

## BNC-FORMATION AND THE CONTINUING EDUCATION OF TEACHERS

### *A BNC-FORMAÇÃO E A FORMAÇÃO CONTINUADA DE PROFESSORES*

### *BNC-FORMACIÓN DE PROFESORES Y LA FORMACIÓN CONTINUA DE PROFESORES*

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**ABSTRACT:** In a study on recent teacher formative policies, we highlight the new Curricular Guidelines for Initial Formation of Basic Education Teachers, which establish the Common National Base for Initial Education of Basic Education Teachers (BNC-Education), recently approved on December 19, through Ordinance No. 2,167, which has been disfiguring the teacher formation that has been historically defended. In view of this note, we aim to propose a reflection on the new BNC-Education and its possible impacts on the continuing education of teachers. We carried out a qualitative study and, through a bibliographical research and documentary analysis, we structured the present reflection. Our analysis showed that the continuing education of Basic Education teachers has been negatively impacted by the new resolution, representing setbacks for education in the theoretical-scientific and practical aspects, and also with gains for the educational market assumptions.

**KEYWORDS:** BNC-Education. Continuing education. Public policies on teacher formation.

**RESUMO:** Num estudo sobre as recentes políticas de formação de professores, destacamos as novas Diretrizes Curriculares para Formação Inicial de Professores da Educação Básica, que instituem a Base Nacional Comum para a Formação Inicial de Professores da Educação Básica (BNC-Formação), recentemente homologada, em 19 de dezembro, por meio da Portaria nº 2.167, a qual vem descaracterizando a formação docente que vem sendo defendida historicamente. Diante desse apontamento, temos como objetivo propor uma reflexão sobre a nova BNC-Formação e seus possíveis impactos na formação continuada de professores. Realizamos um estudo de natureza qualitativa e, por meio de uma pesquisa bibliográfica e análise documental, estruturamos a presente reflexão. Nossas análises evidenciaram que a formação continuada de professores da Educação Básica tem sido negativamente impactada pela nova resolução, representando retrocessos para a formação nos aspectos teóricos-científicos e práticos e, ainda, com ganhos para os pressupostos do mercado educacional.

**PALAVRAS-CHAVE:** BNC-Formação. Formação continuada. Políticas de formação de professores.

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**RESUMEN:** *En un estudio sobre las recientes políticas de formación de profesores, destacamos las nuevas Directrices Curriculares para Formación Inicial de Profesores de Educación Básica, que instituyen la Base Nacional Común para la Formación Inicial de Profesores de Educación Básica (BNC-Formación), recientemente homologada, el 19 de diciembre, por medio de la Orden n° 2.167, que viene descaracterizando la formación docente que se viene defendiendo históricamente. Frente a este apunte, esta nota, tenemos como objetivo proponer una reflexión sobre la nueva BNC-Formación y sus posibles impactos en la formación continua de profesores. Realizamos un estudio de naturaleza cualitativa y, a través de una investigación bibliográfica y análisis documental, estructuramos la presente reflexión. Nuestros análisis mostraron que la educación continua de los docentes de Educación Básica se ha visto afectada negativamente por la nueva resolución, que representa contratiempos para la capacitación en los aspectos teórico-científicos y prácticos, y también con ganancias para los presupuestos del mercado educativo.*

**PALABRAS CLAVE:** *BNC-Formación. Formación continua. Políticas de formación de profesores.*

## Introduction

Initial and continuing formation has been in check since the Temer government, in which there have been setbacks in many respects, since it eliminated “[...] rights previously acquired, especially regarding teacher formation, and, in as a result, continuing education programs no longer make sense, being, therefore, suspended and/or extinguished [...]” (OLIVEIRA; SOUZA; PERUCCI, 2018, p. 69, our translation). And, the current government has followed the same line of reasoning, being yet another depletion to the teaching profession.

We understand that continuing education, as a public policy, is one that ensures the common good of all involved in the process, meeting their needs. However, the decrease in resources compromises the offer of programs, preventing the real needs from being met, and compromises the potential of teachers' pedagogical work. We conjecture that provisional and emergency actions will not solve the teachers' pedagogical needs. We realize, therefore, that, at the national level, continuing education has not been structured as a public policy and that this aspect influences decision-making at the state and municipal level, since these reflect the government's thoughts and setbacks (DOURADO, 2016).

