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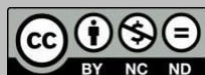
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**Submetido em:** 15/02/2023

**Aceito em:** 08/04/2023

**Publicado em:** 10/05/2023

 [10.28998/2175-6600.2023v15n37pe15116](https://doi.org/10.28998/2175-6600.2023v15n37pe15116)



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## FROM VISIBILITY TO ERASURE: IMPLICATIONS OF RESOLUTION CNE/CP Nº 02/2019 IN THE TRAINING OF TEACHERS FOR YOUTH AND ADULT EDUCATION (EJA)

### ABSTRACT

It's not new that the debate about teacher training deserves attention. In recent years, due to the confrontations regarding the hasty approval of Resolution CNE/CP 02/2019, particularly in contrast to the conquered Resolution CNE/CP 02/2015, the discussion intensified. Inserted in this context, this article, anchored in legislation and literature, considering the question - what is the space of teacher training for Youth and Adult Education (EJA) in Resolution CNE/CP 02/2019? – seeks to analyze, compare, reflect and problematize how the training of teachers for Youth and Adult Education (EJA) is found in the 2015 and 2019 DCNs. accelerated approval of Resolution CNE/CP 02/2019, characterized by disjointed training, carried out in a light way, disconnected from continuing education and lacking genuinely formative educational policies, that is, human, critical and reflective.

**Keywords:** Teacher Training. Youth and Adult Education. Resolution CNE/CP 02/2015. Resolution CNE/CP 02/2019.

### DA VISIBILIDADE AO APAGAMENTO: IMPLICAÇÕES DA RESOLUÇÃO CNE/CP Nº 02/2019 NA FORMAÇÃO DE PROFESSORES PARA A EDUCAÇÃO DE JOVENS E ADULTOS (EJA)

### RESUMO

Não é de hoje que o debate acerca da formação de professores merece destaque. Nos últimos anos, devido aos enfrentamentos em relação à apressada aprovação da Resolução CNE/CP 02/2019, particularmente em contraponto à conquistada Resolução CNE/CP 02/2015, a discussão se intensificou. Inserido nesse contexto, este artigo, ancorado na legislação e na literatura, considerando o questionamento – qual o espaço da formação de professores para a Educação de Jovens e Adultos (EJA) na Resolução CNE/CP 02/2019? – busca analisar, comparar, refletir e problematizar sobre como a formação de professores e professoras para a Educação de Jovens e Adultos (EJA) encontra-se nas DCNs de 2015 e de 2019. Verificamos um retrocesso na formação de professores para a EJA com a aprovação acelerada da Resolução CNE/CP 02/2019, caracterizada por uma formação desarticulada, realizada de forma aligeirada, desconexa das formações continuadas e carecedora de políticas educacionais genuinamente formativas, ou seja, humanas, críticas e reflexivas.

**Palavras-chave:** Formação de Professores. Educação de Jovens e Adultos. Resolução CNE/CP 02/2015. Resolução CNE/CP 02/2019.

# DE LA VISIBILIDAD A LA ELIMINACIÓN: IMPLICACIONES DE LA RESOLUCIÓN CNE/CP N° 02/2019 EN LA FORMACIÓN DOCENTE PARA LA EDUCACIÓN DE JÓVENES Y ADULTOS (EJA)

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## RESUMEN

No es nuevo que el debate sobre la formación docente amerita atención en los últimos años, debido a los enfrentamientos en torno a la precipitada aprobación de la Resolución CNE/CP 02/2019, particularmente en contraste con la conquistada Resolución CNE/CP 02/2015, la discusión se intensificó. Insertado en ese contexto, este artículo, anclado en la legislación y la literatura, considerando la pregunta - ¿cuál es el espacio de formación docente para la Educación de Jóvenes y Adultos (EJA) en la Resolución CNE/CP 02/2019? – busca analizar, comparar, reflexionar y problematizar cómo se encuentra la formación de docentes para la Educación de Jóvenes y Adultos (EJA) en las DCN de 2015 y 2019. Aprobación acelerada de la Resolución CNE/CP 02/2019, caracterizada por la formación desarticulada, realizada de forma ligera, desconectada de la educación permanente y carente de políticas educativas genuinamente formativas, es decir, humanas, críticas y reflexivas.

