

The configuration of teaching and learning relationships and the exercise of teaching in neoliberal Brazil¹

Resumo

Depending on the context of the education-work relationship, a document analysis was carried out limited to the perspective of the History of the Present Time and the Studies of Educational Policies. The teacher-student relationship engendered in the scope and from the discourse present in Brazilian neoliberal was examined, which takes place in certain legal frameworks drawn up between 1996 and 2021, which tends to fade the teaching practice due to the formative autonomy and protagonism student. In view of this, the exercise of teaching in the present is given new meanings and this economic direction assumed by education operates the free-market rationality, which obeys the culture of entrepreneurship and self-entrepreneurship present in the empirical materials examined. The individual forged under this aegis aims to juxtapose in his formative process the project of life, social insertion and the world of work – which encompasses both, teacher and student.

**Audrei Rodrigo da Conceição
Pizolati**

Universidade do Vale do Rio dos
Sinos – Unisinos – São Leopoldo/RS
– Brasil
audreipizolati@gmail.com

Keywords: education - neoliberal; life management; student protagonism.

Para citar este artigo:

PIZOLATI, Audrei Rodrigo da Conceição. The configuration of teaching and learning relationships and the exercise of teaching in neoliberal Brazil A configuração das relações de ensino e de aprendizagem e o exercício da docência no Brasil neoliberal. **Revista Linhas**. Florianópolis, v. 23, n. 53, p. 217-245, set./dez. 2022. Título original: A configuração das relações de ensino e de aprendizagem e o exercício da docência no Brasil neoliberal. Traduzido por: Audrei Rodrigo da Conceição Pizolati.

DOI: 10.5965/1984723823532022217

<http://dx.doi.org/10.5965/1984723823532022217>

¹ Article originally published in Portuguese, in this same journal: PIZOLATI, Audrei Rodrigo da Conceição. A configuração das relações de ensino e de aprendizagem e o exercício da docência no Brasil neoliberal. *Linhas*, Florianópolis, v. 23, n. 53, p. 217-245, set./dez. 2022. DOI: <http://dx.doi.org/10.5965/1984723823532022217>. Disponível em: <https://revistas.udesc.br/index.php/linhas/article/view/21215>. Acesso em: 25 dez. 2024.

La configuración de las relaciones de enseñanza y de aprendizaje y el ejercicio de la docencia en Brasil neoliberal

Resumen

Consonante el contexto de la relación educación-trabajo, se procedió a un análisis documental circunscrita a la perspectiva de la Historia del Tiempo Presente y a los Estudios de las Políticas Educativas. Se examinó la relación maestro-alumno engendrada en el ámbito y desde la discursividad presente en la política neoliberal brasileña, que se efectiva en determinados marcos legales elaborados entre 1996 y 2021, quiénes tienden a difuminar la práctica docente como consecuencia de la autonomía formativa y del protagonismo discente. En vista de eso, el ejercicio de la docencia en el presente es atribuido de nuevos sentidos y ese direccionamiento economicista asumido por la educación opera racionalidad de libre-mercado, la cual obedece a la cultura de la práctica empresarial y del emprendedurismo ocurra presentes en los materiales empíricos examinados. El individuo forjado bajo esa égida objetiva yuxtaponer en su proceso formativo proyecto de vida, inserción social y el mundo del trabajo - lo que abarca ambos, maestro y alumno.

Palabras-clave: educación - neoliberal; gerencia de vida; protagonismo de estudiantes.

A configuração das relações de ensino e de aprendizagem e o exercício da docência no Brasil neoliberal

Resumo

Consoante com o contexto da relação educação-trabalho, procedeu-se a uma análise documental circunscrita à perspectiva da História do Tempo Presente e aos Estudos das Políticas Educativas. Examinou-se a relação professor-aluno engendrada no âmbito e a partir da discursividade presente na racionalidade neoliberal brasileira, que se efetiva em determinados marcos legais elaborados entre 1996 e 2021, os quais tendem a esmaecer a prática docente em decorrência da autonomia formativa e do protagonismo discente. Em vista disso, o exercício da docência no presente é atribuído de novos sentidos e esse direcionamento economicista assumido pela educação opera a racionalidade de livre-mercado, a qual obedece à cultura do empresariamento e do empreendedorismo de si presentes nos materiais empíricos examinados. O indivíduo forjado sob essa égide almeja justapor em seu processo formativo projeto de vida, inserção social e o mundo do trabalho - o que abrange ambos, professor e aluno.