Today, within the scope of policies related to the continuing education of teachers in Brazil, the New National Curricular Guidelines for the Initial and Continuing Education of Professionals in Basic Education (DCNs), approved by Resolution No. 02 of 2015, which has perceptible features changes in relation to its scope in relation to CNE/CP Resolution no.

1/2002. However, this guideline was revoked before its implementation, since the educational guidelines and policies are always unstable and change with each government, with no time to take effect or achieve their objectives.

Therefore, on 19 December 2019, through Ordinance No. 2,167, the new Curricular Guidelines for the Initial Formation of Teachers in Basic Education were approved and the Common National Base for the Initial Formation of Teachers of Basic Education (BNC-Formação) was instituted. Through the analyzes carried out, we understand that the assumptions of this new guideline mischaracterize the teacher education that has been historically defended, being incompatible with Resolution CNE/CP no. 02/2015. In view of these notes, we aim to propose, in this text, a reflection on the new DCNs (BRASIL, 2019b) and their possible impacts on the continuing education of teachers.

We conducted a qualitative study, through a bibliographic search and, based on a theoretically based discussion, we structured this reflection. We based our work on authors such as Freitas (2020), Guedes (2018), Davies (2018), among others. In addition, we also seek to analyze the legislation relevant to the discussion. Firstly, we present notes on the creation of the new DCNs (BRASIL, 2019) and, in a second moment, we discuss their possible implications for the continuing education of teachers.

### **The emergence of BNC-Formation (2019)**

The new National Curriculum Guidelines for Initial and Continuing Education at the Higher Education Level for Teachers in Basic Education (DCNs) (Resolution CNE/CP no. 02/2015) are a review of the DCNs of 2002 and had Professor Luiz as rapporteur Fernandes Dourado. According to Dourado (2015), goals 12, 15, 16, 17 and 18, mainly, are linked to the PNE Guidelines “[...] should be considered in education in general and, in particular, in higher education and, therefore, basis for the initial and continuing formation of education professionals, aiming at improving this level of education and expanding it” (DOURADO, 2015, p. 301).

According to Dourado (2015), the Full Council of the National Education Council (CNE) “sought greater organicity for the formation of professionals in the teaching of basic education” (p. 300). For this reason, the organization of the DCNs is carried out in eight chapters, with 25 articles dealing with initial and continuing education, and valuing teaching professionals, which, although approved in 2015, has been discussed since 2004, and presents “[...] a new element in relation to the previous one, because, together with the initial

formation, it also try to emphasize the continuing formation of teachers, considered a fundamental element for good professional practice” (VOLSI, 2016, p. 1505, our translation). This is one of the aspects that guarantees that it is a proposal that coincides with the wishes of education professionals. For this reason, analyzing the DCNs document (2015), we understand that “[...] there is a clear perception that the fundamentals of Brazilian education built over at least three decades by progressive educators are synthesized there” (BAZZO; SCHEIBE, 2019, p. 673, our translation).

By presenting these fundamentals, these guidelines met a lot of resistance on the part of private institutions, which were concerned with the increase in costs with undergraduate teaching degrees and, especially in the “federal network, the increase in the number of hours should have been accompanied by an increase in the number of professor jobs at universities; however, this did not materialize, which ended up creating barriers to implementation [...]” (ANADON, GONÇALVES, 2018, p. 45, our translation).

Dourado (2016) points out that the types of initial formation, at higher level and continuing education, “while these legal provisions emphasize the common national base for the formation of these professionals, they emphasize the need for institutional projects of the HEIs for initial and continued formation” (p. 36, our translation).

We realized, therefore, that the assumptions of the DCNs (2015) contemplated demands placed on educational reforms for some time. However, its implementation has become a challenge, as several authors point out: “two years after its institution, there was not enough time to implement them, nor to carry out a careful evaluation, necessary for validation or not, or to indicate new paths for teacher formation” (GUEDES, 2018, p. 95-96, our translation).

