

## Teachers' Formation in Brazil — Policies, Curricula and Practices

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**Abstracts:** The investigation aimed to know the quality of the curricula for initial formation of teachers, how they are structured and fulfilled, and which improvements are necessary for some education of quality. The contexts comprise Federal Universities located in Ituiutaba (UFU) and Uberaba (UFTM). We used both a bibliographical and documental research and a survey. The deponents are College Education professors and licentiate students. We concluded that the majority of professors comprises masters or doctors, but they present limitations in Didactics; they get updated in congresses because there are no programs for a continual process of growth and education; there is an effort for the integration of contents, but there is no interdisciplinarity; the pedagogical formation in the curriculum has gaps and requires improvement; difficulty in dealing with diversity. The improvement of teacher's formation in the Public University demands further investments in educational policies and better working conditions.

**Key words:** formation of teachers, quality of teaching, licentiate curricula

### 1. Introduction

The present article brings the results of a research carried out in the Federal University of Minas Triangle (UFTM) and the Federal University of Uberlândia (UFU/FACIP), with the support of FAPEMIG<sup>1</sup> and CNPQ<sup>2</sup>.

During the last five years, the Group of Research and Studies of the Teacher Formation (GPEFORM) has done researches in order to know the reality of the educational policies and the actions implemented in Minas Gerais Public Schools, especially in Minas Triangle, concerning the curricula for forming teachers, in order to reach a better quality teaching.

This socialized research aims to know the quality of the curricula for the initial formation of teachers, how they are structured and fulfilled, and which improvements are necessary for some education of quality.

### 2. Theoretical Basis

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It is known that with the LDB/9394/96 (Law of Directives and Bases of National Education) and the influence of MEC (Ministry of Education and Culture) and CNE (National Education Council) regulations, the directions and the discussions about the teacher formation, together with its practice, have taken different courses. Concerning the LDB, Severino (2006) affirms that despite the conceptual developments it has brought, the official policies that implemented it represent retrogression to the quality of the teacher formation. Thus, it is necessary to search for a better comprehension of this impasse.

In fact, before the great challenge of well-forming teachers for Basic Education, MEC has implemented educational policies in search of alternatives to improve the quality of teaching.

The subject of quality in teaching was already present in ancient Greece, since it was one of the worries of that civilization. During the golden years of the Enlightenment philosophy, at the rising modernity, the thinker Locke, during the eighteenth century, started to classify quality by demonstrating the differences it is able to comprise. In this sense, history shows us that quality is not a theme that belongs exclusively to contemporaneity; it has been accompanying humankind and taken different formats and meanings inside the several social contexts / formations known by the world.

What about the Brazilian Basic Education? Does it have quality? Silva (2011) affirms that Brazil presents high rates of school failure and low rates of completion in the Basic Education Levels [...]. In Latin America and the Caribbean, the average rate of school failure for all grades of Elementary School is 4.4%. In Brazil, this rate is 18.7%, the highest of all countries of this region. Besides, it occupies the 88th position among 128 countries. We also remind that in 2000 more than 160 countries committed themselves on the Education for All, a program that previewed six goals, including the expansion of the elementary school, the illiteracy rate reduction and the improvement in the quality of teaching. In order to achieve these goals, the Education for All Development Rate was created (IDE) (Report, 2010, s. p.). As we can see, despite the creation of several rates to assure the quality of teaching, we are very far from getting to it.

School evasion is a serious problem. The 2010 census shows that the image of the public education keeps on being seen as a funnel, that is, the Brazilian school system has almost two times more students in the initial grades of Elementary School, in comparison to the number of enrolments at High School. Data show that Brazil had 13.4 million enrolments from 6 years old on and 7.1 million enrolments at High School (from 1st to 3rd grades) (Gomes, 2010).

As a result, the research statistical data show that school has not managed to fulfill its social function completely. Moreover, those who fail at school are the ones who need it most, unfortunately. They are children from poorer classes, whose opportunity to rise socially depends on school; furthermore, what is more important is that, according to Paulo Freire, at school they have the opportunity of learning how to “read the world” in a critical way, becoming independent citizens who are able to make and change their own story.