Palavras-chave: educação - neoliberal; gerência de vida; protagonismo estudantil.

Initial notes

This article examines the development of the intersection between education and socioeconomic theories within the neoliberal context, which emerges alongside the advent of free-market rationality, emphasizing student protagonism in their formative journey. Consequently, the structure of teaching and learning directly influences the practice of teaching as well as the students themselves—both considered lifelong learners.

The economy's interest in education aims to shape individuals' behaviors within a specific logic of labor geared towards international capitalism (COSTA; SILVA, 2019). Based on this, it is necessary to highlight how teaching and learning relationships acquire new meanings in the postmodern contemporary era. The emphasis orchestrated by the business sector:

[...] is linked to a shift from teaching to learning, which entails new demands on pedagogical practices. Based on certain assumptions suggested by this shift, it becomes evident how learning gains prominence and assumes a position of authority within pedagogical discourse, taking into account the specificities of the Brazilian context (LOPES; ENZWEILER, 2021, p. 4).

In this economicist framework, “[...] capitalism depends on consumption, as capital generates profit only if the production it finances finds consumers; similarly, there is a vital need for innovation, tied to the very dynamics of capital” (CHARLOT, 2020, p. 54). As a result, “[...] performance, competition, and entrepreneurial modes of organizing life extend beyond the economic field. These aspects are prioritized across various sectors of life, even entering the agendas of contemporary schooling” (SILVA, 2019, p. 7). Furthermore, “[...] neoliberal discipline assumes that this type of reward and punishment policy becomes a reference for individual decision-making” (NAGASE; AZEVEDO, 2021, p. 258).

In contemporary educational methods, microlearning is offered in a manner similar to the consumption of audiovisual media on streaming platforms (Netflix, Spotify

etc.). The neosubject differs from the classical conception of earlier times (Fordism)², as networked production and the advent of information technologies subject this individual to new models of artifact production. The pursuit of novelty, which drives the consumer market, demands advanced production techniques aligned with continued education.

In the field of education, digital media and social networks provide the neosubject with small doses of knowledge (microlearning) aimed at diversifying the consumption and production of pedagogical content. Thus, it becomes evident that the neosubject is shaped under free-market rationality, where performance and proactivity govern this system.

This process of self-formation of the economic subject—a subjective, self-educating, and self-disciplining process through which the individual learns to conduct themselves—requires that the individual be monitored and evaluated to extract their intrinsic opportunism and compel them to align their interests with those of the organization employing them. The neoliberal strategy, therefore, consists of creating as many market situations as possible, that is, organizing by various means [...] the obligation to choose, so that individuals accept the market situation imposed on them as reality, that is, as the only rule of the game. In doing so, they incorporate the necessity of calculating individual interest if they do not wish to lose in the game and, furthermore, if they aim to enhance their personal capital in a universe where accumulation appears to be the general law of life (DARDOT; LAVAL, 2016, p. 217).

As previously mentioned, the terms *self-educating* and *self-disciplining* denote the market's influence on the field of education. In this context, individuals are encouraged to reflect on their practices responsively and autonomously. This movement, driven by and within neoliberal rationality, profoundly permeates the field of education through discursive practices that subjectify this neosubject (neo-student) – postmodern and post-Fordist in nature³.

Thus, in the continuation of this study, several legal frameworks and educational programs were outlined to illustrate the alignment of neoliberal discourses with

² Terms such as micro-practices, microlearning, neosubject, and learnification are neologisms employed by the authors cited in this study, which likewise reflect principles inherent to the neoliberal narrative.