It is a challenge, since “[...] many actions will need to be developed by formative institutions, both in Higher Education and in Basic Education, so that, in fact, the guidelines and standards contained therein can be materialized” (VOLSI, 2016, p. 1518, our translation). And still,

[...] whether or not they will materialize will require national policies that prioritize the formation and professionalization conditions of these professionals through salary equalization, discussion and approval of career guidelines, compliance with the national salary floor, improvement of work conditions, among other elements, that must be treated organically and in the light of the instituting agenda of the National Education System (DOURADO, 2016, p. 36, our translation).

We conjecture, however, that this guideline was revoked before its implementation, since the educational guidelines and policies are always unstable and change with each government, with no time to take effect or achieve their objectives. This revocation occurred as follows: realizing the danger that the implementation of the resolution could suffer given the new guidelines of the CNE, the educational community reinforced its support for Resolution CNE/CP No. 02/2015 and started to demand its effectiveness; however, it was postponed and, on two occasions, the CNE changed the dates for the implementation of the norm (BAZZO; SCHEIBE, 2019),

despite the fact that Resolution CNE/CP no. 02/2015, as a whole, was very well received by the academic community, which understood it as a result of the collective effort of educators committed to the theme of teacher education in the last decades and its implementation has been systematically postponed. Initially, the justifications for the postponements referred to the complexity of its content and its scope, in addition to the difficulty that the changes would bring to the organization and to the development of teacher formation courses. Then, in times now clearly regressive, it became evident that its principles and foundations would be incompatible with the guidelines coming from the Government - fruit of a coup and conservative - of Temer and his successor, even more reactionary (BAZZO; SCHEIBE, 2019, p. 672, our translation).

As it is incompatible with government guidelines, this postponement would be linked to the desire that the Resolution on the agenda was based on the definitions of the National Common Curricular Base (BNCC), according to the authors previously cited. We realized, therefore, that

therefore, the BNCC, determined by the global agenda of maintaining capitalism, started to lead and dominate the discussions and debate regarding the formation of teachers for basic education. The teacher should be educated to meet the dictates of this curricular basis, which, as we know, had a process that was substantially controversial by educators in the various entities, since its approval happened to meet a standard curriculum model for the whole country, elaborated according to a technicist/instrumental vision, favorable to the orientations of business groups, interested in the formation of a worker who would be submissive to them, starting from, therefore, a curriculum close to what we could call minimal and very distant from a curriculum base that would provide them with formation capable of developing its autonomy and criticality (BAZZO; SCHEIBE, 2019, p. 673, our translation).

Still supported by Bazzo and Scheibe (2019), we argue that given the justification that the DCNs (2015) should be reformulated to incorporate, as a guiding reference, teacher formation courses at BNCC, a new opinion was prepared “[... ] it was now in the third version and was presented for public consultation in September 2019. Until 23 of October, a date later

extended to 30 October 2019, the CNE would receive contributions to the opinion” (BAZZO; SCHEIBE, 2019, p. 679, our translation).

At the end of 2019, there was a circulation about the publication of new guidelines for the formation of teachers or a proposal for the Reformulation of Resolution CNE/CP no. 2/2015. Several contrary manifestations have arisen; however, even in the face of contrary reactions from the educational community, without attending to the manifestos, or even listening to their representatives, Resolution CNE/CP No. 2 of 20 December 2019 was promulgated, which “Defines the National Curriculum Guidelines for the Initial Teacher Formation for Basic Education and establishes the Common National Base for Initial Formation for Basic Education Teachers (BNC-Formation)”.

In the face of all this journey of coming and going in search of a promulgation that only met the criteria of the market, the voice of society was once again silenced by the reading contained the BNC-Formation, it is noticeable that today we have a strategy that seeks teachers “[...] capable of supplying companies and the economic system with educated individuals that will not resist the forfeiture of their rights, but rather to comply with an order that preserves the system and its inequalities” (BAZZO; SCHEIBE, 2019, p. 681, our translation).

Like Bazzo and Scheibe (2019), and the educational community, we understand that we must publicly combat the BNC-Formation (BRASIL, 2019a) that was recently approved because its assumptions mischaracterize the teacher formation that has been historically defended, being incompatible with Resolution CNE/CP no. 02/2015, which articulated formation and enhancement of education professionals, emphasizing the importance of continuing education, an aspect postponed in the new law (BAZZO; SCHEIBE, 2019).