The Law of Directives and Bases of National Education (number 9394, from 1996), in Article 59, “ensures that teaching systems in Brazil will not only search for all the possible resources, but also assure students with special needs of curricula, methods, techniques, educational resources and specific organization, so that all their needs will be suited.” Thus, the specialized service is granted to all students, according to their peculiarities. However, school has not even managed to serve the demands of students without learning problems.

What is the school function? According to Rios (2003, p. 91), “[...]” the task of school is to develop capacities and abilities, and this is accomplished by the socialization of knowledge and multiple wisdom. Therefore, the content transmitted, built and socialized at school must make sense and be committed with human

development. The democratization process of the Brazilian society, and, specifically, of education itself will happen through the assurance of school access, and permanence and success of students at school.

It is important to mention that teachers' formation model in Brazil was structured at the end of the nineteenth century and at the beginning of the twentieth century. After that, there were many attempts of change, published as reformulations and reorientations for the licentiate courses. However, the changes were not enough, and, in terms of structure, few things were changed. Teachers' formation, concerning the several specialties, keeps on happening in separate fragmented limited courses, based on the "science division", which is understood as a remainder of positivism. In this sense, the courses for forming teachers do not articulate among themselves because they do not have either a common basis or an overt separation between the specific formation for a subject and the pedagogical formation. The absences of communication between these two areas and the contempt for them are notorious.

In the present legislation, the LDB 9394/96 points out that Colleges and Universities must build a formative structure for the Elementary School teachers in an integrated way. Moreover, the National Education Council's (CNE) resolution number 1/2002 proposes a common basis for teacher formation. Nevertheless, it is observed that the attempts to change the curricula of the licentiate courses have not succeeded because of a lack of both political interest for the necessary investments, and political power from the federal bureaus that regulate and manage formation at colleges. Furthermore, the hegemony and interest groups inside the teachers' formation Institutes oppose such changes.

Significant structural changes in the formation curricula certainly demand great financial investment and consequently, discourage the private formative institutions. On the other hand, at public universities, the restructuring curriculum process would demand longer working hours for professors, group planning, group work and the readiness for dialogue and willingness to learn something new and different from what they already know or learned during their own formation. Therefore, public university professors also resist to curriculum changes due to their personal interests and self-indulgence. "Any innovation in the structure of forming institutions and courses clash with this traditional model and the instituted interests [...]" (Gatti, Barreto & André, 2011, p. 101). This has hampered the reconsideration and restructuring of teacher formation curricula in a new based and more integrated way.

Another problem is the fact that great parts of students at the teacher's formation courses are attending private institutions: 68% of students of pedagogy and 53% of the other licentiate courses. Another interesting point that is worth featuring is the fact that 71% of bachelor's course students attend classes at university, while 50% of the licentiate courses are online (BRASIL, MEC, INEP, 2010, pp. 13, 14, 19). All these factors contribute to the deterioration of the teachers' formation courses. Another question is if on one hand the number of enrolment is very significant, on the other hand, the average number of evasion is about 30%. In some courses, like Physics and Mathematics, for example, it exceeds 90%. This means bad investment or loss for the Brazilian education.

### **3. Methodological Procedures**

The research methodology has a qualitative judgment, as well as a critical direction. Basing on the critical and dialectic perspective chosen, according to Paulo Freire, we reaffirm Man's vision and his condition of a historical, social, finite, limited, unfinished being that is aware of his incompleteness, though (2003). That is why man is part of an interrupted process since he is always in search of being more.

Firstly, we carried out a bibliographic review on the elected categories, specially, the teachers' formation, the licentiate curricula and the quality of teaching. Secondly, we focused on the analysis of the documents — laws, decrees, minutes of meetings and pedagogical projects.

