

## THE VOCATIONAL EDUCATION AND BNCC: EXCLUSION AND THROWBACK POLICIES

### *A EDUCAÇÃO PROFISSIONAL E A BNCC: POLÍTICAS DE EXCLUSÃO E RETROCESSOS*

### *LA EDUCACIÓN PROFESIONAL Y LA BNCC: POLÍTICAS DE EXCLUSIÓN Y RETROCESO*

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**ABSTRACT:** The article explains recent changes in Brazilian professional education. The objective is to analyze the setback that the current Brazilian Common National Curriculum Basis (BNCC) represents in the field of professional education. The methodology is based on historical-dialectical materialism as a guiding axis. It is also qualitative bibliographical research made through a literature review via primary and secondary sources with a documentary survey. The results indicate that the training itineraries and the recognition of the notorious knowledge for teaching in professional education, based on Law No. 9,394/1996 and Law No. 13,415, are linked to the economic bias, which reaffirms the duality of the present educational system on the BNCC. In conclusion, the professional education, rejuvenated, carries in itself the character of exclusionary inclusion, moving away, therefore, from the perspective of training for human emancipation and the construction of another sociability.

**KEYWORDS:** Brazilian professional education. Common Curricular National Base (BNCC). Duality. Training itineraries. Human formation.

**RESUMO:** O artigo explicita as mudanças recentes na educação profissional brasileira. Objetiva-se analisar o retrocesso que a atual Base Nacional Comum Curricular (BNCC) representa no campo da educação profissional. A metodologia pauta-se no materialismo histórico-dialético como eixo norteador. Trata-se, ainda, de uma pesquisa bibliográfica, de caráter qualitativo, que se deu por meio da revisão de literatura via fontes primárias e secundárias, com levantamento documental. Os resultados apontam que os itinerários formativos e o reconhecimento do notório saber para a docência na educação profissional,

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com base na Lei nº 9.394/1996 e na Lei nº 13.415, ligam-se ao viés economicista, que reafirma a dualidade do sistema educacional, presente na BNCC. Conclui-se que a educação profissional, rejuvenescida, carrega em si o caráter da inclusão excludente, afastando-se, portanto, da perspectiva da formação para a emancipação humana e para a construção de outra sociabilidade.

**PALAVRAS-CHAVE:** Educação profissional brasileira. Base Nacional Comum Curricular (BNCC). Dualidade. Itinerários formativos. Formação humana.

**RESUMEN:** El artículo explica los cambios recientes en la educación profesional brasileña. El objetivo es analizar el retroceso que representa la Base de Currículo Nacional Común (BNCC) actual en el campo de la formación profesional. La metodología se basa en el materialismo histórico-dialéctico como eje rector. También se trata de una investigación bibliográfica, de carácter cualitativo, que se realizó mediante una revisión de la literatura a través de fuentes primarias y secundarias, con un relevamiento documental. Los resultados indican que los itinerarios formativos y el reconocimiento de los conocimientos notorios para la docencia en la educación profesional, con base en la Ley N ° 9.394 / 1996 y la Ley N ° 13.415, están vinculados al sesgo “economicista”, que reafirma la dualidad del sistema educativo en BNCC. Se concluye que la formación profesional, rejuvenecida, tiene en sí misma el carácter de inclusión excluyente, alejándose, por lo tanto, de la perspectiva de la formación para la emancipación humana y para la construcción de otra sociabilidad.

**PALABRAS CLAVE:** Educación profesional brasileña. Base de Currículo Nacional Común (BNCC). Dualidad. Itinerarios formativos. Formación humana.

## Introduction

Brazil is a country of continental dimensions, with rich and ample cultural diversity and natural assets, but also marked by social inequalities that, aggravated by other conditions, are legitimized and reproduced in the conditions of access and permanence of children and young people in the education system, especially in places of higher concentration of poverty and in regions more distant from large urban centers.

In order to reduce the asymmetries in the educational systems, having a common base throughout the territory, with minimum curricula and content, emerges as one of the ways to ensure access to basic knowledge for all students, regardless of the region where they live or the nature of the educational institution they attend. Therefore, the conception of a Common National Curricular Base (BNCC), as a normative document, is foreseen in the Law of Directives and Bases of National Education (LDB), No. 9.394/1996 (BRAZIL, 1996), which disciplines the Brazilian educational system as part of the national education policy.