Continuing the discussion, we seek, next, to analyze its possible impacts on the continuing education of teachers.

### **BNC-Formation and Continuing Teacher Education**

The continuing education of teachers has been developed in a context marked by neoliberal ideals. What we have seen today, in the educational scenario, is an avalanche of measures, projects, actions in favor of formation of teachers only to meet the market's desires. Continuing education has had the role of preparing these subjects to meet these demands, being the mechanism that enables them to obtain high scores in external evaluations.



The National Education Plan (PNE 2014-2024), Law 13,005/2014, for example, has several goals linked to the need for teachers to participate and have access to continuing education. Goal 16 of this plan spells out the objective of granting formation, at the postgraduate level, to 50% of Basic Education teachers, until the last year of its validity, and guaranteeing all Basic Education professionals continuing education in their area of expertise. However, as in Brazil all proposals that meet the people's wishes are barred, the goals of the PNE are being hampered by Constitutional Amendment 95 (BRASIL, 2016), which, according to Davies (2018)

[...] means that the federal government (and also state and municipal, if governors and mayors take the initiative to do the same in state constitutions and municipal organic laws) will not need to apply in MDE [maintenance and development of education] the percentage minimum of taxes, foreseen in art. 212 of the Federal Constitution, if such expenses exceed those of the previous year corrected by the official inflation index (DAVIES, 2018, p. 02, our translation).

Thus, the PNE (2014-2024) is fully committed, as well as Article 212 of the Federal Constitution of 1988, which determines the application of, at least, 18% of the Union's net tax revenue in the maintenance and development of education. Therefore, these budget restrictions and limitations also affect teacher formation policies. Ensuring the formation of education professionals to act in the current Brazilian reality is an immense challenge in the face of the demands of the teaching profession, which requires solid policies for investment in initial, and continuing, formation by the State. However, this becomes unfortunate in a state that has attacked and restricted social rights.

The formation of teachers, in the specific case discussed here, continuing education, has been attacked on all sides, as we have budget cuts that prevent goals from being reached in favor of improvements, as we have presented in the previous paragraphs. We also have ambiguities in the laws that directly fall on how continuing education will be carried out in school networks, whether in the normative scope, in the field of teacher education and, if we advance in art. 62 of LDB (9396/1996), when requesting the formation of teachers to work in Basic Education at a higher level, in a full teaching degree course. However, the same article accepts as a minimum formation for the exercise of teaching in early childhood education, and in the first five years of elementary school, the formation offered at the secondary level, in the Normal mode (Wording given by law no. 13,415, of 2017), normative which legitimizes the current low levels of teacher education in Basic Education.

These attacks on teacher formation, through ambiguous laws, are perceived in numbers: the biggest problem is in Early Childhood Education, where 589,893 teachers work, of which 69.3% have completed higher education (68.4% in academic teaching degree and 0.9%, bachelor's degree); 8.1% have a college degree in progress; however, 15.8% have a normal high school/teaching course (and do not have a college degree) and, still, 6.9% have only a high school or complete elementary school. In elementary education, the equivalent of 1,400,716 teachers works; and in high school, 513,403 teachers work. The education census also reports that, in total, Basic Education totals 2.2 million teachers (BRASIL, 2019c).

In this scenario, if we have a disregard for the need for formation at higher education level for all education professionals, it is visible that in relation to continuing education, only a compensatory role will predominate, “[...] and not exactly updating and deepening in advances of knowledge, being made in order to supply aspects of previous malformation, changing the initial purpose of this education [...]” (GATTI, 2008, p. 58, our translation).

Therefore, we want to open a parenthesis and say that the attacks are also present in the initial formation, which is still a great challenge in the scope of public education policies, and it is necessary to expand the teaching degree courses with the proper quality, it is essential to guarantee conditions worthy of work to expand the interest and desire of new generations in search of teaching as a profession.