We then carried out the interviews by using the semi-structured guide. Twenty eight people have been selected by sampling. The informers, ten college education professors working with the licentiate of two Federal Universities of Minas Triangle; eighteen students of licentiate courses. For the selection, during a meeting, they were told about the aims of the research and given the opportunity to show their interest in contributing to the investigation.

By finishing this research, we intend to evidence and divulge the results achieved concerning the theme. Moreover, by divulging the results, we aim to contribute to the teachers' formation for building a more conclusive public school, which means, therefore, it will be able to democratize not only the access to school, but also the knowledge for all.

#### **4. Analysis of the Empiric Data: The Teachers' Formation Course at the Public University**

The Federal University of Minas Triangle (UFTM) is located in Uberaba city, Minas Gerais state. As a new university, it has experience a fast process of expansion since it aims its consolidation through the incorporation of new courses. In this sense, many licentiate courses have been created with the support of REUNI. The UFU campus is the Faculty of Integrated Sciences of Pontal (FACIP), which is located in Ituiutaba city, Minas Gerais. The new campus also created several licentiate courses, but there were no initial accession to REUNI.

By means of interview and by listening to the subjects involved in the teachers' formation, we tried to understand the political discourses and their practical achievement, that is, how the theory comes into practice.

The aims of the investigation were explained in the introduction of this text. In accordance to such aims, we elected the following directions for our discussion: a) the policies of teachers' formation; b) the innovation of the initial formation curriculum; the pedagogical formation; c) the work conditions and the teacher valorization.

We have selected some testimonies to illustrate the question:

“Are the professors of the licentiate course well prepared? Do they have good didactics?”

- The majority has master and doctorate degrees and took a public contest. They try to vary the strategies of teaching and dominate the content, except for some situations. Some could be better (Disc. A. 1).
- Not all. There are professors that, even being doctors, are very traditional in the evaluation process. They flunk the majority (Disc. A. 7).
- Some know the content, but they don't know how to pass it on. They don't have Didactics. They have difficulty in communication (Disc. A. 2).
- There are professors who tell students to present seminars all the time and don't teach or interfere to clear out doubts... (Disc. A. 3).

The students' testimonies evidence that some believe that the majority of professors is well prepared since they enhance the master and doctor formation. Yet, they realize their limitations. The limitations of preparation range from poor domain of contents to pedagogical formation, especially in the traditional and strict way of evaluating. The adding and quantitative evaluations lead to a high number of school failures.

We then selected the following testimonies in the question: “The professors of the licentiate courses search for continuous formation? How and where?”

- Yes, they go to national and even international congresses. They publish articles and are always searching for new knowledge (Disc. A. 3).
- Yes, the professors are good; they are researchers and have several students taking the scientific initiation with them in research groups (Disc. A. 2).
- As far as I know, the Institution doesn't have continuous formation courses for professors (Disc. A. 3).

The testimonies show that professors continuously search for update through researches and congresses. The important point is the existence of research groups and the opportunity for students to participate in the scientific initiation. However, it is clear that there is no systematized project inside Institutions, either for forming the ones who form or for attending the requirements of each course.

We believe that this would be fundamental to professors' growth and interdisciplinary collective work.

Back to the interview, we asked students and professors of the licentiate courses the following question: “*Does the Curriculum of your course offer broad, multidisciplinary and interdisciplinary formation?*”

- I believe we have multidisciplinary formation more often. It's very rich. However, I think the interdisciplinary is not enough (Disc. A. 6).
- I think the curriculum prepares the teacher more for research than for classroom. I think that when it comes to practice inside the classroom, we will have difficulties. (Disc. B. 1)
- The courses lack pedagogical formation, e.g. the psychology of education. More Didactics with practical classes would be good (Disc. B. 5).
- They are still subjects, only the name was changed. There is no interdisciplinary (Professor 1).
- I think professors should talk among themselves. There is even a repetition of contents and texts during the subjects (Disc. A. 7).