When homologated by the then Minister of Education, Rossieli Soares, on December 14, 2018, the Ministry of Education (MEC) presented the BNCC as a document guided "by

ethical, political and aesthetic principles that aim at integral human formation and the construction of a fair, democratic and inclusive society" (BRAZIL, 2018, p.7). However, reading this document makes it clear that the policy that guides the BNCC promotes the hierarchization of education, a practice rooted in Brazilian society, by the elites, as one of the ways to maintain class domination, thus creating mechanisms of exclusivity to access to education, sometimes by reducing the supply of vacancies in schools, sometimes by imposing regulations and policies that direct students to a social space defined by the capital.

The following text seeks to shed light on the setback that the BNCC represents in the field of education, especially in the training of workers. The fact is that, although the Brazilian education system is far from being unique and integrating the different social classes, the current legal framework is a wake-up call for the possibility of deepening social hierarchization by establishing a flexibility that, in everyday life, may represent the minimum schooling for the poorest fractions of the working class. These shortcuts, called formative itineraries in the BNCC, can be translated as a way to correspond, for each social class, a different type of school that, according to the local context, may limit the supply of education to meet the interests of the dominant class, not representing the needs of the collective, especially the less economically privileged classes.

In light of this, we will highlight three points for a better understanding of the phenomenon under analysis, namely: I) the expansion of professional education under threat; II) the BNCC: formative itineraries as an element of exclusionary inclusion; and, finally, III) the notorious knowledge as a qualifying setback for the teaching work. Our conclusion is that, in the current political and economic situation, of total disregard for professional education, it is necessary to fight against the fragmentation of training via a technicist logic. It is urgent that we defend a polytechnic education with its omnilateral character, contrary, therefore, to pragmatic, technicist and fragmented courses aimed at training and the performance of simple and subordinated work.

## The Brazilian educational system and the BNCC

In Brazil, educational institutions are classified by their nature as private or public. Among the private ones, there are for-profit (private) or non-profit (philanthropic, confessional or community)<sup>4</sup>. Public schools are managed by the public authorities (federal, state and municipal) and are mainly funded by tax revenues.

In a country marked by historical socioeconomic inequalities, public school is considered an achievement of society, longed to be constituted as universal, free, secular and of quality. A space for the democratic construction of knowledge and of the links between individual longings and collective interests, regardless of the student's social class.

Besides its nature, the Brazilian educational system is organized in two levels: Basic Education and Higher Education. Basic Education consists of early childhood education, elementary school and high school. This last stage, intended for students between 15 and 17 years old, has as a historical characteristic the structural duality, a mark of the educational system organization that segments schools between those destined to Professional Education (professionalizing), training workers at a technical level, and those that prepare students to access Higher Education (graduation), with its propedeutic characteristic.

This dichotomy in the organization of education has contributed over the years to divide education into two school networks: one for the bourgeoisie and the other for the proletariat, thus reinforcing the division of society. From this perspective, the school's function is to prevent the development and dissemination of workers' culture, acting as an ideological apparatus of the bourgeoisie to meet the interests of the capital (SAVIANI, 2013).

In a brief analysis, it can be observed that the formation of workers has been suffering, over the years, the effects of this split between propedeutic education and vocational education. This separation, in general, has followed the political orientation to meet the immediate needs of the market, reinforcing the segmentation of education, having as its central objective the maintenance and perpetuation of the capitalist mode of production to exploit the productive force of the most vulnerable.

The most evident side of this context is in the maintenance of the historical structural duality in the Common National Curricular Base (BNCC) for high school that, alongside Law No. 13,415/2017 (BRASIL, 2017) and Resolution CNE/CEB No. 3 (BRAZIL, 2018), treats

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<sup>4</sup> It is worth noting that in Brazil, even if educational institutions declare themselves philanthropic, confessional or communitarian, therefore, non-profit, in practice most of them "have the title of public utility [and] continue to enjoy exemptions from all federal, state and municipal taxes, which probably means an indirect revenue of a few billion reais per year" (DAVIES, 2002, p. 159).

vocational education as a formative itinerary, where the notorious knowledge is now accepted in the exercise of teaching, while the workload of propaedeutic subjects becomes smaller. This decision goes against the debates that, since the promulgation of LDB n° 9.394/1996 (BRAZIL, 1996), have sought to build socio-educational policies that favor the integral formation of the human being.