With reference to the unstable policies related to teacher formation in Brazil, we bring Resolution No. 2/2015, of 1 July 2015, which institutes the National Curriculum Guidelines for initial formation at higher level and for continuing education. It brings changes to the teaching degrees in the structure and organization of the curriculum, guiding that the initial teacher formation courses for Basic Education at higher level assume the integrated and inseparable exercise of teaching in Basic Education, including teaching and educational management, and that they are structured through the guarantee of a common national base of curricular guidelines. In this resolution, the initial and continuing formations are contemplated at the same time, showing the importance of both and not the prevalence of one over the other. Let's see:

Art. 2 The National Curriculum Guidelines for *Initial and Continuing Education* at Higher Level of Teaching Professionals for Basic Education apply to the formation of teachers for the exercise of teaching in early childhood education, in elementary education, in high school and in the respective education modalities (Youth and Adult Education, Special Education, Professional and Technological Education, Rural Education, Indigenous School Education, Distance Education and Quilombola School



Education), in the different areas of knowledge and with integration between them, which may cover a specific and/or interdisciplinary field.

§ 1 Teaching is understood as an educational action and as an intentional and methodical pedagogical process, involving specific, interdisciplinary and pedagogical knowledge, concepts, principles and *objectives of formation* that are developed in the construction and appropriation of the ethical, linguistic, aesthetic and political values of the knowledge inherent to the solid scientific and cultural formation of teaching/learning, to the socialization and construction of knowledge and its innovation, in constant dialogue between different worldviews.

§ 2 In the exercise of teaching, the action of the basic education teaching professional is permeated by technical, political, ethical and aesthetic dimensions through solid formation, involving the mastery and management of content and methodologies, different languages, technologies and innovations, contributing to broaden the vision and performance of this professional.

Art. 3 *Initial and continuing education* are intended, respectively, for the preparation and development of professionals for teaching functions in basic education in its stages - child education, elementary education, high school - and modalities - education of young people and adults, special education, secondary vocational and technical education, indigenous school education, countryside education, quilombola school education and distance education - based on a broad and contextualized understanding of education and school education, aiming to ensure the production and dissemination of knowledge of a certain area and participation in the elaboration and implementation of the institution's *political pedagogical project*, with a view to guaranteeing, with quality, the 4 rights and learning objectives and their development, democratic management and institutional evaluation (BRASIL, 2015, authors' highlights, our translation).

In summary, the resolution values the formation of teachers, whether initial or continuous, as an essential condition for the exercise of teaching at all levels of Basic Education. The teaching profession requires professionals formed to teach, since the “solid scientific and cultural formation of teaching/learning” requires systematic, scientific knowledge and in various areas of science, in a process of construction-reconstruction, innovation and constant dialogue.

Furthermore, in the schools' daily life, the institutional Pedagogical Political Project (PPP), which must be designed and implemented by the entire school team, in an integrated and democratic work, must contemplate the continuous formation of its actors, education professionals, perspective of guaranteeing, with quality, the 4 rights and objectives of learning and its development, democratic management and institutional evaluation” (BRASIL, 2015, Art. 3, our translation). Therefore, we reiterate here the need for institutional projects from HEIs for initial and continuing education.

In relation to continuing education, we highlight "CHAPTER VI: CONTINUING FORMATION OF TEACHING PROFESSIONALS", which deals with continuing education and which, in its art. 16, points out the following:

Art. 16. Continuing education comprises collective, organizational and professional dimensions, as well as rethinking the pedagogical process, knowledge and values, and involves extension activities, study groups, pedagogical meetings, courses, programs and actions in addition to minimum formation required for the exercise of teaching in basic education, with the main purpose of reflecting on educational practice and the search for technical, pedagogical, ethical and political improvement of the teaching professional (BRASIL, 2015, p. 13, our translation).

According to Brasil (2015), it stems from a conception of professional development of teaching professionals that considers:

I - education systems and networks, the pedagogical project of basic education institutions, as well as the problems and challenges of the school and the context in which it is inserted; II - the need to monitor innovation and development associated with knowledge, science and technology; III - respect for the teacher's role and a space-time that allows him to reflect critically and improve his practice; IV - dialogue and partnership with competent actors and institutions, capable of contributing to leverage new levels of quality to the complex work of managing the classroom and the educational institution (BRASIL, 2015, p. 1, our translation)

In its art. 17 points that continuing education should take place by offering

formative activities and courses for updating, extension, improvement, specialization, master's and doctorate that add new knowledge and practices, linked to education policies and management, the professional's area of activity and basic education institutions, in their different stages and modalities education (BRASIL, 2015, p. 14, our translation).

