



**FORMATION OF CRITICAL-REFLECTIVE INTELLECTUAL TEACHERS IN
UNDERGRADUATE COURSES IN SPITE OF NATIONAL GUIDELINES:
POSSIBLE TRANSGRESSIONS**

***FORMAR PROFESSORES INTELECTUAIS CRÍTICO-REFLEXIVOS NOS CURSOS
DE LICENCIATURA APESAR DAS DIRETRIZES NACIONAIS: TRANSGRESSÕES
POSSÍVEIS***

***FORMACIÓN DE PROFESORES INTELECTUALES CRÍTICO-REFLEXIVOS EN
CURSOS DE GRADUATION A PESAR DE LAS DIRECTRICES NACIONALES:
POSIBLES TRANSGRESIONES***

Valéria Cordeiro Fernandes BELLETATI¹
Selma Garrido PIMENTA²
Vanda Moreira Machado LIMA³

ABSTRACT: This article results of a theoretical-documental research and aims to contribute to the reflection and discussion around the (re)construction of undergraduate teaching courses' Political-Pedagogic Projects, that is, teaching formation for Basic Education, within the scope of Resolution CNE/CP number 2 (BRASIL, 2019). Through the categories of Cellard (2010) we analyzed the legal piece about authenticity and textual reliability, its contexts, its authors, its keywords and internal logic, which brought up this Resolution's weaknesses and retrogressions. In the opposite direction, and supported by researches that have the critical-dialectic theory of education as their basis (PEDROSO *et al.*, 2019), we presented the principles for a Teacher Formation as critical-reflexive intellectuals: the unity of theory and practice; researching as a formative principle; supervised internship as the course's basis; the interdisciplinary and integrative approach of the curriculum; and Didactics as essential for the critical reflection of the contextualized practice. We found contradictions in the legal text and we pointed out breaches that allow the implementation of the principles for a critical, emancipated and authorial initial formation for the teachers.

KEYWORDS: Principles for an initial teacher formation. Teacher as critical-reflexive intellectual. Resolution CNE/CP No. 2 of 2019.

¹ São Paulo University (USP), São Paulo – SP – Brazil. Member of the Study and Research Group on Educator Training (GEPEFE/FEUSP). Doctorate in Education (USP). ORCID: <https://orcid.org/0000-0002-5614-6821>. E-mail: valeriabelletati@gmail.com

² São Paulo University (USP), São Paulo – SP – Brazil. Senior Professor (EDM/FEUSP), Associate Professor Stricto sensu Post-Graduate Program in Education (UCSantosLeader of the Study and Research Group on Educator Education (GEPEFE/FEUSP). Doctorate in Education: Philosophy of Education (PUCSP). Research Productivity Scholarship of CNPq – SR Level. ORCID: <https://orcid.org/0000-0003-0785-890x>. E-mail: sgpiment@usp.br

³ São Paulo State University (UNESP), Presidente Prudente – SP – Brazil. Professor at the Department of Education at the Faculty of Science and Technology. Professor at the Post-Graduate Program in Education at FCT/UNESP. Member of the Study and Research Group on Educator Education (GEPEFE/FEUSP). Leader of the Study and Research Group on Public Schools and Education Professionals (GEPEPE/FCT/UNESP). Doctorate in Education (USP). ORCID: <https://orcid.org/0000-0002-6990-2374>. E-mail: vanda.mm.lima@unesp.br



RESUMO: O artigo resulta de pesquisa de natureza teórico-documental e visa a contribuir para reflexões e discussões acerca da (re)construção dos projetos político-pedagógicos dos cursos de licenciatura, que formam professores para a Educação Básica, no âmbito da Resolução CNE/CP nº 2 (BRASIL, 2019). Analisamos a peça legal, com base em Cellard (2010), segundo as categorias: autenticidade e confiabilidade do texto, sua natureza, contexto, autores, conceitos-chave e lógica interna, o que nos permitiu evidenciar suas fragilidades e retrocessos. No caminho oposto, e com suporte em pesquisas ancoradas na teoria crítico-dialética de educação (PEDROSO et al., 2019), apresentamos princípios para uma formação inicial do professor como intelectual crítico-reflexivo: unidade teoria e prática; pesquisa como princípio formativo; estágio supervisionado como eixo central do curso; caráter integrador e interdisciplinar do currículo e a essencialidade da Didática como reflexão crítica da prática contextualizada. Constatamos contradições no texto legal e apontamos brechas para se efetivar, nos projetos pedagógicos curriculares institucionais, os princípios para uma formação inicial crítica, emancipada e autoral de docentes para a Educação Básica.

PALAVRAS-CHAVE: Princípios de formação inicial de professores. Professor intelectual crítico-reflexivo. Resolução CNE/CP nº 2 de 2019.

RESUMEN: El artículo es resultado de una investigación teórica y documental y tiene como objetivo contribuir a las reflexiones y discusiones sobre la reconstrucción de los proyectos Político-Pedagógicos de los cursos de pregrado, que forman docentes de Educación Básica, en el ámbito de la Resolución CNE/CP n 2 (BRASIL, 2019). Analizamos la pieza legal, con base en Cellard (2010), según las categorías: autenticidad y confiabilidad del texto; su naturaleza; su contexto; sus autores, sus conceptos-clave y su lógica interna, lo que permitió resaltar sus debilidades y retrocesos. En el camino opuesto, y apoyado por una investigación anclada en la teoría dialéctica-crítica de la educación (PEDROSO et al, 2019), presentamos principios para una formación inicial del profesorado como intelectuales crítico-reflexivos: la unidad teoría y práctica; la investigación como principio formativo; prácticas supervisadas como eje central del curso; carácter integrador e interdisciplinario del currículo y la esencialidad de la Didáctica como reflejo crítico de la práctica contextualizada. Encontramos contradicciones en el texto legal y señalamos brechas para hacer efectivos, en los proyectos pedagógicos curriculares institucionales, los principios para una formación inicial crítica, emancipada y autoral de los docentes de Educación Básica.

PALABRAS-CLAVE: Principios de la formación inicial del profesorado. Docente intelectual crítico-reflexivo. Resolución CNE/CP 2 de 2019.

Introduction

Education in Brazil has advanced slowly throughout our history. The universalization of access to schooling for the poorest populations has not yet taken place, as, according to data from the Brazilian Institute of Geography and Statistics (IBGE, 2019), in 2018 there were 11.3 million illiterate Brazilians, corresponding to 6.8 % of the population over 15 years



of age, and 0.7% of children and young people aged 6 to 14 years were out of school. Another aspect, presented in the same document, is the low level of education of Brazilians: about 52% of the adult population had not completed the final stage of Basic Education (EB) (IBGE, 2019). As for early childhood, the adversities are also huge, since in 2018, just over a third of children aged 0 to 3 years old were attended in educational institutions.

In addition to the serious problem of access and permanence in school, which is intensifying with the advent of the Covid-19 pandemic⁴, the quality of education is also a major challenge. Despite the differences in understanding about what constitutes good quality education, according to irreconcilable interests, there is great agreement that we are far from what is necessary. In view of this, parents, teachers, directors, education specialists, internal and external evaluations of schools and the media in general point out the low quality of the Brazilian public basic school, which accounts for 82% of the attendance of the population of compulsory school age (IBGE, 2019).