In relation to the curriculum, the deponents explained there are several subjects that offer important and dense contents for the teacher formation. The most critical ones remark that there is an effort for the multidisciplinary work; yet, the interdisciplinary work fails. The curriculum also seems to show great concern about a lot of theory and little practice. They suggest it is necessary to teach future teachers how to solve problems inside the classroom, and deal with students, among others. In this sense, in one of the Institutions, they point out the pedagogical formation is deficient since there is a lack of a subject like Psychology of Education to help them understand the development of children and teenagers, how they learn and how to deal with them at each different age. This subject would also help them learn about the relationship between teacher and student, how to deal with the difficulties in learning, etc. We observe what is said about the formation of Basic Education teachers “[...] it has always been separate from the teachers' formation and the specific subjects” (Gatti, p. 97) and this fragmentation brings implications for the teaching career.

However, Pedagogical Projects affirm that:

[...] The concomitant implementation of such licentiate courses will allow a curriculum organization that counts on an integration center, specifically directed to the development of an interdisciplinary job (demand of the contemporaneity) and to the professor's cultural enlargement (PPP History, 2009, p. 13).

According to the reports presented, we verified that in order to achieve the interdisciplinary work, one needs much more than a record of this intention in the PPP of the course. Teachers are demanded a lot of study, dialogue, change in the educational conception, collective and cooperative work, an opening for the new, at last, a review of concepts and the view of how one teaches and learns.

Subsequently, we asked students: “*Do you feel prepared to work with the diversity of pupils at schools? Can you work with the inclusion of all the pupils?*”

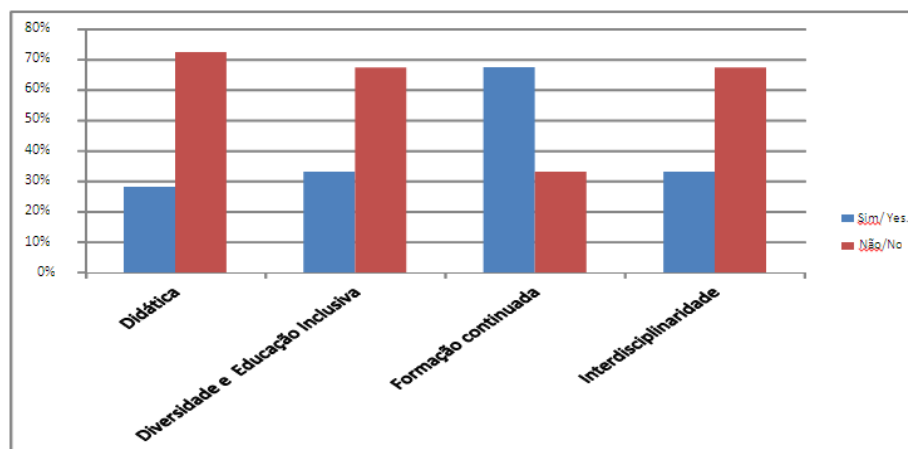
- Despite having Sign Language, I think that I still don't feel prepared to work with hearing-impaired students. How to deal with a blind or mentally handicapped student? (Disc. B. 3).
- I'm not prepared. An evidence of this is the fact that there are handicapped students in our course, but not even our professors know how to deal with them. A blind classmate suffers the consequences... (Disc. A. 8).
- It is not possible to get prepared to attend students with a handicap only by attending university. It is necessary to look for other forming courses (Disc. A. 2).

Students' voices showed that they receive instruction for dealing with the hearing-impaired by means of a course of Sign Language, which is positive. However, University lacks the instruction to understand and deal with every student's diversity. They affirm that they would not know how to deal with the mentally handicapped, students diagnosed with syndromes or behavioral disorders. Other deponents recognize that not even the graduation professors have this preparation for attending the handicapped. Thus, the licentiate courses inside the investigated institutions are not being able to form professionals who can work with all the students at school, regardless of their physical, social and emotional conditions.