The last section of the DCNs "CHAPTER VII: THE TEACHING PROFESSIONALS AND THEIR APPRECIATION", in its art. 19, brings up the important issue of valuing public teaching professionals in the career plans and remuneration of the respective education systems, involving initial and continuing formation, the guarantee of “[...] convergence between forms of access and filling the position [...] working hours, including hours for activities that consider the workload, career progression and performance evaluation with the participation of peers” (BRASIL, 2015, p. 15, our translation).

The resolution limits a period of 2 years, from the date of its publication, for the formative courses of teachers in operation to adapt to it. However, close to the deadline, new dates have been launched, under strong criticism from entities such as the National

Association of Postgraduate Studies and Research in Education (Anped) and the National Association of Education Policy and Administration (Anpae), among others.

In mid-2019, in the first year of the Bolsonaro government, Resolution No. 1, of 2 of July (BRASIL, 2019), postponed the date again until December 2019. At the end of 2019 there was a circulation on the publication of new guidelines for teacher formation or a proposal to reformulate CNE/CP Resolution No. 2/2015. In a note (BRASIL, 2019a) signed by several major associations, among them Anfope, Anped, ABdC, Abrapec, Anpae, Anfop, was made explicit their repudiation against the publication, that is, in defense of the proposal of Resolution CNE/CP no. 2/2015:

The national entities listed below come to the public to speak out against the proposal for the Reformulation of Resolution CNE/CP No. 2/2015, prepared by the Bicameral Commission for Initial and Continuing Formation of Teachers of the National Education Council, which we consider harmful to raising the quality of education. Brazilian education.

As manifested by several entities at the Public Hearing, held on 8 of October, aimed at collecting subsidies and contributions for the deliberation of the matter by the Full Collegiate Body of the CNE, we request the removal of the agenda and the filing of the Opinion presented by the CNE and that the necessary measures are taken for the immediate implementation of Resolution no. 02/of 1 July 2015, which defines the National Curriculum Guidelines for initial formation at higher level and for continuing education. Version 3 of the Resolution Reformulation Proposal, only now made available by the CNE, presents proposals that: *destroy the policies already in place; they disregard Brazilian educational thought and production when they return to outdated concepts such as the pedagogy of competences; present a restricted and instrumental view of teaching and negative teachers; mischaracterize the formation centers, the pedagogical formation and the second teaching degree; ignore national diversity, the educational autonomy of educational institutions and their relationship with basic education; relativize the importance of supervised internships, thus backing down the advances that the area has achieved with Resolution 02/2015.* We also reject the proposal to institutionalize higher education institutes, as well as the proposition of meritocratic teaching references for the valorization of the teacher (formation, career, salary and working conditions), among so many other improprieties.

We also emphasize that the CNE's proposal, in clear disrespect for institutions, teachers and students, as well as its decisions issued by the Council itself, disregards the fact that a considerable number of Higher Education Institutions have already approved, in the collegiate instances, in an immense institutional effort, its institutional formation projects: the Institutional Development Plan (PDI), the Institutional Pedagogical Project (PPI) and the Pedagogical Course Project (PPCs). Such projects, contemplating the proposals of Res. 02/2015, internally reorganize the courses bringing interesting propositions to overcome the fragmentation of formation and the complexity of knowledge, affirming the university's commitment to society (its extension function) when calling the school to materialize the theoretical-empirical dimension of formation.

We reaffirm our position in *defense of CNE Resolution No. 02/2015*, as it strengthens a conception of formation that is inseparable from a policy of professional valorization of teachers for formation, careers and working conditions and represents an educational consensus on a formative conception of teaching that inextricably articulates theory and practice, within a socio-historical, emancipatory and inclusive view, defended by academic entities in the field of education (ANPAE NOTE, emphasis added) (ANPAE, 2019, p. 1).

The main criticisms focus on the disregard of *policies already in place and on production and innovative Brazilian educational thinking that surpasses the pedagogy of competences, the lack of characterization of formation centers, pedagogical formation and the second teaching degree, hurt the educational autonomy of educational institutions and its relationship with basic education; relativize the importance of supervised internships, thus going backwards in the advances that the area has achieved with Resolution 02/2015*. Thus, the associations repudiated the resolution.