With the requirement that state curricula must be adapted and implemented by the start of school in 2022, the BNCC still has many unanswered questions about its effectiveness. These are related to the educational itineraries, the distribution of the workload between subjects, the need to have a minimum content for high school students throughout Brazil, and also the fact that it must be implemented in each state according to local realities.

The legislation defines that the teaching of Portuguese language and mathematics will be compulsory in the three years of high school, regardless of the educational itinerary, but leaves it understood that their workload will be defined by the curricula of the institutions. It also does not value essential subjects for humanistic education, such as philosophy and sociology. These uncertainties, at least, condition the offer of courses and their respective workloads to the possibilities of the educational system. Depending on the local context and intentionality, the result can mean the amplification of social inequalities in the collective sphere, and relevant losses in the humanistic formation of the individual, compromising his or her critical and autonomous view of society's problems.

The fact is that, although the Brazilian education system is far from being unique and integrating classes, the current legal framework, including the BNCC, raises an alert for the possibility of deepening social hierarchization by establishing a flexibility that, in everyday life, may represent the minimum schooling for the poorest classes. These tracks, called itineraries, can be translated as a way to make each social class correspond to a type of school that, according to the local context, may limit the supply of education to meet interests that do not necessarily represent the demands of the collective.

## The expansion of professional education under threat

Education for work, in Brazil, has been a challenge for governments and society for at least two centuries. It is an equation of difficult solution whose components involve projects, most of the time, antagonistic, ranging from the collective desires, represented by different subjects, to the desires of individuals, who do not necessarily see their demands contemplated in public policies. A history marked, also, by the "structural duality", as pointed out by Kuenzer (2007, p. 27), in which, in other times, the primary and professionalizing school would be destined to the poor to "form the class of manual workers"; while the propaedeutic and superior school, made possible for the more wealthy of the society, "would form the class of intellectual workers". This duality forged in society a stigma that associates, since the Colonial Period, the teaching of production techniques for the enslaved, with poverty and welfarism.

A look, even if brief, at the past of education in Brazil makes explicit that, even with particularities, the structural character of the duality that separates propedeutic and professional education reflects the conformation of the Brazilian society to the capitalist logic of an unequal and combined development among social classes, as Fernandes (1975) pointed out. Saviani's (2008, p. 296) analysis points to a training model that "is translated by the emphasis on the elements arranged by the 'theory of human capital'; on education as the training of human resources for economic development within the parameters of the capitalist order. Supplanting the duality between professional and propedeutic education has already become one of the historical challenges of Brazilian education, even more acute since the expansion of professional education since the end of the last century.

According to data from the National Institute of Educational Studies and Research Anísio Teixeira (INEP) (BRAZIL, 2020), the country made investments in the creation of new vacancies and expansion in the number of institutions, with the creation of the Federal Network of Vocational, Scientific and Technological Education, called "Federal Network" in 2008. The scenario indicates that, although the BNCC follows what is recommended by Law 9.394/1996 (BRASIL, 1996), its elaboration was quite articulated to the capital's interest via orientation of Brazilian businessmen<sup>5</sup>, in full agreement with international organizations such as the

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<sup>5</sup> It cannot go unnoticed that Brazilian businessmen, in partnership with the State, have presented themselves as the main actor in the definition of the BNCC for high school, thus reproducing the idea of learning acquisition, disseminated by international organizations. Since 2018, the All for Education movement (TPE), with its initiative Educação já: uma agenda para o Brasil (Education Now: an agenda for Brazil), has pointed out as one of the seven priority themes the formulation of the BNCC for a new high school, aiming at the formation of a new kind of worker, totally subservient to the interests of capital (TODOS PELA EDUCAÇÃO - TPE, 2021 - *text in html*).

Organization for Economic Cooperation and Development (OECD), whose goal is external evaluations for standardization purposes.

The evolution of enrollments has shown how, in recent years, educational policies have gained visibility in the political and social agenda in Brazil, focusing mainly on the reorientation and production of advances in the regulatory frameworks for the training of high school technicians, despite the historical contradictions that permeate this type of education.