Yet, with all the *diversity* found at schools, we cannot “ignore differences”. We agree that “learning how to recognize differences or considering them as a legitimate manifestation of the other is the first step to eliminate the conflicts” (Romão, 2002, p. 104).

In this way, based on the questions presented to students, which were related to the quality of professors and classes in their respective courses, we synthesized the table below:

- Do graduation professors have Didactics to give classes?
- Do you feel prepared to attend public school students' *diversity* and achieve some *inclusive education*?
- Do graduation professors participate in *a continual process of growth and education*?
- Do graduation professors work according to an *interdisciplinary* perspective?



Didactics/Diversity and Inclusive Education/A Continual Process of Growth and Education/Interdisciplinary

Therefore, 72% of the interviewee revealed the limitations in the professor's formation, not only in relation to Didactics, but also to the use of strategies for teaching, the relationship between teacher/student, and mainly, the evaluation adopted.

Concerning the pedagogical work inside the interdisciplinary perspective, around 67% of the interviewee affirmed that there is no interdisciplinary work yet, that is, one works with isolated disciplines.

As for the continual process of growth and education, approximately 67% affirmed that professors try to improve their skills by participating in congresses, seminars, etc. However, they also affirmed there is not a project of a continual growth that assures permanent formation for professors and attends the local needs in either of the institutions. Furthermore, there are few sessions of study and planning *taking place* at the institution. Consequently, professors look for congresses to be update. They also present the results of their researches in Brazil and even abroad. This is the most common way professors become update.

In relation to feeling prepared to attend diversity and inclusion, 67% of the testimonies showed that students do not feel prepared to attend students with different handicaps. Nevertheless, a significant number of informants still believe that the Licentiate Course they are taking has quality since there is great demand from professors.

Accordingly, we keep at the investigation with the following question: *Have the policies for a better teaching formation been carried out? To what extent?*

-Not totally. Teachers are not given enough value (Disc. A. 1).

-I think more investment is necessary in this aspect. There is more talk than practice in relation to teaching formation (Disc. B. 7).

- I think a lot has been done, but it is still not enough to solve all the problems (Disc. B. 6).

Some students believe the policies for teaching formation have been effective. Yet, they note there is more political talk than actions to assure a good formation that brings some improvement to the quality of teaching.

Professionals who are committed to the full development of the oppressed class put good quality education into practice. By basing on literature, we notice that:

Regardless of the statement, quality of education, education of quality or education and quality of life are always political questions, whose understanding depends on reflection (Freire, 2003, p. 43).

Surely, good quality school education has to contribute to an individual's autonomy and make him/her a citizen who participates in a democratic society. Thus, he or she will have conditions to live well, and enjoy all the social and cultural benefits, which, unfortunately, comprise a privilege of few people.

Does the institution offer good work conditions concerning basic structure and didactics and pedagogical resources?

- It is reasonable: there are good classrooms, a data-show in each room, sound system, etc. (Disc. B. 1).

- The library has a scarce collection. It is also lacking computer labs for researching (Disc. A. 3).

- It lacks adapted material to attend the needs of handicapped students. For instance, the physical handicapped and the blind (Disc. B. 1).

- There is no basic structure; the new courses do not have enough room; rapidness and improvisation in the implantation of projects. Very fast growth... (Disc. B. 1).

- There is high student evasion and turnover of professors because everything is new... (Disc. A. 2).

*Students* are certainly right when showing concern about the valorization of quantity to the detriment of teaching quality. *They* also emphasize the lack of not only adequate basic structure, but also libraries and laboratories. We retake Freire to reaffirm the need of “[...] strict ethical and esthetic formations. Decency and beauty handing hands” (1996, p. 32) so that education can get quality.

Students also pointed out the doubt about the quality of the courses and the fact that there is high turnover of professors since they are contracted by means of public contest, but do not get used to the city and end up asking to be transferred.

*Evasion* or quitting of several students because of different reasons is a fact. This way, a lot of money is invested uselessly. Students' access to university is great, but, at the end, few graduate.