The right to education, whose main and dominant form in modern societies is school education (SAVIANI, 2016), has in the country's structural inequalities one of the great obstacles to its realization, which points to the need to expand public policies education and the action of the Brazilian State, in the sense of making this right effective. However, according to Saviani (2008), its action suffers, historically, from the scarcity of financial resources for education and the discontinuity of educational policies, ignoring previous experiences, regardless of whether they are successful or not.

Persevering these obstacles today, policies have focused on the curricular issue linked to large-scale assessments⁵, considered as one of the pillars of public policies to measure and guarantee the quality of education. The scores obtained by students in these assessments are mistakenly used to “measure” the quality of teaching⁶, while assessments, by themselves, are

⁴ The Covid 19 pandemic, caused by the Sars-Cov 2 virus, has been affecting the whole world since the beginning of 2020, worsening in Brazil due to the profound inequalities in society and the misguided policies of governments to combat and contain the disease.

⁵ Among the external assessments that control and classify Brazilian schools and Basic Education systems, we highlight school performance assessment systems in different political-administrative spheres, such as: School Performance Assessment System of the State of São Paulo (SARESP); Basic Education Assessment System (SAEB); National High School Examination (ENEM) and the International Student Assessment Program (PISA).

⁶ PISA, an international student assessment program promoted by the Organization for Economic Co-operation and Development (OECD), for example, has greatly impacted the perception of quality in Brazilian basic education, even if it aims to verify certain skills - measurable behaviors – relating to knowledge of language, mathematics and, more recently, science. In this evaluation, Brazil has presented results considered very bad in comparison with other countries that are very different from ours in several aspects. In 2018, according to Fernandes (2019), Brazil ranked 57th among 79 nations evaluated. In reading, that year, Brazilian students scored 413 points; in mathematics, 384; and, in science, 404. China, the country with the highest rating in the ranking and quite different from Brazil, reached 555, 591 and 590 points respectively. In SAEB, according to the





also erroneously seen as a means to guarantee the conditions that ensure the quality of school education. It is sometimes believed that by rewarding and/or punishing teachers and schools, according to student performance results, quality is achieved.

According to the managers of such policies, these results would depend on the individual effort of each teacher, regardless of their working conditions and the social, economic and cultural context, in addition to disregarding determinants of the process that takes place in schools.

In the curricular scope, in recent years, the following have been approved in the country: the National Curricular Common Base (BNCC), “a document of a normative nature that defines the organic and progressive set of essential learning that all students must develop throughout the stages and modalities. of Basic Education” (BRASIL, 2017, p. 7); Resolution CNE/CP No. 2/2019 (BRASIL, 2019) - which defines the National Curriculum Guidelines (DCNs) for initial teacher education for EB - and Resolution CNE/CP No. 1/2020, which provides for DCNs for continuing teacher education for EB (BRASIL, 2020). These recent legislations configure the same neoliberal ideological alignment.

Specifically in relation to the DCNs for the Training of Teachers of Basic Education, in degree courses, we had, in twenty years, three changes: the Resolution CNE/CP nº 1, of February, 18, 2002 (BRASIL, 2002), revoked by Resolution CNE/CP No. 2, of July 1, 2015 (BRASIL, 2015), also revoked by the recent Resolution CNE/CP No. 2, of December 20, 2019 (BRASIL, 2019), which takes up the concept competences, present in the 2002 Resolution, as central to the curriculum.

In this context of discontinuity of public educational policies that have generated strong disputes⁷, Higher Education Institutions (IES) that educate teachers for EB have a deadline until the end of this year, 2021, to adapt the Political-Pedagogical Projects of Licentiate Courses (PPPCs) in order to implement the new legislation.

This article, which is the result of theoretical-documentary research, aims to contribute to reflections and discussions about the (re)construction of degree PPPCs that train teachers for Basic Education, within the scope of Resolution CNE/CP nº 2 (BRAZIL, 2019). We analyzed and evidenced in the legal piece the weaknesses and setbacks in its epistemological-political bases and pointed out possible transgressions in relation to what was proposed. In

National Institute of Educational Studies and Research Anísio Teixeira (INEP, 2018), differences in student performance reflect the inequalities of our society: schools with a low socioeconomic level indicator (INSE) have the worst results.

⁷ We emphasize the various movements of mobilization, resistance and struggle in defense of the training and valorization of education professionals have sought the repeal of Resolution CNE/CP nº 2/2019.



other words, we present principles of initial teacher training as a critical-reflective intellectual as a possibility of transgression, in agreement with the statement by Silva Júnior (2019, p. 6) that “Transgressing, in this case, means finding alternative paths in an adverse territory diagrammed for continuity and not disruption of the *status quo*.”

To this end, we initially proceeded to the documentary analysis of Resolution CNE/CP nº 02/2019 (BRASIL, 2019), seeking its intentions, which interests it serves in the context of education. We rely on the five dimensions developed by Cellard (2010) – authenticity and reliability of the text; its nature; the context in which the document is inserted; their authors and, the key concepts and their internal logic – and we organized the analysis into two items. In the first, we approach the first four dimensions and, in the subsequent item, we take the concept of competences as a key concept, founding the pedagogical assumptions, which expresses the logic of the document, thus covering the fifth dimension of analysis proposed by the author.

Finally, with a view to pointing out ways to overcome the paradigms expressed in these guidelines, we emphasize principles for the initial training of the critical-reflective intellectual teacher for EB, in undergraduate courses, with the contribution of successful experiences from IES in São Paulo, presented in recent Brazilian research (PEDROSO *et al.*, 2019). We also seek to identify gaps in Resolution CNE/CP nº 2/2019 to implement, in PPPCs, the principles for critical, emancipated and authorial initial training of teachers for Basic Education.

Documentary analysis of CNE/CP Resolution No. 02/2019

The document, its production context and its authors

Resolution CNE/CP nº 2, of December 20, 2019 defines the National Curriculum Guidelines for the Initial Education of Teachers for Basic Education and establishes the Common National Base for the Initial Education of Teachers of Basic Education (BNC-Training). In the analysis of this document, we initially approach the dimensions related to its authenticity and reliability; to its nature; to the context of its production and about its authors (CELLARD, 2010).

As for the authenticity and reliability in question, we observe that Resolution CNE/CP nº 2/2019 (BRASIL, 2019) is a public document, available on the official portal of the Ministry of Education (MEC), which ratified it. It was approved by the National Council of





Education (CNE), composed of the Chambers of Basic Education (CEB) and Higher Education (CES), which have normative, deliberative and advisory attributions to the MEC, as provided for in Law No. November, 1995 (BRAZIL, 1995).

According to this legislation, the Chambers have the autonomy to decide matters pertaining to them and, specifically, the CES is responsible for deliberating on the curricular guidelines for undergraduate courses. It is, therefore, a public, recent and official document, covered by legality, at least with regard to the elaboration of DCNs⁸, resolving doubts as to its authenticity and reliability as an official document that represents the policy of initial teacher education for EB today.

Regarding their nature, and according to the Federal Constitution of 1988 (BRASIL, 1988), resolutions are administrative and normative acts, whose objective is to regulate or make explicit a law. They are, therefore, legal texts, with an organized structure in articles that unfold into paragraphs, subsections, paragraphs and items. Resolution CNE/CP n° 2/2019 is organized into 30 articles, with the expected developments, and an Annex composed of five tables that establish the Common National Base for the Initial Education of Basic Education Teachers (BNC-Training).