**Palabras clave:** Formación Docente. Educación de Jóvenes y Adultos. Resolución CNE/CP 02/2015. Resolución CNE/CP 02/2019.

## 1 INTRODUCTION

Addressing Youth and Adult Education (*Educação de Jovens e Adultos - EJA*) represents bringing us closer to the adult person who did not have access to schooling “at the right age”. In this way, it’s about establishing dialogues with workers who see school as, perhaps, the only way to improve their living conditions. It’s, to reflect on mothers who return to study to give examples to their children, is to think of elderly people who seek the fulfillment of an intimate desire. In short, it represents thinking about the exclusionary society in which we live.

The school, sometimes, is considered one of the ways to the constitution of educational policies, dialogues and inclusive and redeeming proposals. This understanding is the result of the way in which the legislative texts, exemplifying, the Federal Constitution of 1988 (CF, 1988) and the Law of Guidelines and Bases of Education of 1996 (BRAZIL, 1996), proclaim the character and principles of education, giving it a universalist configuration, valuing the person and human dignity, respect and acceptance of human diversity. However, considering the training of teachers for Youth and Adult Education (EJA), today, to what extent it’s possible to affirm that this modality of education is sustained from the predicates: universality, appreciation of the person and human dignity, respect and acceptance of human diversity. In other words, does the training of teachers for Youth and Adult Education (EJA) present the political character of social inclusion, of expanding the universality of knowledge, of autonomy and emancipation, of rescuing human dignity, along with genuinely formative educational policies, that is, human, critical and reflective?

From the publication of the Law of Guidelines and Bases of National Education (LDB), on December 23<sup>rd</sup>, 1996, the Education of Youth and Adults (EJA) acquires its current configuration as a modality of education, consolidating itself as an educational policy endowed with specificities, one of these, the specific training of professionals to act in the modality. Although discussions about teacher education have always been present in Brazilian educational debates, it’s from 1990 that the training of these professionals, as presented by Cabral (2021), which has come to be considered as a strategic area of changes intended by governments. However, in recent years, considering the changes in the political and educational sphere, there have been and are greater debates and confrontations in relation to the training of these professionals.

The Education of Youth and Adults (EJA) is a modality of education that breaks with traditional models, after all its target audience is composed of multiple subjects, that is, young people, adults, elderly, workers, with paths, trajectories and learning of their own, who, for different reasons, were on the margins of the right to schooling, but who see in school a way to transform their reality, as well as the intimate fulfillment of desires itself.

Consequently, because it's a modality with its own and specific characteristics, there is a need for teachers with training that contemplates these singularities, above all, knowledgeable and capable of recognizing such specificities, in order to build significant knowledge collectively, forming autonomous, emancipated, conscious, critical, reflective human beings, in short, a full and human formation. To achieve this training, therefore, according to CNE/CEB Opinion No. 11/2000, which addresses the National Curriculum Guidelines for Youth and Adult Education, there must be specific training for teachers who work in this modality.

The debate on the process of teacher training for the education of young people and adults, although it seems recent, began to be fostered even in the 1940s, when, through the National Campaigns and the Adult Education Congresses, criticisms of the absence of specific training for teachers of young people and adults, became more acute, explicit and generalized (SOARES; PEDROSO; FERREIRA, 2016). If the debate is not recent, if there are regulatory texts that ensure and guide such training, why is the question necessary and persistent: what is the space of teacher training for Youth and Adult Education (EJA) in the current National Curriculum Guidelines for Initial Teacher Training for Basic Education, defined by Resolution CNE/CP No. 02/2019?

Contemplating this issue, this bibliographic and documentary writing, seeks to analyze how the training of teachers for the Education of Youth and Adults is presented in Resolution CNE/CP No. 02/2019, comparing it, with the not so old, Resolution CNE/CP No. 02/2015, which was revoked by the Resolution of December 2019. We intend, through this analysis and comparison, to problematize and reflect on the processes, specificities, needs, among others, of the training of teachers for Youth and Adult Education (EJA).