Consequently, their criticisms and observations were ignored and, without attending to the manifestos or even listening to their representatives, Resolution CNE/CP no. 2, 20 December 2019, which “Defines the National Curriculum Guidelines for Initial Teacher Formation for Basic Education was promulgated and establishes the Common National Base for the Initial Formation of Teachers of Basic Education (BNC-Formation)”.

It is worth mentioning that continuing education appears only in “CHAPTER II OF THE FUNDAMENTALS AND THE POLICY FOR TEACHER FORMATION”.

VII - the link between initial and continuing education; VIII - continuing education that must be understood as an essential component for the professionalization of teachers and should be integrated into the daily life of the educational institution and consider the different knowledge and teaching experience, as well as the pedagogical project of the Basic Education institution in which operates the teacher (BRASIL, 2019b, p. 3, our translation).

Here, we can already see the impact of the new BNC-Formation (BRASIL, 2019b) on continuing education, which has become a major setback for having eliminated the guidelines for continuing education and the appreciation of teaching professionals. In response, in a document released on 4 November 2019, it was pointed out that “[...] (because) the continuing education of teachers of Basic Education presents a greater complexity in terms of the diversity of the offer, their Formation guidelines will be the subject of their own legislation (Opinion and Resolution), by this CNE” (FREITAS, 2020, p. 1, our translation).

In the revocation of Resolution 02/2015, and offering a two-year period to adapt, we conjecture on the existence of pressure from segments with capitalist interests. According to Freitas (2020), there is no information on the contributions made by public consultations and an initial analysis shows that relevant issues such as teaching career and evaluation of Basic Education teachers were left out.

The new wording given to art. 62 of LDB no. 9394/96, in its § 8, determines that the curricula of the teacher formation courses will have as reference the BNCC, giving opening of the “educational market” of formation to the private universities “[...] educational foundations from the business segment and other social organizations that can offer higher education courses without any of the necessary requirements demanded from Universities such as career, formation and scientific research” (FREITAS, 2020, p. 2, our translation).

As the author cited above, the CNE makes it clear that it is in tune with propositions of a technician and practical nature, “[...] removing from the Universities the possibility of solidly constituted formation in the field of educational sciences and pedagogical sciences” (FREITAS, 2020, p. 2). This withdrawal is proof that neoliberal interests demarcate the Brazilian context since the educational reforms of the 90s and, they have been more and more accentuated, since the reaffirmation of their assumptions is everywhere, de-characterizing, and delaying, progressive proposals.

We can understand that the continuing education of teachers of Basic Education has been negatively impacted by the new Resolution and that it has been lost amid the assumptions of the educational market, sometimes left out and, at other times, appears linked to aspects of compensation. BNC-Formation (BRASIL 2019b) is proof of this because if before there was a whole chapter in DCNs 02/2015, with guidelines on it, now, in the new Resolution, it has been left aside. And who knows if there will really be a specific legislation for it and how these guidelines will be structured.

BNC-Formation (BRASIL, 2019b) is aligned with the search for effectiveness and reach of competences. Therefore, these articulations directly impact continuing education because they end up making it assume the role of preparing teachers, compensating their initial formation, separating theory and practice, that is, making continuing education somewhat superfluous in teacher formation.

## Final considerations

The new CNE/CP Resolution No. 2, of 20 December 2019, which enacted BNC-Formation, negatively impacts the continuing education of Basic Education teachers, by removing their assumptions from the document and stressing that it will receive a separate resolution, which, in our view, once again separates initial and continuing education, which for years has been pointed out as detrimental to quality public education.

We assume, in view of the current political context, that the resolution that promulgates the guidelines for continuing education will follow the same assumptions of BNC-Formation, since these have been the ideals approved in Brazilian education. As soon as this new resolution is implemented, it is up to us, educators, to analyze its content, since, according to her, it is up to the teachers only to seek ready prescriptions.

We note that the struggles fought through social organizations of entities, such as the National Education Forum, indicate the relevance of collective actions of the teaching category in the conquest of rights, especially in a context of contingencies and cuts in funds for education. Therefore, the organization and the struggle in defense of public education, and of its professionals, are *sine qua non* conditions for guaranteeing the rights that have already been conquered.

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