Considering that this is a legal document, it is worth noting that:

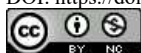
[...] words have no reality outside of linguistic production, as they exist in the situations in which they are used, hence the importance of context for the construction of meaning. And it is in this and through this perspective that legal language must be focused: not as something stagnant, ready, finished and immutable, but as a reflection of the structure of a living language, belonging to an entire society. (KAPPEL, 2011, p. 5-6) (Our translation).

In agreement with the citation, it is necessary to situate the document, examining, according to Cellard (2010, p. 299), the “[...] global context, in which it was produced [...] and in which its author and those for whom it was intended.

Regarding the context of production of Resolution CNE/CP No. 2/2019 (BRASIL, 2019), we highlight its extemporaneousness, since it was approved during the implementation process of the then DCNs defined in Resolution CNE/CP No. 2/2015 (BRAZIL, 2015). Initially, this established a period of two years for public and private IES to adapt to it, which would expire on 07/1/2017.

However, this period was extended twice, firstly by Resolution CNE/CP n° 3, of October 3, 2018 (BRASIL, 2018), which extended it to four years - therefore, until 07/1/2019

⁸ We highlight the discussions of associations and entities regarding the legality of the Resolution creating degree courses for Early Childhood Education and for the Initial Years of Elementary School.





- and then by Resolution No. 1, of July 2, 2019 (BRASIL, 2019c), which extended it to 12/22/2019.

The urgency of publishing the current Resolution, which took place on December 20, 2019, therefore presents clear indications of the use of legal resources so that the DCNs defined by the 2015 Resolution were not implemented.

When Resolution No. 02/2019 was published, public universities and some private IES in the state of São Paulo had recently approved, in their respective collegiate bodies, the Institutional Pedagogical Project and the Political-Pedagogical Course Projects to meet the then new guidelines (PEDROSO *et al.*, 2019).

However, the postponement of the deadline for compliance with the 2015 DCNs allowed many IES, especially the strictly for-profit private ones, not even to start implementing them. In contrast, in relation to the current 2019 DCNs, these IES were in a hurry. Kroton⁹, for example, it announced, in February 2021, almost halfway through the maximum term stipulated by legislation, that its curricula for Pedagogy courses and other degrees had been reformulated (REDAÇÃO ENSINO SUPERIOR, 2021).

The inopportune moment of the publication of the current DCNs of 2019, which coincided with the deadline for the implementation of the previous resolution and, also, the undemocratic nature of its elaboration (RODRIGUES; PEREIRA; MOHR, 2020; EVANGELISTA; FIERA; TITTON, 2019), reveal a low commitment to society's aspirations and strong evidence of legislators' commitment to the education business community, which has profit as a priority. Still, they signal the disregard for the work of public universities, aiming at its weakening and consequent dismantling.

Although the text is intended for all IES that offer degree courses, the market interests of the company-institutions are privileged, through, among others, the precariousness of the working conditions of their professors, increasing the number of students under their responsibility.

However, the express reason for revoking Resolution No. 2/2015, formulated by representative sectors of society, associations of educators, universities and teaching unions, was the urgency of adjusting teacher training to the implementation and implementation of the BNCC (BRASIL, 2017), suggesting that professionals trained until then would not have the necessary knowledge to do so.

⁹ “Kroton became the holding Cogna Educação, with four branches, each as a company: Kroton, for higher education; Saber, for language courses and basic education; Vasta Educação, for school management services and teaching materials; Platos, for management in higher education, in addition to Cogna Venture, for startups.” (EVANGELISTA; FIERA; TITTON, 2019, [n.p.]).



Nevertheless, according to ANPED (2019, [n.p.]), the justification is not supported since “[...] the approval of the BNCC does not require changes in the DCNs for teacher education, as it [Resolution CNE/CP nº 2 /2015] properly expresses the need for teacher education to be linked to public education policies”.

To expand the analysis of the context in which the document is inserted, we bring the criticisms of the Academy, concerning this legal text, presented at the XX National Meeting of Didactics and Teaching Practice (ENDIPE), held in 2020, which were published in four e-books (CRUZ *et al.*, 2020a; CRUZ *et al.*, 2020b; NASCIMENTO *et al.*, 2020; MOREIRA *et al.*, 2020). From the set of 643 published texts, we selected the 26 that discuss CNE Resolution No. 2/2019.

Among the selected texts, only one does not criticize the legislation, but only describes it, as it is ongoing research. In the other 25 works, we observed disapprovals that we grouped into six referring categories:

a) curriculum guidelines: subjugation to the BNCC, opting for what has been called the *pedagogy of competences*; curriculum standardization; emphasis on foreign research and lack of knowledge of research in the country; dichotomy between theory and practice; teaching understood as simple execution; regulation, control and competition in the perspective of neoliberal rationality; practicalism and reduction of theoretical training; technicist and instrumental vision; jettisoning the ethical and aesthetic dimensions; fragmentation of training; pragmatic character; and absence of General Didactics;

b) the devaluation of teaching: the legislation is configured as a setback to previous achievements; devalues the profession by conceiving the teacher as a performer; it is de-intellectualizing; founded on the idea of individualism; blames teachers for school failures and promotes the reduction of institutional rights;

c) the concept of quality in education: quality reduced to measurable performance and the perception that evaluation guarantees and raises the quality of teaching;

d) the public university: it devalues the training it carries out; decouples research and teaching; and makes them responsible for the distance between the degree courses and the teaching practice;

e) the commodification of education and teaching: it encourages public-private partnerships and encourages commodification and an impoverished view of teacher training; and

f) the process of drafting the Resolution: imposing, arbitrary and extemporaneous.

Entities representing educators, such as the National Association for Education Policy and Administration (Anped) and the National Association for the Training of Education Professionals (Anfope), bring criticisms similar to those of the academic environment, expressed in the productions of ENDIPE, previously presented.

Both associations highlight the authoritarian and hasty way of drafting the current Resolution, which ignored the entities in the area, in addition to its dispensability and perniciousness, as they consider that the advances expressed in the previous one (Resolution CNE/CB nº 2/2015), which had with the democratic participation of several entities, they were annulled by the new Resolution (ANFOPE, 2019; ANPED, 2019).

Considering the relevance of the criticisms, it is up to us to investigate the origin and public/private institutional belonging of the councilors who author the current legal document. CNE/CP Resolution No. 2/2019 is based on Opinion No. 22, approved on November 7, 2019 (BRASIL, 2019a), by the CNE Full Council, and approved by the MEC.

According to Evangelista, Fiera and Titton (2019, [s.p.]), this Opinion, in turn, is a “twin” of the “[...] preliminary version – Proposal for a Common National Base for Basic Education Teacher Training (BRASIL, 2018) –, organized by Maria Alice Carraturi Pereira and signed by Guiomar Namó de Mello and Fernando Abrucio, among others”.

It is also important to highlight another precursor document of the current legal text, prepared within the scope of the Carlos Chagas Foundation ¹⁰, which defines what they call *referents for teacher education*: professional knowledge, professional practice and professional engagement. Expressed as in the text of Opinion No. 22/2019, they were maintained in art. 4 of Resolution CNE/CP nº 02/2019 approved, which shows the consistency of perspectives expressed in the final document.