## **2 THE ACHIEVEMENT OF THE RESOLUTION CNE/CP No. 02/2015**

From the institution of the National Education Plan (PNE) in 2014, the anxieties and conceptions historically defended by various educational sectors, committed to a critical and emancipatory education, begin to be realized. As Dourado (2015) points out, the

PNE/2014 inaugurates a new phase for educational policy, because, in addition to seeking to give greater organicity to national education, it elaborated goals and strategies to achieve its proposed objectives. Among these goals, we highlight here the goals number 12, 15, 16, 17 and 18, which fostered the development of a national policy for teacher training, as well as the valorization of education professionals.

In this context, there is a need to review Resolution CNE/CP No. 1, of February 18, 2002, which establishes National Curricular Guidelines for the Training of Teachers of Basic Education, at the higher level, undergraduate course, full graduation, the DCNs of 2002, and to elaborate new guidelines that would meet the goals and objectives set forth in the PNE/2014. Considering the need for reconsideration in the training of teachers in Brazil, Resolution CNE/CP No. 02/2015 is conceived through a broad debate between the National Council of Education (CNE) and other public and civil entities, such as universities, educational and academic entities, unions and teachers of Basic Education.

That said, the National Education Plan (PNE) of 2014 becomes decisive for the approval of Resolution CNE/CP No. 02/2015, which established the National Curriculum Guidelines for initial training at the higher level and for the continuing education of teachers in Brazil. Promulgated in July 2015, this Resolution is considered by several researchers and professionals in the field of education, educational entities and the academic community as an important historical achievement. For, it represents, according to these segments, the results of the collective struggles in favor of a formation for teachers based on and committed to a critical, autonomous and human education (CRIZEL; GONÇALVES; ANDRADE, 2022).

Can be adjectivated as bold, bold, audacious, courageous, collective and organic, Resolution CNE/CP No. 02/2015, is a document divided into eight chapters, composed of twenty-five articles, which seek to substantiate and ensure initial training, continuing education and the valorization of teaching professionals. Faria and Machado (2022), also consider it as advanced, because it brings in its text, the debates and propositions present in the Brazilian educational thought represented by the various educational entities. Resolution CNE/CP No. 02/2015, carries with it the historical achievement of, for example, breaking with the logic of competencies as a support and guiding principle of educational policies of teacher training. As well, it articulates the integration between Basic Education and Higher Education, eliminating with the existing barrier between these educational stages.

The DCNs of 2015, whose foundations propose a critical and full training of teachers, aimed at the implementation of a solid and integral curriculum, which

goes through the adequate understanding of what is Educational Management, through the democratic bias. They also contemplated the long-standing aspirations of so many teachers who for more than 30 years have been fighting for an ideal of teacher training and, therefore, of citizens (CRIZEL; GONÇALVES; ANDRADE, 2022, p. 58).

Analyzing its text, Resolution CNE/CP No. 2/2015 ensures issues related to the expansion of the workload for initial training courses; alignment of Institutional Political Projects (PPI); conception of education as an emancipatory and permanent process; specificity and appreciation of the work of teachers and teaching professionals, among other aspects of struggles and resistances that were conquered and ensured in the training of teachers for Basic Education.

In general, the document expressed by Resolution CNE/CP No. 2/2015 can be characterized by a humanist, plural and progressive text, based on critical reflection on teacher education. Presenting in its initial pages, what it considers essential for the improvement and democratization of management and teaching.

Whereas equal conditions for access to and residence in school; the freedom to learn, teach, research and disseminate culture, thought, art and knowledge; the pluralism of ideas and pedagogical conceptions; respect for freedom and appreciation of tolerance; the valorization of the education professional; the democratic management of public education; the guarantee of a quality standard; valuing the out-of-school experience; the link between school education, work and social practices; Respect and appreciation of ethnic-racial diversity, among others, are vital principles for the improvement and democratization of management and teaching (BRAZIL, 2015).