Finally, we asked students what they think of the quality of their course when it comes to curriculum organization, and we obtained the following testimonies:

- I don't have the slightest idea of where we can get with this formation because we have four years' content in just 3 now. It is due to a new strategy for professional formation that aims a more critical teacher. On the other hand, we have Universities that have this same course in 4 years in a fulltime period [...]. We already study at night. So, do we still have to finish the course in 3 years? It is a weak course, there is little content and practice (Disc. A. 10).
- The course doesn't give a more critical vision. But sometimes it has more quantity than quality, and some professors don't practice what they've taught us (Disc. A. 1).
- In parts. We spend all the first year without studying the contents of the specific areas, and then there is little time left for these. The specific subject should begin since the first semester (Disc. B. 5).
- It's kind of speedy and the subjects, mainly the specific ones, are studied very fast. It will depend on each student whether he/she will graduate well or not. In addition, there is no dialogue among the contents (Disc. B. 2).
- The majority of professors is good. Only two are awful when evaluating. They are like executioners and do not know anything about continual evaluation (Disc. B. 7).

Some students believe the courses have quality. However, a great number of them realize many limitations; they denounce it and point out solutions. There is frequent reporting of the valorization of the quantitative aspect in the detriment of the qualitative one, as well as the lack of integration between professors and disciplines.

We then asked *the graduation course professors* the following question: “*Does/Do the licentiate Course(s) you work on has/have good quality?*”, they answered:

- Yes. There should be a better articulation with practice. The courses are very theoretical (Prof. 1.2.2).
- I think it lacks pedagogical formation and joining theory and practice. The important thing is to form the teacher, and not the researcher (Prof. 2.2.3).
- I believe that the licentiate courses I work with have quality. The courses have been created recently and the effort to build them with quality and rethink the weaknesses is visible (Prof. 1.1.1).
- I believe the work conditions make the teaching practice difficult (Prof. 2.1).
- Yes. They could improve the number of students inside the classroom because there are too many for the humanity and pedagogical contents. It is very difficult to know each student, apply different strategies and evaluate their learning in this context (Prof. 2).



- Many resources and dignifying work conditions are lacking (Prof. 3.1).

The majority of *graduation professors* believe the quality of their courses and work according to this perspective. However, they also see limitations and even viable solutions to improve the courses. They are aware of the limitations and believe they must be eliminated. As for the limitations in quality, they point out the lack of articulation between theory and practice; the lack of flexibility for the curriculum; the formative focus given to the formation of a bachelor or a researcher, instead of a teacher; the overcrowded classrooms hinder the construction of knowledge through more dynamic classes, among others.

In the analysis of the Pedagogical Projects of the Licentiate Courses, we verified that all of them show the worry to offer a course of quality, an innovating curriculum with formative evaluation and an interdisciplinary posture, and the concern about attending students' diversity.

The learning evaluation will have to be in accordance with the principles of the University, that is, in a processing, mediating, formative and continual way, and permit the checking of learning from the significant point of view, making it possible for the student to get some specific knowledge, the competences and abilities proposed in the dialogue between professor-student (PPP History, 2009, p. 72).

However, we realize limitations to put all these intentions into practice, and, there is no record of a project for continual teacher formation yet.

Another important question is that courses are better and have more harmonic and stable curricula at institutions that had time to plan and build their Political and Pedagogical Project (PPP) in a collective way.

Finally, we realized it is necessary to remodel teacher formation curricula. Moreover, we point out the fact that the improvement in the teacher formation at Public University demands higher investments concerning effective educational policies and better work conditions.

Basing on what has been observed in the teacher formation curricula and the features presented, there is evidence of a large variety of disciplines without a clear axis, which is coherent to professors, "[...] we presume that there is some "pulverization" in the formation of the licentiate students, which indicates a fragile preparation for the teacher practice in Basic Education" (Gatti, Barreto & André, 2011, p. 101). Then, we question if the final formation generally found in the curricula would be enough to provide teachers with theoretical, pedagogical and instrumental support, so that they will be able to plan, teach and evaluate activities for children, teen and youngsters who are growing up, as proposed in the normative documents of these licentiate courses.