³ Unlike the previous note, it should be noted that the terms used in this article, such as formative itinerary and autonomy (financial, cognitive, socioemotional), are specific expressions derived from the legal frameworks analyzed in the research and not merely “ideas” or expressions in themselves.

education, particularly in the final stage of basic education—high school. This final academic cycle does not signify the end of one's studies; rather, it reinforces life projects, social integration, and entry into the workforce.

The following sections present the theoretical and methodological tools selected to provide intelligibility to this study. Subsequently, the current scenario is analyzed from a market perspective and the practice of teaching is examined through the concepts of prefigurative culture and asymmetrical society (NARODOWSKI, 2016).

Theory and Method

Circumscribed by the perspective of the History of the Present Time and Educational Policy Studies, the conceptual and methodological tools chosen include Foucaultian terms such as "self-governance," "subjectivation," and "discourse." The analysis of the Present Time "[...] is associated with the idea of provisional knowledge that undergoes changes over time. This means it is constantly rewritten, using the same material, through additions, revisions, and corrections" (DELGADO; FERREIRA, 2013, p. 23), which directly influences the dynamism and fluidity of its social, consumer, and labor relations.

In this context, governmentality, from Foucault's "[...] perspective, [is a] matter of 'government' [and] has, from the beginning, been strongly linked to the question of 'self-governance.' This latter issue, in turn, is clearly related to the problem of subjectivity" (LARROSA, 2002 apud SILVA, 2002, p. 53). An individual capable of self-governance attributes to themselves the capacity for autonomy, which does not exclude the influence of laws and discourses that traverse and subjectify them, rendering them governable (FOUCAULT, 2008). Accordingly, it is acknowledged that "[...] neoliberalism can be examined beyond the belief in the naturalness of the market or the reduction of the State's intervention scope, positioning itself as a rationality that guides contemporary lives" (SILVA, 2017, p. 700). The analytical method adopted in this research does not consider liberalism as something dissociated from neoliberalism, despite the clear conceptual distinctions between the two.

[...] it is quite clear that, rather than understanding liberalism and neoliberalism as ideologies that support and justify capitalism and advanced capitalism (respectively), it is more productive and relevant to comprehend them as forms of life, as *ethos*, as ways of being and existing in the world (VEIGA-NETO, 2013, p. 24).

Regarding the *ethos* mentioned by Veiga-Neto, for the purpose of clarification, the concept of governmentality is employed, wherein the liberal art manifests itself through discursive practices that subjectify and shape the individual. From this perspective, the school shifts from its classical definition, no longer aligned with the tutelage of the State or society, but rather with that of the individual and, consequently, the market. Thus, educational institutions are tasked with providing an education that meets the individual interests of the student, without deviating from the principles espoused by market logic.

Additionally, the principles of flexibility and accountability stand out as intrinsic mechanisms within the processes of subjectivation and self-governance. When these terms are combined, flexi/accountability imposes on the neosubject the permanent ability to “[...] adapt to different socioeconomic situations. The formative process is articulated with individuation, that is, the way in which the individualization of the subject is constituted” (PIZOLATI, 2020, p. 524).

Regarding the concept of the *dispositif*, it is highlighted that “[...] laws, administrative measures, scientific statements, philosophical, moral, and philanthropic propositions—in short, the spoken and the unspoken—are elements of the *dispositif*. The *dispositif* is the network that can be woven among these elements” (FOUCAULT, 2000, p. 244).

Therefore, it is necessary to distinguish between responsibility and self-accountability, as

Through autonomy, there is a shift from responsibility to accountability, which results in the withdrawal of the State and society in relation to the neosubject, who is burdened with the consequences of their life choices. Responsibility pertains to interpersonal commitment or dedication to a cause, whereas accountability denotes a judgment arising from specific actions undertaken by the individual—towards themselves (PIZOLATI, 2021b, p. 24, emphasis in the original).