Despite the DCNs of 2015, they present norms and establish the way in which teacher training courses should be structured, starting from three main nuclei, which consider the diversity and local specificities, being articulated to the educational context, in the social, cultural, economic and technological dimensions, covering the general formation, deepening and diversification of the areas of activity and curricular enrichment, it's worth mentioning that it's not presented, according to Crizel, Gonçalves and Andrade (2022), as a prescriptive document, since the DCNs of 2015 guarantee autonomy to universities, particularly when they indicate the elaboration of institutional projects for teacher training by the training institutions. This autonomy configured from the guarantee of the training institutions to build their institutional projects with genuine teacher training is considered a great achievement, and there is, therefore, no need to explain, elaborate or prescribe the contents to be implemented in the curricula, because the institutions should manage them according to their specificities. Therefore, this Resolution proposes a

comprehensive formation, based on and articulated with the cultural and social plurality so broad in the Brazilian scenario.

Promulgated in July 2015, Resolution CNE/CP No. 2/2015 established a two-year deadline for the teacher training courses in operation to implement its guidelines. However, in the following years, 2017 and 2018, this deadline was extended and, at the end of 2019, Resolution CNE/CP No. 2/2015 was revoked.

### **3 THE HASTY RESOLUTION CNE/CP No. 2/2019**

When the lights went out in 2019, Resolution CNE/CP No. 02/2019 was promulgated on December 20<sup>th</sup>. Which, in addition to repealing the previous Resolution (No. 02/2015), defines the new National Curriculum Guidelines for the Initial Training of Teachers for Basic Education and instituted the Common National Base for the Initial Training of Teachers of Basic Education, the BNC-Formation (*BNC-Formação*).

The promulgation of this “new” Resolution for the initial training of teachers of Basic Education is directly linked to the educational clashes and political events that occurred in Brazil in the last six years. Among them, it’s imperative to mention: the political, civil, legal and media coup of 2016, which removed from office, through impeachment, President Dilma Rousseff, assuming the Presidency of Brazil his Vice President Michel Temer; the reshuffling of the CNE, with the replacement of the most progressive members, such as, for example, Professor Luiz Fernandes Dourado, the rapporteur of the 2015 Guidelines, by others more aligned with the perspectives of the “new” government, namely the government of Michel Temer; the reconfiguration of the Ministry of Education, with the introduction of “new” agents, which had already composed the Ministry of Education in the 1990s; the growing trend of postponement and procrastination in relation to the DCNs of 2015; the publication, in 2017, of the final version of the National Common Curricular Base, the BNCC of Basic Education.

The BNCC of Basic Education is a normative document that defines the set of learning that all students must develop throughout the stages and modalities of Basic Education (BRAZIL, 2017). Which, based on the legal provision No. 13,415/2017, which amends the LBD, resumes the notions of Competencies and Skills as the purpose of Basic Education in Brazil.

According to Crizel, Gonçalves and Andrade (2022), even Resolution No. 2/2015 of the CNE, presenting itself as a great and important achievement in the field of teacher

education, began to be the target of attacks and questioning by conservative educational sectors linked to private initiative. Which, questioned the deadlines established, as well as the need to review and update the Resolution, to dialogue directly with the BNCC.

These conservative educational sectors linked to private initiative are called, by Freitas (2012), as business reformers of education. Represented in society by means of the “*think tanks*”<sup>1</sup>, foundations and institutes such as “Instituto Ayrton Senna”, “Fundação Itaú Social”, “Instituto Unibanco”, “Fundação Lemann”, “Fundação Bradesco” and movements “Todos Pela Educação”. These reformers, representatives of the different sectors of society, reflect a coalition of politicians, media, entrepreneurs, educational companies, institutes, private foundations and researchers, who claim that the different sectors become co-responsible for education in the country, articulating projects linked to the New Public Management and intensifying the discourse of ineffectiveness of the public institution and, consequently, of its training projects.

Thus, according to these sectors, there is a need to readjust the DCNs/2015, or even create a “new” one, aligned with the new educational scenarios, which were presented together with neoliberal, conservative and authoritarian precepts (GONÇALVES; BIKE; ANADON, 2020). Thus, at the end of the government of Michel Temer, in 2018, even with little or almost no discussion with educational entities, universities, teachers and, even in the face of several appeals and manifestations against the revision of the DCNs of 2015, the Ministry of Education forwarded to the National Council of Education the proposal for the Common National Base for the Training of Teachers of Basic Education.