In 2001, there were 2,334 institutions in Brazil offering secondary level professional education courses. In 2013, there was a relevant growth to 5,261, which continued to expand in 2020, when it reached 6,798 public (federal, state, and municipal) and private (private, confessional, community, and philanthropic) establishments. These numbers reveal a significant increase in networks and, consequently, in the number of enrollments. In absolute numbers, from about 462 thousand students enrolled in 2001 to 1.44 million in 2013, expanding to 1.93 million in 2020, considering the integrated, concomitant, and subsequent forms of professional education courses, according to data released by INEP (BRASIL, 2020).

This evolution of enrollments may represent the results achieved by investments in expanding access to vocational education, but, on the other hand, it does not necessarily reflect the real effectiveness of innovative and structuring educational policies for the country, in the sense of offering a polytechnic education<sup>6</sup> for the poorest students. In other words, the offer of vacancies without any planning guided by social interest, based on the quality of education, in the sense of human formation, puts the effectiveness of these growth rates in doubt as to the existence and sustainability of the benefits for society. What is urgent is a broad debate about the function of education in the integral formation of the student, a way for him to understand his action as a historical subject, capable of intervening and changing the reality in which he is inserted, something that is under threat nowadays.

Evidently, there is still a long way to go in the constitution of a new education, especially in the articulation between the current and future demands of the world of work and the project of education for society. One debate that must be considered, among other issues, in the current level of change in the prevailing economic model, is the relationship between human beings and the environment. According to Saviani, this means that

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<sup>6</sup> Polytechnic education is opposed to technicist education whose objective is training and polyvalence. The "polytechnic", with its origin in the proposal of socialist education, presupposes the "mastery of the scientific foundations of the different techniques that characterize the process of modern productive work" (SAVIANI, 1989, p. 17).

Under current conditions it is no longer enough to warn against the dangers of technical rationality, advocating a formation centered on a humanistic-based culture focused on philosophy, literature, the arts and the human sciences, despite the development of the so-called "hard sciences". It is necessary to turn education towards a science-based culture that articulates, in a unified way, in a comprehensive complex, the human-natural sciences that are profoundly changing the forms of life, passing them through the sieve of philosophical reflection and artistic and literary expression. This is the challenge that the national educational system will have to face. Only then will it be possible, besides qualifying for work, to promote equally the full development of the person and the preparation for the exercise of citizenship (SAVIANI, 2016, p. 83).

However, despite the efforts of experts, what was observed in the BNCC was a regression, a path contrary to the constitution of a unified and comprehensive education. If in four itineraries the workload of high school and the requirement for teacher training remain, in the fifth, called technical and professional training, the scenario takes us back to the teaching models that preceded the enactment of Law 1.821 (BRAZIL, 1953), known as the Equivalence Law, which appears as a contradiction to the stated goal of the BNCC, in order to combat social inequalities evident in Brazilian education.

### **BNCC: formative itineraries as an element of exclusionary inclusion**

The classics of the literature on the subject, especially Saviani (1989) and Freitag (1980), emphasize that in the structuring of capitalist society, the school is a cog within the system and education reflects the wishes of the ruling class that maintains, through ownership of knowledge, political hegemony and intellectual leadership as a form of domination and social control, influencing, especially, the legal framework that supports the guidelines for workers' training.

Starting from this premise, the analysis of the approved version of the BNCC for high school should be made in light of the set formed by Law No. 13.415/2017 (BRASIL, 2017) and Resolution CNE/CEB No. 3/2018 (BRASIL, 2018), which updates the National Curriculum Guidelines for High School. The reason is that this legal framework, which characterized the high school reform, evidences that the gear is being reshaped to meet, once again, the demands of a capitalist society in crisis and the interests of the business community, which determine to a group of young people from the economically less favored classes a certain "life itinerary", which allows the dominant class to maintain its hegemony, legitimating the position of each one in this increasingly exclusionary game. Thus, it imprints a bourgeois vision of society not only for its maintenance, but above all, for its perpetuation.



Inserted in the set of social policies of a country marked by inequalities in regional and national development, educational policies face great challenges in the process of action propagation, in the production of results, and, consequently, in the sedimentation of these actions in society. Not rarely, the expectations of progress towards the fight against vulnerabilities through schooling are frustrated by initiatives that, as a whole, tend to reveal the most conservative face of education, even when there is innovation. This is, from our point of view, a kind of exclusionary inclusion of the poorest in high school. It is evident, therefore, in recent years, a metamorphosed inclusion in exclusionary inclusion, where, in principle, everyone has access to education, but a differentiated education, whose quality is not the same for all (KUENZER, 2002).