The aforementioned Opinion is signed by the Bicameral Commission, appointed by the CNE, with eleven members: Maria Helena Guimarães Castro, Mozart Neves Ramos, Alessio Costa Lima, Antônio de Araujo Freitas Júnior, Antônio Carbonari Netto, Aurina Oliveira Santana, Francisco César de Sá Barreto, Ivan Cláudio Pereira Siqueira, Luiz Roberto Liza Curi, Suely Melo de Castro Menezes and Nilma Santos Fontanive. We present these subjects considering the links that we identified in their curricula as indicative of their interests in education.

¹⁰ This is research published by Silva and Almeida (2015) and an article by Silva, Almeida and Gatti (2016), prior to Resolution CNE/CP nº 2/2019. As the authors state, the “names of the dimensions adopted in the research were inspired by Australian educational policy” (SILVA; ALMEIDA; GATTI, 2016, p. 297).



From the analysis of the *Lattes Curriculum*¹¹, we found the inclusion of these members in other public bodies, such as the MEC and State and Municipal Councils of Education (UNDIME and CONSED), with only four of them linked to public higher education institutions. We also verified the participation of five of these counselors in private institutions and foundations such as: Union of Sponsoring Entities of Higher Education Establishments in the State of São Paulo (SEMESP); Union of Private Schools; Ayrton Senna Institute; Ioschpe Foundation; Education Partners; Padre Anchieta Foundation; BUNGE Foundation; Anhanguera Educacional S.A.; Ipiranga Foundation; Cesgranrio Foundation; Fundação Getulio Vargas; Todos Pela Educação and Movement for the National Curricular Common Base.

It is noted that most of the drafters of Opinion No. 22/2019 (BRASIL, 2019b), which underlies the current DCNs for initial teacher training, have links with institutions and foundations that defend the interests of the business community in general. Evangelista, Fiera and Titton (2019, n/p), amplify our perception of directors by stating that:

[...] there are numerous evidences of their direct and indirect institutional relationships. They include Private Apparatuses of Hegemony (APH); private higher education institutions; State apparatus; publicly traded educational companies; System S; business movements; Social Organization (OS) and activities related to the defense of Human and Racial Rights (Our translation).

These groups of entrepreneurs, according to Freitas (2014), perceive people as a resource or human capital, seek cheap labor and are organizing themselves into entities to intervene in the educational field. In the same vein, they concluded Evangelista, Fiera and Titton (2019, [n.p.]):

[...] we are facing a movement of production of bourgeois hegemony that makes use of the school, at all its levels, to produce a docile workforce, at low cost and through lowered training from the point of view of the acquisition of scientific knowledge (Our translation).

School education, from this perspective, further favors education entrepreneurs, who have become the majority in the CNE since the middle of the last century:

During two decades of dictatorship (1964/85), the political affinities of the education entrepreneurs with the military governments paved the way for more and more representatives of schools, colleges and private universities

¹¹ Of the 11 CNE counselors, only four had an updated curriculum on the Lattes platform, as this shows that most of them have distanced themselves from Higher Education, in which curriculum updating is required.



in the education councils. As they became the majority, they began to legislate for their own sake (CUNHA, 2003, p. 46-47) (Our translation).

The author highlights that, in 1996, the first group of the now CNE had “[...] in a significant number, although not the majority, [members] who were guided by the defense of public education, something unprecedented in this instance of the State”. But, in the 2000s, “[...] it ended up becoming an arena of dispute between the private groups themselves, in the struggle for market control” (CUNHA, 2003, p. 48).

In this scenario, which remains until the present moment, both the BNCC (BRASIL, 2017) and Resolution CNE/CP nº 2/2019 seek to meet the purposes of the business community in general and, in particular, that of education.

The devaluation of teaching favors the profit of schools-companies that offer degrees by allowing the reduction of the value of the payroll, which represents its highest cost. The precariousness of the teaching profession provides an opportunity for its “replacement”, for example, by technological resources for correction and preparation of tests, videos, distance courses, etc.¹² Current legislation explicitly privileges these groups, by omitting the minimum time for completion of licensure courses, enabling inappropriate actions by IES that do not excel in the good quality of teacher training.

In order to impose their ideology and/or to obtain profits from education, these groups seek to control education, taking the teacher as the focus of this control, through the precariousness of teaching.

Although the text of Resolution nº 2/2019 presents in the wording that there is a concern with most of the problems around the teaching practice and professional valorization - such as working conditions and salary -, in reality the intention of this proposal is harmed, because its The elaboration group is aligned with the broader policies underway in Brazil for the precariousness of teaching, as verified and described by Almeida, Pimenta and Fusari (2019) and Oliveira (2020), among other authors.

¹² In the context of the Covid 19 pandemic in which we currently live, this precariousness tends to be justified due to the need for social distance. However, we warn of the risk of its increase occurring in other circumstances, with strictly marketing purposes.



Competences as foundations of initial teacher training: Theoretical-pedagogical assumptions

Resolution No. 2/2019 (BRASIL, 2019), as well as the BNCC (BRASIL, 2017) are based on the pedagogy of competencies as an organizer of the curricular organization of teacher training courses and of the national Basic Education curriculum.

The concept of competencies began to be adopted in work management in Brazil from the 1980s onwards, when it assumed “a plastic, polysemic and polymorphic notion” (PEREZ, 2005, p. 57), changing according to diverse interests, especially in work environments. As a result of this adoption, it enters the technical and professionalizing courses to respond to the new demands of the job market and, currently, it is the foundation of the organization of the prescribed curricula for Basic Education and Higher Education in the country.

The pedagogy of competences aims to meet the new world economic configuration, in a scenario of

[...] growth in the concentration and centralization of wealth. growth of structural unemployment, greater differentiation and segmentation of the working class, the tendency to make workers (especially unemployed, underemployed and unemployed) individually responsible for their socio-economic situation, the lowering of social protection, the deepening inequalities and social segregation of all kinds (MACHADO, 2002, p. 94) (Our translation).

Faced with new demands for survival, it would therefore be up to formal education to take charge of “tasks aimed at shaping the personality of individuals” (RAMOS, 2006, p. 255).

The advancement of skills pedagogy is not an isolated Brazilian case. Machado (2002, p. 93) points out that the institutionalization of the notion of competence receives “the influxes of a process of increasing worldwide ideological homogenization [...] in order to provide universal answers to problems, which are apparently general”. Apparently because the differences and inequalities of different contexts are ignored.

The OECD report (2015) expresses this search for uniformity when it intends to base the EB school curricula around the world from a general solution presented to the complex and diversified educational problems, in order to train people with the socio-emotional profiles necessary to maintain of economic and commercial development on the current basis, based on the idea of competences.

In this perspective, international assessments - such as, for example, PISA -, despite the great differences and inequalities between countries, help to monitor progress towards homogenization.

Considering the multiple meanings attributed to the idea of competence and the elasticity of the term, several authors sought to identify what is common in these meanings. Machado (2002, p. 93) understands that the notion of competences, in its various understandings, derives from the assumption “[...] that there is a big difference between having cognitive, technical and relational resources and being able to mobilize them, articulate them and use them in an operative and effective way in the practical reality of work or even of social life”, highlighting the pragmatism underlying the pedagogy of competences.