At last, the contradictions between the curriculum proposals of the Political Pedagogical Projects (PPP) and a context that does not fulfill them make it difficult to obtain a good quality teacher formation that has a professional profile and attends the challenges of students' diversity in Basic Education (Borges, 2011). Thus, we estimate that there is no real interest in promoting a good and solid formation to the poorer classes, let alone interest in forming good teachers to manage education at ordinary public schools.

## 5. Conclusions

Summarizing, among the licentiate students, that is, the future teachers, the majority recognizes the privilege of being attending at a Public University, and above all, they recognize the importance of having professors with a good formation — masters, doctors and researchers. On the other hand, they notice the limitations of their professors' pedagogical formation. We analyze the contradictions in the course curriculum in relation to the repetition of contents, fragmentation, adding evaluation, lack of integration among contents, necessity of a

pedagogical formation and little formation for working with the diversity inside the public school, and, especially, the handicapped students. Both *students* and professors claim there is neither a project for a continual process of growth and education inside universities, nor group planning for professors, which makes the disciplinary work and the quality of teaching difficult to achieve.

Professors confirm they do not work in an interdisciplinary way yet, and there are limitations for the continual process of growth and education. They realize the limitations of the curriculum and complain about work conditions. Thus, both professors and students mention in their testimonies that both the initial and the continual formation have not been enough to attend the necessities and the challenges they face inside the classroom. Such problems involve social, family, health and political issues that demand mutual effort in order to be defeated.

We realize the university expansion policies have resulted in fast growth with no structure. Therefore, poor quality night courses are created to attend the lower class. On one hand, this increases university vacancy offer, on the other hand, it enhances the problem of teaching formation since it proposes curricula with innovating projects that are not fulfilled and harms the quality of teaching formation inside the Public University. The inadequate work conditions for teaching and the professional devaluation are evident for College Education. Consequently, there is a vicious circle: on one side, there are professors who work in bad conditions and do not have an adequate process of continual education; on the other side, there are students with insufficient basic education. Hence, universities form teachers with limited knowledge and skills, and these will not be able to provide their *students* with adequate education.

If on one hand there are greater possibilities for school access in the different levels of education, on the other hand, there is a challenge of improving the quality of teaching from basic school to college. Thus, we conclude there is beauty and blemish in Public University teacher's formation. Unfortunately, blemish is more common than beauty. We believe it is *vital* to improve beauty and at least try to attenuate blemish, in case it is not possible to eliminate it.

As we are strongly imbued with Paulo Freire's conceptions, we believe one cannot adapt or get accustomed to something one wants to change. Only a well-prepared teacher can interfere with his / her reality and become the subject of his/her own story. "Changing is difficult, but possible [...]. The world's change implies a dialectical process between complaining against an anti-humanizing situation and promoting its defeat, which is actually our dream" (Freire, 1996, p. 79).

We realize much investment has been done not only in initial teacher's formation, but also in his / her continual process of growth and education. However, it is not enough either to assure the improvement of the quality of teaching at public schools, or to achieve better work conditions for teachers. In order to make Brazilian education really democratic and inclusive, it is necessary that educational policies go beyond political speeches and work hard for building a good Public University for all citizens.

It is the only way to form college graduates with good knowledge of their area, autonomy of thoughts, ability to solve problems, leadership and capacity to make decisions. The critical view of this reality and the union of teachers to achieve significant group actions will be able to change the present situation of licentiate courses inside the Public University, together with well-prepared teachers who can help build a society with greater social inclusion.

Finally, we demonstrated that investments in research, study, viable educational policies, real raises in salaries, formation, actions and consciousness of society, among others, represent a hard task to be fulfilled in a

long term. In addition, it will also be difficult to attenuate the unsatisfactory situation of present teacher's formation.

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