The constitution of a BNCC can be considered an advance for the country, but, when analyzing it in the set formed by the current legal framework, the approved version materialized an outdated and conservative conception of education, with its excluding character. It is worth noting, in this sense, that it was shaped to perpetuate a project of society that, based on duality, determines the "formative itineraries" of children and young people, allowing the ruling class "to maintain the hegemonic condition (the role of political, cultural and ideological direction of society), legitimating and reaffirming its position in the economy" (SANTOS, 2012, p. 19). Society had a profound defeat with the approval of the BNCC, opening a gap for the logic of minimal and dual school to prevail as dominant.

For Saviani, in the capitalist society "the true customer of schools is the company or society, and the students are products that educational institutions provide to their customers" (SAVIANI, 2007, p. 1,254). In this context, the need to exercise dominance in the training of workers has been causing, over the years, the split between propaedeutic and vocational education. This separation, in general, has followed the political orientation to meet the immediate needs of the market, reinforcing the segmentation of education and distancing itself from the emancipatory formative character of education. Thus, "the pragmatic, immediate and interested perspective of human formation prevails for the exercise of work that is situated between simple work and complex work" (SOUZA, 2020, p. 332).

In an approach aligned with the hegemonic thinking of capital, the BNCC presents a flexible curriculum organization for high school, with a proposal to make available to society the offer of different training itineraries. According to the legislation and the text of the BNCC, this flexibility aims to enable each student to design their training path, considering, for this, the choice between five areas of knowledge, including technical and vocational training. According to Art. 36 of the LDB:

The high school curriculum will be composed of the Common National Curricular Base and by training itineraries, which should be organized by offering different curricular arrangements, **according to the relevance to the local context and the possibilities of the education systems** (BRAZIL, 1996, our emphasis).

As it stands, the BNCC can generate a stratification of students, even within the same school, for example. Apparently, the option was a kind of adaptation of the model adopted by some US schools. In this sense, the "formative itinerary" can become a kind of tracking, where students are separated by academic ability, for all subjects, or by classes and/or curriculum within a school, as it happened in the United States. According to Oakes (1986), what ended up happening was a form of internal segregation within the American school system, labeling classes according to levels (high, low, and normal) of performance and/or destinations (propaedeutic or vocational).

Following the same critical line to the U.S. experience of developing a common curriculum (Common Core), Freitas (2021) points out that, once developed in 2010 for the teaching of English and Mathematics, it had funding from the Bill Gates Foundation<sup>7</sup> and was put into practice by most states, which received federal incentives for its implementation. However, it can be said that although it caused changes in the curricula and teaching methods in the schools that adopted it, "it did not produce any relevant effect on student performance or on the differences that existed between richer and poorer students. Contrary to predictions, it was simply innocuous" (FREITAS, 2021, [s.p.]). That is, it produced neither positive nor negative effects on student learning. Perhaps because, both there and here, the Base is an instrument to evaluate the school, teachers and students.

We must remember that, throughout history, reforms and expansion policies for professional education in Brazil have been driven by economic motivations, in general, far from the needs of individuals in their human and social formation. After a period of struggles marked by the search for the integration of vocational education to high school, the BNCC was characterized by the maintenance of the duality between propaedeutic and vocational education and, in a more segregating way, promoting fragmentation within high school.

In practice, the BNCC creates an expanded duality, by configuring the technical and vocational training itinerary, associating the reduction of the workload of high school to the

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<sup>7</sup> According to Forbes Magazine (2021), Bill Gates is the fourth richest man in the world. The Bill and Melinda Gates Foundation, founded in 2000, is a non-profit foundation with initiatives against poverty, disease, and inequality in the world (BELL AND MELINDA GATES FOUNDATION, 2021). It is active in donating money to university foundations and for the development of projects in the area of education, worldwide, such as the Gates Millennium Scholars Program, which provides for the advanced study of science for children in poor countries.

precariousness in the structure of vocational courses, in addition to the possibility of limiting the access of its graduates to higher education. A political movement that, we understand, is characterized as antagonistic to integral human formation and that is destined to the poorest fraction of the working class, in the form of basic and instrumental education. An itinerary that aims to teach only the minimum to prepare the new kind of worker for the production of goods and services, based on "quality management, for productivity and competitiveness and, consequently, for 'employability'" (FRIGOTTO, 2001, p. 45).