Only in September 2019, after great pressure from educational entities, the text present in the proposal of the Common National Base for the Training of Teachers of Basic Education was released, and a public hearing was scheduled for the appreciation of the same. However, its content was disapproved by the majority of those present, who denounced the lack of dialogue with educational institutions, the impoverishment of the quality of teacher education, the mischaracterization of undergraduate courses, the return of the logic of competencies and skills to the detriment of an interdisciplinary teacher training, which articulated initial and continuing education (DOURADO, 2019). In November 2019, the CNE approved the proposal and repeal of the 2015 DCNs and the

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<sup>1</sup>According to Caetano and Mendes (2020) think tanks are organizations materialized in institutions such as the “Instituto Ayrton Senna”, “Fundação Lemann”, “Todos pela Educação”, among others. Which, linked or financed by groups operating in the liberal market, have the purpose of producing knowledge in different areas to exert influence on the execution of government policies and the formation of public opinion, especially with regard to public education.



new guidelines instituted by Resolution CNE/CP No. 02/2019 were approved in December 2019.

Faria and Machado (2022), present this Resolution CNE/CP No. 2/2019 as a pragmatist conception and contempt for the theoretical dimension of teacher education. Joining the chorus, several other authors such as Gonçalves, Mota and Anadon (2020), as well as Crizel, Gonçalves and Andrade (2022), Dourado (2019) and Bazzo and Scheibe (2019), who call attention to a mere policy of teacher education ordered by and for the BNCC, of a prescriptive nature, including determining the distribution of the workload and the contents to be worked on in the initial training courses.

Composed of nine chapters, thirty articles and an annex that presents the proposal of BNC-Formation, Resolution CNE/CP No. 2/2019 presents a text aligned with what is recommended in the National Common Curricular Base (BNCC) of Basic Education. This alignment is seen as a setback for teacher education, in view of the technicist approach, which resumes the logic of competencies and skills, to the detriment of a global, humanistic and permanent formation. Not that competencies and skills are pejorative to the teaching-learning process, but these should not be the fundamental, and only, objective of training, school or education as exposed in the BNCC:

[...] the competencies to be developed in the undergraduate courses should be subordinated to the competencies and abilities of the BNCC, manifesting, in a clear way, a reductionist conception, which highlights the evaluation of results, as has occurred in the scope of Basic Education (FARIA; MACHADO, 2022, p. 151).

In addition to the prescriptive mode, subordination and reductionism for the applicability of the BNCC, we must highlight some other aspects that deserve to be highlighted and characterize the dimension of losses and setbacks in relation to the training of teachers in Brazil today: the possible changes in pedagogy courses, with a focus on business educational management and the separation of Early Childhood Education from the Early Years of Elementary School; the use of the terms “multidisciplinary teachers of Early Childhood Education” and “multidisciplinary teachers of the early years of elementary school”, to the detriment of the professional pedagogue; the separation of the articulation between initial and continuing formation; initial training based on the dimensions of professional knowledge, professional practice and professional engagement; changes in the evaluation processes for undergraduate degrees.

Thus, Resolution CNE/CP No. 2/2019, focuses exclusively on a teacher education centered on know-how, to the detriment of a full formation, that is, autonomous,

emancipated, critical, reflective, in short, a human formation, which considers knowing how to be, knowing for what and who to do. It has been evidenced, in this way, the technical and instrumental character, in which the teacher starts to configure, in this scenario, as a mere translator and applicator of the competencies and skills present in a National Common Curricular Base (BNCC), which must be developed in all students and levels of Basic Education, from north to south, through the applicability of a minimum curriculum.

#### **4 YOUTH AND ADULT EDUCATION (EJA) IN RESOLUTIONS CNE/CP No. 02/2015 AND CNE/CP No. 02/2019**

When analyzing Youth and Adult Education (EJA) in Resolution CNE/CP No. 02/2015, we found the modality mentioned, directly and indirectly, six times. In three of these citations, we find directly the term - Youth and Adult Education.

The constant presence of the sociocultural dimension of literacy, reinforced and recommended in the DCNs/2000 for Youth and Adult Education, can also be found in Resolution CNE/CP No. 02/2015. In one of his considerations, we verified a deep articulation of individual and collective experiences in the construction of knowledge and learning.

