acquis of the current educational policy is composed, aiming at the impoverishment of the pedagogical and cultural formation of future teachers.



In opposition to this policy, it is necessary to recover the pertinent considerations made by Saviani (1996, p. 71) to reaffirm that:

The teacher is, above all, an educator, that is, a trainer of men. However, this simple truth, which is at the root of the teaching activity, tended to be forgotten in favor of the most visible aspect of the teaching function, which came to be understood as the very form of being a teacher. Thus, as teaching was institutionalized through the establishment and expansion of school systems, this restrictive understanding of the teacher's role crystallized. Hence, the separation between instruction and education and the consequent understanding that the school's task was limited to instruction (CONDORCET, 1989, p. 56-72), defining the teacher as an instructor (*instituteur*, in French). Here we have an illustration of the fundamental epistemological issue according to which appearance not only hides the essence, but can take the place of the essence itself.

We cannot lose sight of the specificity of the teaching activity, aimed at human formation, which includes the processes aimed at the instruction and education of subjects. This corroborates the educational principles historically defended by Anfope, summarized in the proposal of a Common National Base: 1) Training for the human, a form of manifestation of omnilateral education; 2) Social commitment of the education professional, with emphasis on the socio-historical conception; 3) Teaching as the basis of professional training of all those who are dedicated to the study of pedagogical work; 4) Pedagogical work as a formative focus (collective and interdisciplinary work as the guiding axis of teaching work); 5) Solid theoretical training in all curricular activities (in the specific content to be taught and in pedagogical content); 6) Broad cultural training; 7) Unity between theory and practice - creation of curricular experiences that allow the contact of students with the reality of basic schooling from the beginning of the course; 8) Incorporation of research as a training principle; 9) Democratic management; 10) Development of a social and political commitment to teaching; 11) Professional valorization (reflection about the teacher's formation and working conditions, career, salary and continued formation); 12) Permanent evaluation of the formation courses for education professionals as an integral part of the curricular activities, understood as collective responsibility to be conducted in the light of the PPC of each course (ANFOPE, 1998).

After the presentation of these points on the theme of the meeting, during the debate, the participants and the teacher-coordinators posed questions and positions on the consequences of the reform of degree courses based on the curricular reform underway, discussed the setbacks arising from the adoption of the notion of competence and pointed to the need to resist the setbacks present in current curricular policies.

## Results and discussion about the limits and possibilities of an extension course held during the pandemic

Regarding enrollments, participation and permanence in the course, of the 76 (seventy-six) pre-enrollments, 28 (twenty-eight) were confirmed in the Integrated System for the Management of Academic Activities (SIGAA) at UFAL. It is important to point out that some people had difficulty to register in SIGAA, even though the course coordinator made an effort to solve the problem, taking into account the insertion of the students in the system. This difficulty in managing the systems and the absence of a technical support closer to the proposed extension actions was one of the weak points identified. The teacher coordinators of the course end up assuming not only the pedagogical dimension linked to the formative processes, but also the administrative part, the management and operationalization of the systems and tools necessary to make the course viable. Despite the difficulty mentioned, we counted on the attendance and permanence throughout the meetings of an average of thirty (30) students, with practically no dropouts.

The systematization of the answers of the course participants to the questionnaire made available by Google Forms helped in the evaluation of the possibilities and limits of the work developed. We obtained thirty (30) answers to the questionnaire, which was composed of five questions. The first question asked: *did you feel able to participate in the course with quality? What were the reasons?* About this question, 63% of the respondents said they had favorable conditions for the course, such as: stable quality internet connection, adequate equipment and environment, good organization and conduction of the course, availability of study materials in advance, quality of the materials made available, punctuality and organization of the time and spaces for discussion, and release from the school to participate in this training. About 16.5% felt able to participate in the course with quality, despite having faced some difficulties, such as: internet connection instability, use of tools like Google Meet, used for the synchronous online meetings, and lack of a physical face-to-face pedagogical relationship. The other answers, 6.5%, pointed towards the lack of favorable conditions to take the course due to the following limitations: connection problems due to the internet signal, difficulties in conciliating studies with domestic demands, with children and with remote work.

The evaluation of the participants was unanimous in relation to the *coherence between the themes discussed in the meetings and the initial objectives proposed in the course plan*. To illustrate, here are some of the answers: "Excellent course, with a very clear thread, more than necessary in these dark times"; "Wonderful sequence of texts that allowed an understanding of the themes discussed". Other aspects evaluated were: *the appropriateness of the course load*,

the pedagogical procedures used, and the materials made available for the understanding of the themes discussed. Regarding the course workload, 73% assessed it as adequate and 26% pointed out the need to have more meetings, due to the importance of the theme, the need to deepen and continue the discussions, and because the remote discussions did not have the same quality as the face-to-face ones. Regarding the quality of the pedagogical procedures adopted and the material made available for the comprehension of the approached theme, 100% of the course participants considered it adequate, considering the proposed objectives in the conditions of its offer in the period of social isolation resulting from the pandemic.

Another important aspect that contributed to the quality and feasibility of the course was the shared work between the teacher-coordinators, who already had a theoretical and methodological affinity, as well as four years of experience in sharing internship classes in the Pedagogy undergraduate course.

Finally, we asked *about suggestions and observations for improving the course*. From the answers, 40% did not indicate any suggestions for adjustment, and about 33% suggested the continuity or the realization of new courses with the same character. The other suggestions were divided among the following aspects: orient a textual production, systematizing the knowledge accumulated in the course and contributing to the discussions; improve the slides, using more colors, animations and gifs that allow enriching what is being said; advance in the domain of the tools used; expand the interventions of the participating students and teachers, and have the support of monitors to help the coordinating teachers in their work.

## Final remarks

Considering what has been said so far, as well as the discussions and the evaluation carried out during the course "*Current scenario of the curriculum reforms in Brazil: the business agenda and the repercussions for education*", we can state that through the discussions, which approached the foundations and repercussions of the curriculum reforms for teacher education from the contributions of Critical-Historical Pedagogy, the course contributed to the expansion of the understanding about the curriculum reforms that occur today in Brazil, as outlined in the general objective of the work plan.

We believe that along the way we faced several challenges: the need to adapt to remote work, which required articulating the private space to the public space; the use of new information and communication technologies; the work overload due to the context of the pandemic, which transformed the domestic space into a work environment; facing the

uncertainties arising from a period in which we are exposed to possibilities of physical and mental illness; and the need to resist a set of public policies that generate processes of job insecurity. However, the work in partnership and the discussion with undergraduate and graduate students, professionals from Basic Education and Higher Education, from several institutions, strengthened us. The group's acceptance of our proposal and the exchange of experiences and knowledge allowed us to consolidate our option for an educational project guided by a humanizing perspective.

Anchored in this perspective, we reaffirm the nature of educational work in the direct and intentional production of humanity that is historically and collectively produced by all human beings (SAVIANI, 2011). Recognizing the limits and possibilities of education in the referential framework of the capital, it is up to the extension courses and teacher training to ensure a solid theoretical training, aiming at the elevation and development of critical consciousness, which "requires the overcoming by incorporation of the everyday forms in which thought is organized" (DUARTE, 2016, p. 104). In times of increasing barbarism, trivialization of life, genocide, we believe it is necessary to reiterate this educational conception.

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