Araujo (2004) highlights the relative consensus about the articulation of three dimensions in the configuration of competence - knowledge, know-how and know-how - and states:

Several authors, including Tanguy (1997a), Ropé (1997), Stroobants (1997), Machado (1998a) and Schwartz (1990), emphasize the influence of rationalism on the Competence Model. For Stroobants (1997), it was the cognitive sciences that, seeking to make competences visible, redefined this notion in the way it has been used by the sociology of work, describing it from the trio of knowing, knowing how to do and knowing how to be, the latter being the encompassing term (ARAUJO, 2004, p. 500-501) (Our translation).

These three dimensions of knowledge are clearly evidenced in Resolution No. 2/2019 (BRASIL, 2019), being explained in article 4 of that document: professional knowledge, which refers to knowledge; professional practice, which concerns know-how; and professional engagement, which concerns knowing how to be, personal qualities.

The BNC-Training, instituted by the same Resolution, subdivides the three dimensions into specific competences and these, into abilities, subject to measurement, evidencing the rationalist bias of the legal text. Thus, teaching, an exclusively human action and between humans, is described from its division into knowledge, procedures and personal qualities, which are fragmented into observable and measurable behaviors, allowing greater control and self-control of the action.

We observe, in the Resolution, a return to the orientation of the technicist pedagogical tendency (LIBÂNEO, 1994) widely publicized in Brazil, in the 70s of the 20th century, based on Skinner's behaviorism, which sought to control behavior through objectification and organization of the pedagogical work in the form of a plot, as explained by Saviani (1999).

In turn, competence is an individual attribute, which aims to adapt the worker to contemporary life. Pedagogy based on individualism contributes to naturalizing inequalities, as “[...] the construction of identities becomes more associated with individual strategies that are developed in response to certain challenges” (RAMOS, 2006, p. 247).

In the analysis of the document, individualization and accountability are evident in the dimension of professional engagement, the know-how. In § 3 of art. 4 of the aforementioned Resolution, this dimension is restricted to the teacher's commitment to carry out what is prescribed for him, acquiring, through his effort, the necessary knowledge to guarantee the development of his future students' competences and abilities of the BNCC. Thus, according to Freitas (2013), by reconciling greater control through external evaluations, it is possible to hold schools, systems and teachers accountable for the performance (results) obtained by students.

This pragmatist aspect also stands out in Resolution CNE/CP nº 02/2019, especially in the dimension of professional practice understood as a series of actions whose consequences should be student learning, expressing the idea of useful knowledge, of know-how in education, from the dissociation between practice and theory, in which the former surpasses the latter, reducing the training of students, future teachers, to the exercise of technical skills. This pragmatic and utilitarian conception of content is noticeable in § 1 of its art. 4th:

§1 The specific competences of the professional knowledge dimension are the following: I - mastering the objects of knowledge and knowing how to teach them; II - demonstrate knowledge about students and how they learn; III - recognize the students' life contexts; and IV - knowing the structure and governance of educational systems (BRASIL, 2019, p. 2) (Our translation).

It is interesting to observe the use of the expression *governance*, which carries a pragmatic sense of making it happen, instead of educational policies, which speaks of the meanings, meanings of projects, programs and actions that ensure the realization of the right to education.

In this sense, for example, the Didactics knowledge referred to in item I is presented in an instrumental form, reduced to “how to teach”, disconnected from what and for whom it is taught. That is, training is restricted to executive operability, without the theoretical foundations that make it possible to understand the practice through critical reflection. This theoretical movement of reflection on practices makes it possible to know the root of the problems and the collective search for new practices that make it possible to overcome them.

Despite announcing some theoretical treatment in item II, whether the knowledge of Educational Psychology, limited to theories of learning and development, and, in item III, of Sociology of Education, limited to the recognition of the sociocultural contexts of the school and the students, such knowledge restricted to immediate contexts, with a reduced workload, hinder a broader understanding of the historical, social and cultural origins of the problems. The same can be observed in relation to item IV, which restricts knowledge about public policies to being aware of what is on the table, without questioning their bases, without enabling the exercise of a critical look at reality.

In this way, the instrumental place of knowledge highlighted in the Resolution is summarized as necessary to do what is prescribed in order to obtain better results from students in large-scale assessments, in a clear reductionism of the purposes of school education. the art. 12 of the same document details and reinforces the aspects that we point out in its sections and paragraphs, of which we highlight:

I - Curriculum and their legal frameworks: a) LDB, in which art. 26-A; b) National Curriculum Guidelines; c) BNCC: introduction, fundamentals and structure; and d) state, municipal and/or school curriculum.

II - didactics and its foundations: a) understanding of the nature of knowledge and recognition of the importance of its contextualization in the reality of the school and students; b) a broad view of the formative and socio-emotional process as relevant to the development, in students, of skills and abilities for their lives; c) management of rhythms, spaces and times to streamline classroom work and motivate students; d) elaboration and application of evaluation procedures in a way that effectively subsidize and guarantee the progressive processes of learning and continuous recovery of students; e) carrying out work and projects that favor collaborative learning activities; and f) basic understanding of digital phenomena and computational thinking, as well as their implications for teaching-learning processes in contemporary times.

III - methodologies, teaching practices or specific didactics of the contents to be taught, considering the students' development, and that allow the pedagogical mastery of the content, as well as the management and planning of the teaching and learning process; [...]

XIII - understanding the sociocultural contexts of students and their educational territories (BRASIL, 2019a).

Opinion CNE/CP n° 22/2019 (BRASIL, 2019b, p. 9), from which the current Resolution derives, states that “[...] the references for teacher training consist of describing what teachers should know and be (sic) capable of doing”, corroborating our understanding that their purpose is only to prescribe what the teacher should be, in a clear attitude of subjection. Thus, knowledge is restricted to what is necessary for an action that can be controlled.



The education of teachers is of crucial importance for the improvement of education, but we know that teachers alone will not solve not all or the bases of the problems that affect education, as these are structural in nature of the society in which the Brazilian school, as institution is included. Improving education is not a direct result of teacher training and, therefore, the teacher cannot be held individually responsible for the performance of their students, measured externally to the school and its context. But, in fact, education is essential.

Nevertheless, the first of the specific competencies of the professional practice dimension, described in Resolution CNE/CP nº 2/2019 (BRASIL, 2019a), art. 4 of § 2, in item I, expresses: “planning teaching actions that result in effective learning”. Yes, the intention of teaching actions is to effect learning, but which learnings? Teachers can indeed contribute to the critical and reflective human formation of students, but the results of their praxis are not linear, as they also depend on the working conditions of the teaching staff, collectively understood.

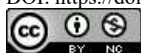
The Pedagogy of Competencies intends to train people who perpetuate the current state of things, through adaptation, configuring itself as uncritical, since it lacks the awareness of the historical-social constraints of education. On the other hand, as Saviani (1999, p. 41) asserts:

[...] the school is socially determined; the society in which we live, founded on the capitalist mode of production, is divided into classes with opposing interests; therefore, the school suffers the determination of the conflict of interests that characterizes the society. Considering that the ruling class has no interest in the historical transformation of the school (it is committed to the preservation of its domain, therefore it will only activate mechanisms of adaptation that avoid the transformation) it follows that a critical theory (that is not reproductive) only can be formulated from the point of view of the dominated interests (Our translation).