### **The notorious knowledge as a qualifying setback for the teaching work**

The other side of the increase in the precariousness of vocational education also occurs through the legalization of "notorious knowledge", i.e., students will have as "teachers" people without adequate minimum training for the exercise of teaching. This is a policy of the Ministry of Education (MEC) that jeopardizes an entire historical struggle of educators to value the profession and build the social and professional identity of teachers (MACEDO; LIMA, 2017). In this sense, the "structuring goals" set forth in the National Education Plan, valid for ten years (BRASIL, 2014), especially those related to improving the quality of education, may be seriously compromised.

The public efforts and investments made in the expansion of vacancies in technical courses, as previously presented, will also be jeopardized. What prevails in the current legal framework is the valorization of the teaching profession in vocational education by "technical competence related to operational knowledge", as provided in Art. 29 (BRASIL, 2018), demonstrating that the development of pedagogical knowledge was not a priority in the elaboration of the BNCC. What is valued is the tacit knowledge and the formation of skills acquired outside the formal training environment, that is, the one provided in Law No. 9.394/1996, by stating, in Article 62: "The training to act in basic education will be done in higher education, in a degree course, and full degree, in universities and higher education institutes" (BRAZIL, 1996). Still referring to the same Law, the recognition of notorious knowledge for the exercise of teaching in higher education is foreseen only for those whose university with a doctorate course in a related area recognizes the academic competence referring to the master's and doctorate course, a requirement for the exercise of higher teaching.

While propaedeutic education values the degree as a basic condition for the exercise of teaching, for professionalizing education, the simple knowledge to do or to be a "professional with notorious knowledge", as outlined in Article 6 of Law No. 13.415 ( BRAZIL, 2017),

already "qualifies" for the teaching function (BOANAFINA; WEMELINGER, 2020). In this conception, the pedagogical knowledge, characteristic of propedeutic education, becomes dispensable, because, corroborating the thought of Frigotto and Ciavatta, (2002, p. 52), in the capitalist society, the conception of education is guided by the model of the "alienated productive citizen", that is, it aims only at the maximization of productivity.

Although it is not mandatory to have a bachelor's degree to teach vocational subjects, such premise represents a historical achievement in the valorization of technical education and an important step in the fight for its integration with high school. Consequently, as in the other degrees, the teaching work in vocational subjects must be understood from a social perspective, taking into account the unitary school<sup>8</sup>, that does not dichotomize the formation of the worker and the formation of the subject, does not separate the means of production from society, and much less between work and education.

However, the studies by Machado (2008), Kuenzer (2008) and Ciavatta (2008), point to the lack of need for pedagogical training for the exercise of teaching in professional education as a historical and intentional experience, given that, in the Taylorist-Fordist system of production, only tacit knowledge was required from the worker, achieved mainly through the experience passed on by the worker who had more professional skills and competencies, without necessarily requiring greater scientific-technological knowledge from those who taught or learned.

History shows us a scenario where the training of technicians was developed by the emphatic valorization of specific knowledge, directed to the support of the capitalist production mode. Consequently, the profile of the teachers followed the same path, i.e., with emphasis on the mastery of technical skills and abilities and the ability to adapt to the constant changes required to train new kinds of workers. In this line of thought, Oliveira (2006) reminds us that, traditionally, in Brazil, the "[...] technical education teacher is not conceived as an education professional, but a professional from another area who also teaches" (OLIVEIRA, 2006, p. 5).

On the other hand, the controversies that involve the very issue of training for the teaching work, in its broadest aspect, already show that this is not an easy issue to address, because it involves, besides the clashes between social and political forces of different ideological strands, legal aspects and the feasibility of implementing policies, either by the

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<sup>8</sup> Gramsci, in defining the principles of the unitary school, stressed that it is a "single initial school of general, humanistic, formative culture, which equanimously balances the development of the capacity to work manually (technically, industrially) and the development of the capacities for intellectual work" (GRAMSCI, 1991, p. 118).

difficulty of installing and maintaining infrastructure in regions far from major urban centers, either by the aspects that involve the appreciation of teaching.