Considering the concrete reality of the subjects who give life to the curriculum and to the institutions of basic education, their organization and management, the training projects must be contextualized in space and time and attentive to the characteristics of children, adolescents, young people and adults who justify and institute the life of and at school, as well as enable reflection on the relationships between life, the knowledge, the culture, the teaching professional, the student and the institution (BRAZIL, 2015, p. 2).

That said, teacher training courses should not be conducted in a way that is disconnected from the reality in which future teachers would be inserted. Therefore, it should have an articulated and contextualized formation the characteristics and specificities of the students enrolled in the regular education system. Aspects guaranteed in the Resolution CNE/CP No. 02/2015.

This appreciation and respect for the sociocultural diversity of the students, as well as the constant presence of excerpts that reinforce the “valorization of the extracurricular experience; link between school education, work and social practices” (BRAZIL, 2015) are present in the writing of the DCNs/2015 and are directly linked to the three basic foundations of EJA, that is, education as: reparative, equalizing and qualifying.

According to Opinion CNE/CEB No. 11/2000, the reparative basis of the EJA is considered the restoration not only of a right denied, but of the recognition of the ontological equality of the person. The equalizing foundation, articulates with reparative foundation, in the sense that “equality before the law, point of arrival of the reparative function, becomes a new starting point for equality of opportunity” (BRAZIL, 2000, p. 9).

Thus, the equalizing foundation, considering the specific situations of the subjects, seeks through multiple languages, along with the dimensions of work and citizenship, to make the “mature people and carved by longer experiences of life and work” (BRAZIL, 2000, p. 10), have new insertions in the world of work, in social life, in the spaces of aesthetics and in the opening of the channels of participation.

The qualifying foundation assumes that knowledge, because it’s something of a human character, is incomplete. Therefore, permanent education should provide everyone with the updating of knowledge throughout life. This permanent qualification, throughout life, is considered the meaning and permanent foundation of EJA.

In it, adolescents, young people, adults and the elderly will be able to update knowledge, show skills, exchange experiences and have access to new regions of work and culture. Perhaps this is what Comenius called teaching everything to everyone. EJA is a promise of life qualification for all, including the elderly, who have much to teach the new generations (BRAZIL, 2000, p. 10).

This formative representativeness of an expanded educational character, which values and respects the knowledge that transcends the formal spaces of education, as well as values and respects the subjects of this knowledge, must be present in the proposals for the formative process of the EJA teacher.

Even though there is no article, or single section, that establishes a specific training for this modality, continuously, it’s included in Resolution CNE/CP No. 2/2015 when referring to training for Basic Education and modalities of education. To which, throughout the text, it advocates a teacher education linked to a formative, humanistic and global character, close to the characteristics postulated for the training of teachers for the EJA in the Opinion CNE/CEB No. 11/2000.

In contrast, the term “Youth and Adult Education” is not found in the 2019 DCNs, and the words “youth and adults” are only found twice. In this sense, we verified, in the current National Curricular Base of Teacher Education (BNC-Formation), there is an invisibility of teacher education for EJA. Barreto, Neta and Miranda (2020) denounce this reality by stating:

[...] The document that deals with teacher education states that one of its principles is the training of this professional, for all stages and modalities of teaching. However, only in this Art. 6, that appears **young people and adults**. In the other sections of the BNC-Formation, this modality no longer appears. Not even that it presents Chapter V, on Undergraduate Courses (BARRETO NETA; MIRANDA, 2020, p. 07, authors emphasis).

The non-inclusion of the EJA in Article 16, which refers to the degrees focused on the modalities of education, empties the main characteristic of the training of this teacher, which is the recognition of the specificities and complexities of this modality of teaching. Contradicting, what is postulated in Article 6 of the aforementioned Resolution, which values a training policy that meets all stages and modalities of Basic Education, through an equalization of opportunities that considers the needs of students (BRAZIL, 2019).