In the historical-critical perspective that we assume, the school is an instrument of transformation towards a less unequal society, aware of its relative autonomy.

CNE/CP Resolution No. 2/2019, as well as the BNCC (BRASIL, 2017), by adopting the Pedagogy of Competencies as a foundation, referring to individualism and pragmatism/neopragmatism¹³, they are in line with the OECD's governance objectives and the Delors Report (UNESCO, 1996), as stated by Rodrigues, Pereira and Mohr (2020).

¹³ “The neopragmatism of Pedagogy of Competencies is expressed in the definition of training objectives referenced in specific demands of the companies; in the emphasis it gives to the means and which are seen as a security of efficacy and equity; in the utilitarian treatment that it establishes with the teaching contents, placing them in direct correspondence with the need to form immediate capacities and in the promotion of processes of adaptation of individuals to their work environments” (ARAÚJO, 2004, p. 509-510).





The aforementioned document (BRASIL, 2019a) is constituted as a legal device that aims to standardize the logic of capital in Brazilian education, pointing to the interests of the market, focusing on training based on competences that exclude diversity, reflection, criticism, creativity and teacher autonomy, and thus disqualify the training of education workers. The school, in this perspective, should only contribute to form adaptable and adjustable people in line with their own *individual competences*, fostering great inequalities. To which parts of Brazilian society is this school interested?

Political-pedagogical project of degree courses: Training critical-reflective intellectual teachers – through the intricacies of transgression

Resolution CNE/CP nº 2/2019 presents several elements that indicate the need for its immediate repeal, since it constitutes a setback, as it returns to the conception in which teaching is limited to practical skills, absent or reduced knowledge, to a practice without *theory* or theorizations, to a set of technical skills. Furthermore, it violates the precepts of the Federal Constitution of 1988 (BRASIL, 1988) by imposing the pedagogy of competences as the only possibility prescribed to schools and teacher education, which contradicts the “pluralism of ideas and pedagogical conceptions”, guaranteed in art. 206, item III, and violates the “didactic-scientific autonomy” of universities, guaranteed in art. 207 (BRAZIL, 1988).

We emphasize and value the various movements of mobilization, resistance and struggle in defense of the training and appreciation of education professionals who have sought to repeal the document. However, the game of interests in the educational area, which we discussed earlier, involves groups with great power, favoring the procrastination of its revocation. In view of this, the IES must adapt to the Resolution, re-elaborating their PPPCs.

Is it possible, then, for IES, in their PPPCs, to rebel against this law?

We anchor the propositions that we will present below in the contribution of Celestino Alves da Silva Júnior when he reminds us that

[...] the law does not make reality, although it proposes to discipline it. Although *legal science* theorists are sometimes reluctant to admit it, legal laws are not the same as scientific laws. They determine, they do not explain; they sanction, they do not resolve; they derive from doctrines, not from theories (SILVA JÚNIOR, 2015, p. 41, author's emphasis) (Our translation).



And without theories a new reality cannot be built. Theory, we know, does not alter reality; which does not mean that theoretical reflection on reality is mere dilettantism; on the contrary, reflection on this is a condition for transforming action. In turn, reflected action transforms thinking, theory. Or, in the words of Konder (1992, p. 115): “It is the action that, in order to deepen in a more consistent way, needs reflection, self-questioning, theory; and it is theory that refers to action, which faces the challenge of verifying its successes and mistakes, comparing them with practice”.

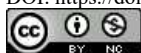
In this sense, we present theoretical foundations with a view to a transformative action, expressed in principles that we consider essential to be considered in the collective (re)construction of the Political-Pedagogical Projects of the undergraduate courses (PPPC) of the IES.

We understand the PPPC as an expression of the autonomy of the school collective, which explains the purposes, objectives and guiding actions of the training processes of future teachers to which the entire team of professionals at the IES is committed. Considering that “[...] no Pedagogical Project will advance in the direction it proposes if teachers are seen only as executors” (AZZI, 1999, p. 57), PPPCs are the means by which IES can transgress the CNE Resolution /CP No. 2/2019, despite the dictates of legislation. After all, it is our actions as subjects that can transform the training process of future teachers.

However, it must be considered that the PPPC is the result of the articulation between the established (norms, regulations and legislation already defined) and the instituting (objectives, guidelines and actions of the educational process to be developed in the course), which guarantees autonomy regarding the group of professionals from the institution to “[...] create (and make it happen) objectives, procedures, instruments, ways of acting, structures, habits, values” (LIBÂNEO, 2001, p. 125-126). Therefore, PPPC:

[...] represents the formal realization of the intentional and joint decision of the institution to take the decision, execution and evaluation process of the educational action to be undertaken, based on theoretical-practical, methodological, didactic, technical, political-social positions, ethical, defined and freely and intentionally assumed (GUIMARÃES; MARIN, 1998, p. 36) (Our translation).

In view of this conception, we propose courage and daring to education professionals to (re)build the PPPCs of the degrees in Brazilian IES, committing themselves to *an initial formation of the teacher as a critical-reflective intellectual*, researcher of his praxis and



educational praxis that occurs in school contexts. Perspective in which teaching, according to Pimenta (2018, p. 89), is a:

[...] complex phenomenon, which takes place in the social praxis between subjects - teachers and students, mediated by objective conditions - situated in contexts (institutional, cultural, spatial, temporal, social...), and which, therefore, is modified and modifies the subjects involved in this process (Our translation).

The concept of critical-reflective intellectual teacher is fundamental in our conception of initial education, as theory is the possibility for overcoming the practicality manifested in legislation. The theory enables collective criticism that extends beyond the classroom contexts, the school institution and broader spheres, allowing the understanding and analysis of the roots of the problems that impede the right to education.

In this sense, the political meaning of teaching activity is evidenced: mobilizing educational theories to carry out the reading and critical understanding of the problems existing in the reality of public schools points to a theoretical-critical-reflective education of future teachers on, from and to concrete reality.

In opposition to "practicalism" - to which the concept of reflective teacher appropriated by neoliberal policies is reduced, on which both the BNCC (BRASIL, 2017) and Resolution CNE/CP nº 2/2019 are supported -, the inseparability of between theory and practice, the political character of the teaching profession, the need to identify the local and broader constraints of the teacher's work to seek overcoming, with an investigative posture that allows him to build knowledge.

This assumption contrasts with the concept of *competences* adopted in the legal text, which refers to immediate action, individualism and the alleged absence of the political character of teaching, since, according to Pimenta (2002, p. 42): "[. . .] having competence is different from having knowledge and information about the work, about what is done (view of totality; broad awareness of the roots, unfoldings and implications of what is done beyond the situation; the origins; the whys and the for what)."

To assume these conceptions, it is necessary to ensure the protagonism of the faculty and students in the discussion, reflection and (re)construction of the PPPC.

We cannot lose sight of the fact that collective and cooperative work may assume unique forms according to the particularities of each reality, being conditioned by the conceptions, resistances, difficulties, familiarity and availability that the group of subjects presents to organize itself (GUIMARÃES; MARIN, 1998, p. 38) (Our translation).



The PPPC is more comprehensive and closer to reality than the determinations established in Resolution CNE/CP nº 2/2019 and it is up to the IES to decide on their purposes, aspirations, conditions and means to train teachers for EB.

