



Corresponding to Author
 J¹ Andréia Aparecida Simão
 E-mail: gjolvane@gmail.com
 Universidade do Oeste de Santa
 Catarina, SC, Brasil
 CV Lattes
<http://lattes.cnpq.br/9793952827961049>

Submitted: 04 oct. 2021
 Accepted: 10 aug. 2022
 Published: 17 aug. 2022

[doi: 10.20396/riesup.v9i0.8667189](https://doi.org/10.20396/riesup.v9i0.8667189)

e-location: e023015
 ISSN 2446-9424

Antiplagiarism Check



Distributed under



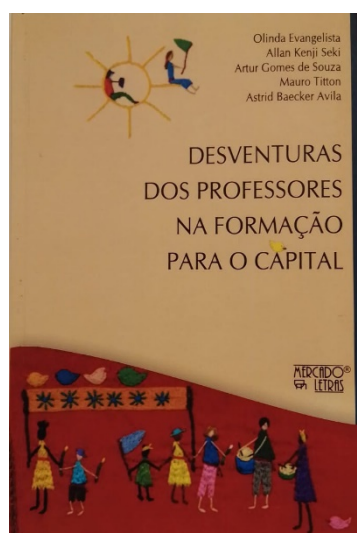
Misadventures of Teachers in Training for Capital

Desventuras de los docentes en formación para el capital

Desventuras dos Professores na Formação para o Capital

Andréia Aparecida Simão¹  <https://orcid.org/0000-0001-7816-6199>

¹Universidade do Oeste de Santa Catarina



EVANGELISTA, Olinda; SEKI, Allan K.; SOUZA, Arthur G. de; TITTON, Mauro; AVILA, Astrid Baecker. **Desventuras dos professores na formação para o capital**. Campinas, SP: Mercado de Letras, 2019. ISBN 978-85-7591-549-3

Teacher education is a current issue in academic discussions. The teacher as an intellectual transformer, in its emblematic structure, becomes a field of exploitation as well as its training a marketable good (GRANEMANN, 2007) is what shows us the *Misadventures of teachers in training for the capital*. This book, written by five researchers, was released in August 2019 in thematic series: General Education, Higher Education and Educator Continuing Education by Editora Mercado de Letras, and the authors are: Olinda Evangelista, Allan Kenji Seki, Artur Gomes de Souza, Mauro Tilton and Astrid Baecker Avila.

Prefaced by Selma Venco and introduced by the author Olinda Evangelista, the book *Misadventures of teachers in training for the capital* addresses the theme of teacher training in higher education in Brazil in the first two decades of the 21st century. In general, the set of texts deals with the "teacher factory" in the higher education certification market in Brazil. Imposing relevance to the importance of the studies on the democratization of access to quality higher education, between the years 2006 and 2007, as the State foments Distance Education (DE), the book shows the reader the critique the authors make of the stimulus of DE by Brazilian governments, the accurate analysis of national and international documents, as well as data published by specialized agencies in Brazil, and how the private sphere appropriates education and institutes it as "business", "merchandise".

We present the authors, all of whom are part of the same research group, Research Group on Educational Policy (GIPE-MARX), keeping in mind the specificities of each author: Olinda Evangelista is postdoctoral in Education from the University of Minho/PT, voluntary retired professor from the Graduate Program in Education at the Federal University of Santa Catarina (UFSC); Allan Kenji Seki is a doctor in Education from UFSC and researcher at the Centre d'Economie de l'Université Paris Nord (CEPN); Artur Gomes de Souza has a master's degree in Education from UFSC; Mauro Tilton has a doctorate in education from UFSC, and is a professor in the Teaching Methodology department at CED/UFSC; Astrid Baecker Avila has a doctorate in education from UFSC, and teaches Pedagogy at UFSC.

The work is 234 pages long and is divided into five chapters: "Chapter I - Teacher desertion and human formation in the Petista governments"; "Chapter II - The perverse growth of private degrees"; "Chapter III - 72 hours in 16 minutes: which school for the Brazilian teacher"; "Chapter IV - Victory of DL or of capital? These chapters are preceded by an afterword by João Zanardini, who analyzes the pseudoconcretic actions of the State in relation to "educational training policies". These policies reduce the educator's training to the level of utilitarian praxis in the "ambitious project of expansion of the educational market", elevating the expansion of the EaD modality; issuing certificates that only represent an empty, hollowed out training, attesting deformation of a substantive part of "future working-class teachers". Thus, when approaching Eduardo Galeano (2015) with his *Legs upside down, the school of the world inside out*, shows the democratic school, but expropriated from society by financialization, privatization and commodified by the bourgeois hegemony.