One of the only passages in which the DCNs/2019 indirectly refers to what can be found in the postulations of CNE/CEB Opinion No. 11/2000, a document considered a historical milestone in the history of EJA, is in relation to the “understanding of the sociocultural contexts of students and their educational territories” (BRAZIL, 2019). However, understanding is not valuing. Understanding can be understood, in this aspect, as mere observation. Observation without any participation or connection with what is observed. That is, it’s a distant, monotonous look, without curiosity, which will not be included as something essential in your formative process.

It’s necessary to point out that, even the recently promulgated Resolution CNE/CEB No. 1/2021, which establishes the Operational Guidelines for the Education of Youth and Adults in the aspects related to their alignment with the National Literacy Policy (PNA) and the National Common Curricular Base (BNCC) and Youth and Adult Education at a Distance, is made explicit, in its article 31, that the responsibility of “establishing specific policies and actions for the initial and continuing education of teachers of Basic Education of Youth and Adults”, is in charge of the National Public System of Teacher Education (BRAZIL, 2021, p. 07) and this, in turn, directly linked to the assumptions of Resolution CNE/CP No. 02/2019, does not present any proposal or action on this training modality.

Centered on the logic of competencies and skills, the writing of the DCNs of 2019, of a prescriptive nature, focused on the applicability of the learning provided for in the BNCC/Basic Education, does not allow room for a plural, autonomous and diversified training policy that values the external knowledge of the students, essential requirements in the training of teachers for a truly formative Youth and Adult Education (EJA). The DCNs of 2019, despite using a linguistic structure, apparently, based on critical ideals, with the use of terms such as plurality, diversity, creativity, empathy, among others, all these

terms are associated, in this document, with non-critical functional knowledge, articulated with capacities and competencies required by neoliberal society, namely, evaluation, efficiency, the performance, the result, the training. These capacities and competences end up making what is vital and human disappear, including in the training of teachers.

## 5 FINAL CONSIDERATIONS

In the brief period of time that comprises the years 2016 and 2022, democratic and progressive forces began to dispute and lose the spaces of power to conservative and authoritarian currents. It's possible to make a certain analogy and say that educational policies are mirrors that reflect political, economic and social events. In this scenario, the (non)training of teachers for Youth and Adult Education (EJA), as well as the educational policies of teacher training, are clothed with an ideological, political and economic bias, which represents the interests of a certain group committed to neoliberal precepts. Which, through a pragmatic and functional education, seek the maintenance of an unequal, individualistic society composed of heteronomous subjects.

When we analyze the (non)space of teacher training for Youth and Adult Education in Resolution CNE/CP No. 02/2019, which currently regulates teacher training in Brazil, we note that the training of these professionals is sometimes relegated to a mere curricular component, executed accidentally and/or forgotten in the training process, creating an environment conducive to invisibility and the erasure of the specificities of this formative modality.

This invisibility, in addition to denying and mischaracterizing the modality of education aimed at young people, adults and the elderly, makes the training process for EJA teachers impossible, not considering what was postulated in CNE/CEB Opinion No. 11/2000. In this sense, little or no emphasis is given in undergraduate courses to the initial training of teachers for EJA. Thus, creating professionals unrelated to the specified modality and the learner, who, in many cases, will only reproduce content knowledge, without dialoguing with the reality lived and without commitment to the students and their dignified formation.

Thus, the non-existence of an effective educational policy of training for EJA teachers translates into precarious initial formations, lightened and decontextualized from the reality of students and teachers. This perspective maintains the existence of a cycle, which operates the invisibility, dismantling and decharacterization of the EJA. Which,

begins with the non-full training of professionals and that prevents students from having a meaningful learning, consequently, leads to the dismantling, increasingly accentuated, of Youth and Adult Education. Perhaps, we continue to insist on this same subject, precisely because of the way EJA is seen lately, as a mere formality, complementation of workload, deposits of teachers, in short, an inferior education. Therefore, a modality that does not need properly trained professionals.

Finally, in order to occur a transformation, not only in the way EJA is seen, but mainly in what it can enable students and society, there is a need for a training project that meets not only the specificities of the professionals who will work in EJA, but in all Basic Education. Critical-reflective-active education professionals about their theory and practice, who contribute to a citizen, dignified, human, autonomous and emancipated formation. Therefore, teachers who are able to transform the circuit in which they are inserted.

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