It is also worth mentioning that the new legislation establishes guidelines that are only indicative, guiding. Furthermore, teachers reinterpret and decide, especially, on content and teaching strategies; for this reason, their conceptions about the purposes of the school/university have a high degree of determination about what they do (BELLETATI; DOMINGUES, 2015).

However, in times of judicialization of teaching and education institutions and of strong control, our proposal of resistance, of transgression, is that the IES develop a course project that addresses the proposed minimum, advancing in the direction of the necessary initial education of teachers. In this sense, we identified, at the end of this item, gaps in Resolution CNE/CP nº 2/2019 that allow the (re)construction of PPPCs for degrees with approval possibilities, but in a critical perspective of initial teacher training, based on the principles which we will present below.

Recent research by Pedroso *et al.* (2019)¹⁴, carried out with pedagogical coordinators and based on the pedagogical projects of the degree courses in Pedagogy that they coordinate, it shows possibilities for innovations, despite the legislation. In the present text we bring the contributions perceived in public universities and in private community institutions, since the results in the marketing demonstrate the adjustment of these to the national guidelines, not indicating, therefore, innovations.

Although the focus of this research was the degree in Pedagogy, which forms the multipurpose teacher to work in Early Childhood Education and in the Initial Years of Elementary School, we can generalize the contributions to the other degrees of EB. To do so, we take into account the specificities of the multipurpose teacher's teaching¹⁵ that differentiate him from the specialist teacher. Thus, we present a reading of the research findings, highlighting principles for the necessary initial training of critical-reflexive intellectual teachers in undergraduate courses.

¹⁴ This research is an offshoot of a previous one, whose results can be accessed in Pimenta *et al.* (2017).

¹⁵ According to Cruz and Batista Neto (2012), the greatest dissimilarities between the multipurpose teacher and the specialist – teacher in the Final Years of Elementary School and High School – would be the greater time spent by the former with their students, providing greater interaction between the teacher and its class-group and greater concern with the integral formation of students and the teaching of different areas of knowledge.





We defend that initial training must guarantee knowledge that makes it possible to build the necessary autonomy for the exercise of teaching; and, therefore, the appreciation of the “[...] construction of knowledge by students [future teachers] from the problematization of reality” (PEDROSO *et al.*, 2019, p. 28) is essential.

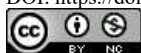
In this sense, the first principle, fundamental for the pedagogical training of the critical-reflective intellectual teacher, refers to the *unity of theory and practice*. This is supported by historical-dialectical materialism when considering that “[...] knowledge effectively occurs in and through praxis and that it is not enough to know and interpret the world theoretically. It needs to be transformed. Praxis is the human attitude – theoretical and practical – of transforming nature and society.” (PEDROSO *et al.*, 2019, p. 30).

The knowledge of pedagogical theories, of their changes over time, of the concepts of the world and of the human being that underlie them and of the various purposes proposed to EB allows the subject who is being trained as a teacher to realize his own conceptions about the education and the teaching profession. It allows you to reaffirm or transform them, by recognizing and analyzing the constraints of the school reality and the likely consequences of your teaching activity in the formation of students and in society.

The propositional theoretical knowledge is articulated, therefore, to the knowledge of practice, at the same time resignifying them and being resignified by them. The role of theory is to offer professors analytical perspectives to understand the historical, social, cultural, organizational contexts, and of themselves as professionals, in which their teaching activity takes place, to intervene in them, transforming them (PIMENTA, 2002, p. 26) (Our translation).

In this way, the student, in his future teaching practice, is offered theoretical and analytical conditions to understand, contextualize and problematize the practices and, collectively, propose/create new transforming practices. Thus, teachers will be better able to exercise their autonomy to make more conscious choices when reinterpreting the imposed ideas. Theory, in this approach, does not detach itself from practice – which always contains explicit or underlying theories – nor does it determine it; on the contrary, it allows for a better understanding and transformation of practices according to the reflected purposes to which they propose, in a process of emancipation.

The understanding of the unity of theory and practice refers to the understanding that knowledge is the result of the historical production of humanity. And “those who deal with knowledge processes and products (teachers, in this case) need to remain in a research situation, since knowledge is a historical activity in transformation” (SEVERINO, 2009, p.



120). And the purpose of teaching, characteristic of the teaching activity, is to form students' critical thinking, and not to transmit knowledge. Teaching aims to train students to be able to situate themselves in the world, read the world, analyze and understand the world and its problems, with a view to proposing ways of overcoming and human and social emancipation (FREIRE, 1979). This is the movement of research in the training process. Knowledge is key to reading the world. If they are withheld, students are prevented from being aware of themselves and the world, as well as the problems that exist in it. Therefore, it is impossible for them to be able to propose ways to transform the conditions of oppression.

Research is assumed, therefore, as a formative principle in all activities of the curriculum of licensure courses, in which the educational praxis carried out in *public* schools is taken as an object of reflection.

The development of this process is made possible by the research activity, which begins with the analysis and questioning of actions and practices, confronted with theoretical explanations about them, with the experiences of actors and perspectives from other fields of knowledge, with the intended objectives and with the purposes of education in the formation of human society (PIMENTA; LIMA, 2004, p. 49-50) (Our translation).

Teacher education, in a critical and emancipatory perspective, presupposes the development of an investigative look, favoring reflection on the local and broader conjunctures in which the teaching activity takes place, enabling the production of knowledge. As a formative principle, research helps the future teacher to reflect, interpret and question reality, as well as re-signify the teaching context, interrupting reproduction and alienation in the school space in favor of transformation from the elaboration of alternatives that build a more critical, democratic and emancipatory.

Taking these two principles – theory, practice and research – the *supervised internship* is configured as the articulating axis of initial teacher training courses, a field of knowledge, “[...] that is, of studies, analysis, problematization, reflection on pedagogical practices, teaching work and institutional practices, immersed in social, historical and cultural contexts” (PEDROSO *et al.*, 2019, p. 30). The internship makes it possible to break the theory and practice dichotomy and take research as a formative principle, by understanding the reality of the public school as “[...] an object of research, with a view to producing ways to overcome the problems highlighted” (PEDROSO *et al.*, 2019, p. 30), towards a critical and emancipatory formation.



And why the *public school*? Because it is the public school that guarantees the right to school education that, historically, has been denied to children and young people from the poor population. And yet because:

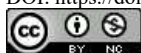
The differences between the public school and the private school are substantial and not accidental. The idea of a public school is linked to the logic of the right to education; the idea of a private school is associated with the logic of the educational market. The conflict between the two logics is irresolvable. The logic of the right to education has solidarity as its basic principle. For the logic of the educational market, the basic principle is that of competitiveness (SILVA JÚNIOR, 2016, p. 17) (Our translation).

We value the public school as a privileged space for reflection on its complex reality for the construction, based on studies and research, of teaching practice.

It is proposed that the internships be assumed collectively within the course, by all professors, in an integrative and interdisciplinary perspective, as a real process of immersion in the professional field. In this way, the internship constitutes a movement of concern, theoretical and investigative mobilization, which is based on reflection, contextualization, criticality and collaboration involving its different actors in the space of the university and the school of Basic Education.