In "Chapter I - *Teacher detachment and human training in the Petista governments*" Astrid Baecker Avila, Mauro Tilton and Olinda Evangelista seek to rigorously understand the historical process driving educational policy and its assertions for teacher training during the governments of Luiz Inácio Lula da Silva (2003 - 2010) and Dilma Vana Rousseff (2011-2016) and its links to the hegemonic movement of capitalist interests. Once this temporal cutout is demarcated, the authors point out that they understand the production and maintenance of public policies allied to the advent of neoliberalism by the movement of the

correlation between the essential social classes - capital and labor. Thus, the educational project of the 1990s was not broken, since the PT governments followed the policies initiated in the Collor de Mello and Itamar Franco governments, intensified in the Fernando Henrique Cardoso governments, which aimed at fulfilling agreements signed between Brazil and Multilateral Organizations (World Bank, UNESCO, ECLAC), with the intention of directing education to the organized movement of sectors of Brazilian businessmen - the "All for Education Movement – TPE" and its network of relationships. Teacher education in the current economic and political context has seen the consolidation of enrollments in distance learning degree courses in non-university and private HEIs. According to the authors, the variation of enrollments between 2003 and 2017 was 472,697, while in the in-class modality there was a reduction of 63,321.

According to them, "the relationship between the increase in enrollments in distance education and the decrease in face-to-face education indicates the direction of the induction of the expansion of higher education, specifically in undergraduate courses, by the action of the State in educational policies. The "most tragic facet" of this study is that in-class processes have been replaced by distance learning mechanisms.

In "Chapter II *The perverse growth of private undergraduate programs*," Olinda Evangelista, Allan Kenji Seki, and Artur Gomes de Souza summarize their perceptions about the hegemonic movement of private HEIs and their points of fit with capital for teacher education in five words:

1. the overwhelming growth of undergraduate programs in private HEIs;
2. in private HEIs, there was an increase in EaD undergraduate enrollments and a considerable decrease in in-class enrollments;
3. the largest number of students in private HEIs are in private (for-profit) HEIs;
4. In the public HEIs with significant growth in in-class and EaD enrollments, but even smaller in relation to the private HEIs;
5. this new system of training teachers by private HEIs only promotes the buying and selling of enrollments, disregarding the subject, the social being-student. In this sense, the undergraduate courses contributed to the growth of private schools that appropriated them and subjected them to financialization. Thus, teacher education was taken over by private initiative in University Centers, Institutes, Colleges, and Universities with the rise of private HEIs for EaD training under the demands of the World Bank.

In "Chapter III - *72 hours in 16 minutes: which school for the Brazilian teacher?*", the same authors of the previous chapter try to demonstrate the exponential advance of the private sphere over public enrollments and adherence to the EaD modality between 2013 and 2015. They discuss the experience of EaD, which proves to be the near future of Brazilian teaching, being necessary to learn how to use the platform to learn content and complete subjects. According to the authors' research, students take 16 minutes to finish courses, while in public classroom education, this is equivalent to 72 hours of courses. Thus, we find the emptying of knowledge for teacher training since the education professional is trained by the capital to provide tools in the mediation of culture and in the contradiction about ways of understanding the world.

In "Chapter IV - *Victory of Distance Education or of Capital?*", the authors indicate that private teacher training thrives within the private sphere, evidencing the transformation of education into a marketable good since the 2000s. The access to higher education through distance learning promotes the "teacher factory", favoring the market of diplomas. This fourth

chapter discusses the threats posed by the progressive submission of institutions and the content of teacher training to the new forms of education delivery, DE. These are under the direction of the capital and its normative proposals, by the neoliberal bourgeois hegemony through politics, through the means of production of existence and in the forms of collective organization. They train the teacher to act according to capitalist determinations, such as efficiency and task execution. Such issues result from the reform of higher education generated during the PT governments under World Bank guidelines that configure two historical movements: 1. the dismantling of the university model; 2. the large-scale privatization of teacher training in Brazil.