Despite these challenges, the first decade of the 21st century was marked by debates involving professional education in Brazil and, as part of the discussions, the theme of training for the teaching profession gained space on the political agenda. Among the efforts, the promulgation of Resolution CNE nº 2 (BRAZIL, 2015), Art. 9, determines that the teacher training for professional education will occur in initial training courses, comprising the licentiate degrees, and/or in continued training, encompassing the formative activities courses and those of updating to the master's and doctoral degrees, as provided in Art. 17. Although it establishes hourly loads and guidelines for different paths of teacher training, Resolution CNE no. 2/2015 sheds light on the importance of training for the teaching work, even if it occurs in special pedagogical training programs. However, this Resolution lost support with the enactment of Law No. 13,415 (BRAZIL, 2017) and the BNCC.

It can be seen that when the theme under study is teacher training, the presence of duality in education policies is evident when it comes to the relationship between the space for teacher training and the process of scientific and technological revolution underway since the mid-twentieth century. While Universities offer degrees for classical subjects and associate these with research and the production of knowledge, the training of teachers to teach the technologies adopted by the means of production has been taking place over the years, intentionally and precariously, outside the university environment, or totally devoid of any specific training. Its objective is to follow the profile that the market demands from workers, that is, multi-skilled, flexible, agile people, with a vision of the whole, endowed with technical skills and abilities. In this sense, the knowledge needed for teaching is dispensable, because it will be enough to those who will develop the teaching work a tacit knowledge, which enables them to pass on instructions that should be put into practice by future workers of a new type, very articulated to the reproductive logic of capital, naturalizing, therefore, the "instability and vulnerability of the labor market" (SOUZA, 2020, p. 320).

### **Final considerations**

Despite the efforts to expand professional education in Brazil in recent years, we can say that it has been considered by lawmakers as a means of training for entry into the precarious labor market, which is based on the logic of employability. In this sense, such training is aimed at young people considered to have insufficient intellectual, economic, and social capacity to

continue their studies, thus maintaining and perpetuating the duality of education that separates propaedeutic and vocational education.

Evidently, what can be observed in the analysis of the documents is that the set formed by laws, decrees, resolutions, etc., and by the BNCC, which falls into the old habit of promoting specific solutions to complex problems, historically only increases the inequalities in the supply of public education to the traditionally socially excluded. For the educational system, the current BNCC for high school, especially the one referring to professional education, represents a mismatch with the demands of society, full of contradictions and rhetoric, by producing more uncertainties than concrete actions to improve the quality of professional education.

Regarding teacher training in professional education, the BNCC, following the provisions of Law 13.415/2017 and, as a result of teacher training policies implemented since the enactment of Law 9.394/1996, legitimizes the notorious knowledge. The logic of notorious knowledge provides people, without the minimum training required by law, to exercise the teaching profession. This practice has sustainability in the orientations of international organizations that, accepted by the Brazilian government, take into consideration the tacit knowledge acquired outside the formal training environment. In this way, the process of precariousness of the training for the teaching work in professional education is increasingly evident, giving sustainability to a type of training of a technical-instrumental nature. Under the perspective of notorious knowledge, a new kind of teacher is created to train the worker, also of a new kind, to meet the immediate needs of the capitalist market.

It is worth noting that the counter-reform of high school, materialized in the BNCC, was only possible thanks to massive funding from the World Bank and the direct interference of Brazilian businessmen, via the All for Education movement, which since 2006, the year of its foundation, has had the direct participation of education businessmen, such as Jorge Gerdaul Hohannpeter, Fernão Carlos Botelho Bracher, Viviane Senna and Jorge Paulo Lemann, to name a few.

Despite the legitimacy of professional education, via the BNCC, the existence of the correlation of forces between capital and labor is still evident. Despite being stuck in a class society, there is still, even if timidly, the struggle for an education project that goes beyond the logic of democratic universalization, with its exclusionary inclusion character. For professional education, we glimpse the idea of education based on polytechnics, contrary to technicist education, which sustained and sustains the duality of education in Brazil. In times of disregard for public education, especially professional education, it is up to us to defend an education that unites manual labor and intellectual labor. Today, more than ever, it is essential to defend

education for human emancipation, based on integral formation, which contributes to the construction of another sociability.

Finally, it should be noted that the existence of duality in Brazilian education is a reflection of social reality, and its overcoming, paradoxically, can only occur through work and resistance exercised in the school itself. If, on the one hand, education plays the role of reproducing and legitimizing social inequalities, on the other hand, it can also play its role in the construction of instances of social transformation.

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