Integrating and interdisciplinary actions, understood as organic formulations in curricular matrices, are pointed out by Pedroso *et al.* (2019) as one of the principles for quality initial training because they value the epistemological conception of the uniqueness of knowledge. They promote individual and collective integrative initiatives undertaken within the scope of the political-pedagogical project of the courses, notably, in supervised internships. They are opposed to the fragmentary conception of human beings, teachers and teaching, as well as the devaluation of theoretical knowledge, as expressed in the text of the guidelines. Thus understood, the integrative and interdisciplinary character of teacher training curricula is configured as necessary to ensure the realization of the other principles that we defend.

From the perspective of valuing knowledge as opposed to competences and skills, *Didactics* subjects, whose essentiality in teacher training is another principle of initial training pointed out by Pedroso *et al.* (2019), overcome a merely instrumental profile. This essentiality – since it deals with teaching, the teacher's core activity – is considered for its character of critical reflection of contextualized practice. Referring especially to the disciplines of fundamentals of Pedagogy, Didactics is not restricted to techniques of how to do it, since this *how* “[...] depends on the context and conditions in which it is carried out, on what it is





intended to teach and of the purposes of teaching and education” (PEDROSO *et al.*, 2019, p. 125).

Thus, Didactics disciplines must go beyond the technical issues related to how to do it, which also need to be addressed, as required by the legislation, but in a critical perspective and not in a merely instrumental way, as expressed in item II of art. 12 of the legislation. Didactics assumes its critical character, when considering teaching as a complex and multifaceted activity, for which there are no models to be followed, and, still, when taking responsibility for training for professional development, in a process of problematization of curricula. prescribed and in action.

Our conception of teacher training for EB strongly contrasts with the provisions of Resolution CNE/CP nº 2/2019, since we assume the teacher as a critical-reflective intellectual and, also, we are based on the principles of theory and practice unity; research as a training axis; the supervised internship as the articulating axis of the course; of integrative and interdisciplinary actions as curriculum organizers; and the valorization of Didactics disciplines in a critical perspective.

Such principles are configured as transgressions or, in other words, as alternative paths. To implement them, we believe it is necessary to look for gaps in current legislation. Certainly, the collective of subjects involved in the (re)construction of PPPCs will identify other gaps in the Resolution based on their reality in their respective teaching courses.

The principle of unity theory and practice requires that theoretical knowledge, absent or narrow in the three groups determined in arts. 11 and 12 of the Resolution (Group I: 800 hours, Group II: 1,600h, Group II: 800h), are worked on in an in-depth and critical way. Assuming what is contained in the legislation as a minimum, it is necessary to seek a solid theoretical training - and not just "solid basic training", according to item I of art. 5th – as well as overcoming the dichotomy expressed as “*association* between theory and practice”, according to item II of the same article, advancing to the *unity* of theory and practice. Also art. 7, item VII, presents in its text the gap for the assumption of the concept of unity theory and practice by establishing the "integration between theory and practice, both with regard to pedagogical and didactic knowledge, as to specific knowledge of the area knowledge or the curricular component to be taught”.

The perspective of teacher training that adopts the unity of theory and practice, formative research and integrative and interdisciplinary actions allows us to problematize the BNCC, which occupies a large part of the prescribed curriculum. Contextualizing it within the





scope of public policies and taking it as an object of research demands a deeper understanding of the various legislations and the contents of the subjects of fundamentals of education and Didactics, expanding the space destined to knowledge.

Research as a formative principle can be supported by item V of art. 6, which cites the “[...] inseparability between teaching, research and extension”. Thus, according to Cunha (2011, p. 453): “If [the teaching and research relationship] were materialized, the extension function would be natural, because practice would be the starting point of the knowledge to be taught and, therefore, also your point of arrival.”. And also, in item III of art. 8, which establishes “the connection between teaching and research with centrality in the teaching and learning process [...]”. We emphasize the indispensability of theory for the future teacher to carry out research during their formative path in licensure courses, notably in internships. In this perspective, the perception of the contexts and the factors that shape the teaching practice is provided.

Although Resolution CNE/CP nº 2/2019 is not in line with our understanding of initial teacher training, it recognizes the “school of Basic Education as a privileged place for the initial training of teachers, their practice and their research” (item VII of article 8). At this point, it makes it possible to transgress the configuration of research as a technical instrument, present in the legislation, and to honor the theoretical training that enables a critical reading of reality itself, especially in supervised internships.

In this way, it seems to us that we have overcome the meaning given to the dimension of professional practice in the legal text, understood by us as praxis, overcoming the reductionism of the concept of competences and the idea of supervised internships as spaces/times for training and reproduction. To do so, the field schools and training institutions need to build a strong partnership relationship - or an “organic bridge”, as expressed in art. 9 of the Resolution - with integrated and interdisciplinary actions, which count on the collective engagement of the subjects of the institutions involved.

We emphasize, once again, the need to overcome the fragmentation expressed in the idea of competences of the Resolution, which envisages technical training. As a gap in the legal text, there is the (re)integration of the specific competences of the three technical dimensions - professional knowledge, professional practice and professional engagement - in its art. 4th - which makes it possible to advance, in PPPCs, towards an integrative and interdisciplinary vision, of unity of knowledge.





The gaps, which we indicate in the document, make it possible to value the knowledge of Didactics in a critical conception, by assuming as a minimum what is proposed in its text. We also emphasize that teaching is not a simple application of techniques, but a construction in context, which must be questioned with the support of theoretical-pedagogical knowledge.

Finally, we emphasize that the fundamental principles that we defend respond to the need for training of critical-reflexive intellectual teachers, essential for the improvement of Brazilian education.

Final considerations

Based on theoretical-documentary research, we seek to contribute to reflections and discussions on the (re)construction of degree PPPCs that train teachers for Basic Education, within the scope of Resolution CNE/CP No. 2/2019 (BRASIL, 2019a).

The analysis of the aforementioned legal text showed weaknesses and setbacks in its epistemological-political bases that indicate the need for its immediate repeal. Its prescriptive character disregards the efforts built in IES, especially in public universities, promoting ruptures in institutional cultures and in promising experiences of teacher training. It also restricts knowledge to competences, expressing a reductionist conception of the teacher as a technician, a practitioner, the executor of curricula produced by business financiers of education. Thus, it disregards theoretical training, which is the basis for practical action, further devaluing the teaching profession.

The paths that we envision, given the discontinuities of public policies for teacher training and their involution, reside in the urgency of institutions committed to improving Brazilian education to seek forms of resistance. The configurations of struggle pass, in our view, necessarily through the promotion of collective moments of debate and reflection on the initial training of teachers for EB in the face of current legislation.

As a possibility of resistance and transgression, we propose that IES, in their PPPCs, aim to train the teacher as a critical-reflective intellectual; prioritize the construction of knowledge by the undergraduates, future teachers, from the problematization of the educational context of the public school; and take as training principles the conception of the theory and practice unit, research as a training principle, the supervised internship as the articulating axis of the courses, the integrative and interdisciplinary character in the curriculum and the valorization of Didactics knowledge in its character of critical reflection of

the contextualized practice, meeting, but largely exceeding, the provisions of Resolution CNE/CP nº 2/2019.

We believe that the mobilization, resistance and struggle must continue, as we aim to build a national policy that ensures solid and emancipatory initial and continuous training of teachers for EB, as well as decent working conditions, in the search for the improvement of Brazilian public education, aspiring to the consolidation of education as a right.

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