In "Chapter V - *Labyrinth of Data*," the authors present discussions about the process of collecting information in the microdata of the Censuses of Higher Education, emphasizing that the researchers go through ingrain and unpleasantnesses with often inconsistent data. In the analysis of the official data there was an unusual effort to understand what the policy brings in its appearance and what is hidden between the lines of the discourse. According to the authors, the difficulty was in the instability shown by the data, whether sorted to constitute invisibility of the truth or to dodge from where it may find the essence. The researchers' goal of revealing the totality constituted about teacher education in Brazil led them to an effective effort in the collection and analysis of the data. They disagree that the issue is the use and not really the quality of education itself or Distance Education. These, applied to justify structural unemployment, the degree of precariousness of the working class.

The work shows five movements in teacher education at the higher level: a) the offerings in private HEIs; b) the lower number of in-person enrollments and the higher number of EaD enrollments; c) a higher number of students in for-profit HEIs; d) growth in for-profit enrollments, but the non-profit ones grew in number with a lower percentage; e) a new model of graduation in the buying and selling of enrollments.

This set of texts constitutes a comprehensive study on teacher education in Brazil after the 2000s. It highlights the "teacher factory" and the certification market at a higher level as the starting point of another training model for the capital of education professionals. It is important to emphasize that for the cover and opening of the book, images of Olinda Evangelista's embroidery were used, "How afraid are you of us!", which shows the struggle of the education professionals about their rights, leading their misfortunes when integrating the class struggle, in a society of merchandises, where the teacher to be trained is one more number of enrollment combined to the productive character of capital. It confronts the educational policies of formation and recommendations that configure the dismantling of the profession and the precarization of the teaching work.

Going through the dictates of the book, we find the disqualification of higher education by the sale of enrollments and, beyond that, the practice of distance education. In the current conjuncture, with the misgovernment and the denial of a solidly supported teacher training, the government proposes reforms that accentuate the distance from a universal, public, lay and quality education. The government that misgoverns, shows fear of this fight because, through public policies, reforms, and decrees, it presents anti-democratic Education, without autonomy, without consistent social reforms, it only offers those that analogously move revolutionary alternatives contrary to the propositions of an integral human formation. We agree with Umberto Eco (2019, p. 34) as it is a "government that exalts violence and the free market." The privatization of education in the context of teacher/graduate education is

representative of capitalist accumulation within the free market, "an indelible mark of capital" (as expressed in the afterword, João Zanardini).

The scenario of the first two decades of the 21st century is one of successive changes introduced in teacher education to equate the elimination of living labor. The commodification of education implies in calling on workers to join the unleashing of the State's unaccountability in promoting the quality of education by developing, in its place, its professional degradation. We see teacher training implicated in the perspective of worker training in two aspects: the teacher himself as a worker and the student being trained by him to work in the labor market.

The value of knowledge has little effect on this "management of knowledge/knowledge", since it points to an instrumentalized education, far from obtaining a solid education beyond the capital, since it is aimed at flexible workers, who should compose new profiles required by the labor market. We are faced with a light, shallow and qualityless training, an active component of the neoliberal context, and the teacher with this training, expropriated of his subjectivity, is a participant of a radically uncertain and anticipated future.

Finally, it is possible to state that the book *"The misadventures of teachers in the training for the capital"* constitutes an important reference work in the analysis of teacher training policies in the current conjuncture. We emphasize the importance of the book in this pandemic context in which education has been left interchangeably in remote learning and distance learning (in many cases with neither), which has only potentiated the educational fragility that Brazil was already developing. It is a recommended reading/study for researchers, teachers, and students, as it provides a substantial overview of what is involved inside the articulations in the development of public policies for teacher education; where it comes from and who is in the network of economic determinations and the financialization of Higher Education. There is nothing left for us but to wish the reader that through his or her critical vision and thinking, he or she can hope without fear in the struggle for an autonomous, democratic, and humanizing education.

References

ECO, Umberto. **O fascismo eterno**. 3ª ed. Rio de Janeiro: Record, 2019.

GRANEMANN, Sara. Políticas sociais e financeirização dos direitos do trabalho. **Em Pauta**, Rio de Janeiro, n. 20, p. 57-68, 2007. Disponível em: <https://www.e-publicacoes.uerj.br/index.php/revistaempauta>. Acesso em: 02 jul. 2018.