By assuming personal responsibility for their formative and curricular decisions, the individual is called upon to reflect on themselves and their relationship with the world, with the market reality serving as the backdrop for their life management. According to Foucault (1992, 2012), discourse delineates a specific regularity established through practices aimed at subjectifying the governance of conduct. In this context, the discursive practices that subjectify the neosubject within neoliberalism align with the discourse of entrepreneurship and self-enterprise.

The discourses intrinsic to the framework of free-market rationality are perceived “[...] in the exteriority of enunciative production, as in institutions and their arrangements, in the behavior patterns of subjects, and in established truth regimes.” (GRIPP; SILVEIRA, 2021, p. 47). The current formative regime prioritizes performance and competitiveness both among individuals and within their interactions with others. This process of subjectivation involves laws and pedagogical practices articulated within the neoliberal discourse, which seeks to mold individuals into being flexible and adaptable to the demands and contingencies of the labor market. To this end, the neosubject must govern themselves proactively and responsively, while remaining attractive and innovative, much like the artifacts they produce and consume.

In view of this, specific legal frameworks were selected as empirical material to substantiate the entrenchment of the neoliberal agenda within educational policies, particularly regarding the configurations of teaching and learning relationships and the practice of teaching designed for high school students. These documents were chosen based on analytical categories that reflect this new neoliberal managerial model of teaching and learning: high school, flexibility, learning to learn, formative itineraries, competence, and the labor market—job creation and income generation. Below are the laws analyzed in this research:

- Law of Guidelines and Bases for National Education. Brasília, 1996;
- National High School Curriculum Parameters. Legal Foundations. Brasília, MEC, 2000;
- Resolution CNE/CEB No. 2, September 11, 2001. Establishes National Guidelines for Special Education in Basic Education, 2001;

- Decree No. 5,296, December 2, 2004. Brasília, 2004;
- Decree No. 6,629, November 4, 2008. ProJovem Worker. Brasília, 2008;
- General National Curriculum Guidelines for Basic Education. Ministry of Education. Department of Basic Education. Department of Continuing Education, Literacy, Diversity, and Inclusion. National Council of Education. Brasília: MEC, SEB, DICEI, 2013;
- National Education Plan PNE 2014–2024: Baseline. National Institute of Educational Studies and Research Anísio Teixeira. Brasília, DF: Inep, 2015;
- SAEB—Basic Education Assessment System. INEP—National Institute of Educational Studies and Research Anísio Teixeira. Ministry of Education, 2019;
- Resolution CNE/CP No. 1, October 27, 2020. Ministry of Education, National Council of Education, Full Council, Brasília, 2020;
- Opinion CNE/CP No. 14/2020, July 10, 2020. Ministry of Education, National Council of Education. Brasília, 2020;
- Resolution CNE/CP No. 1, January 5, 2021. Defines the General National Curriculum Guidelines for Professional and Technological Education. Brasília, 2021;
- Ordinance No. 10, January 8, 2021. Official Gazette published on: 01/11/2021 | Edition: 6 | Section: 1 | Page: 23. Agency: Ministry of Education/National Institute of Educational Studies and Research Anísio Teixeira, 2021.

Following this, the subsequent section of the study presents analyses regarding the integration of neoliberal discourses into the field of education and teaching practices, based on the legal frameworks outlined above.

Education Through the Lens of the Neoliberal Agenda

With the advent of a neoliberal socio-economic agenda after the 1980s, innovation became the new socio-economic driving force, and young people were no longer conceived as individuals incapable of self-management. In this context, the “[...] reconfiguration of the world of work, shifting from a logic of reproduction to a logic of innovation, or from a regime of repetition to a regime of invention” (SILVA, 2017, p. 704) establishes “[...] regimes of truth that define and separate the true from its opposite. Thus, discourses do not uncover truths but rather invent them” (VEIGA-NETO, 2014, p. 101). Consequently, the new (learning) gradually replaces the traditional (teaching), perceived as outdated in relation to the market, and this innovation-driven mindset begins to define the neosubject—both teacher and student.

As a result, individuals of mature age relinquish their “adulthood” in favor of perpetual “juvenilization,” reconfiguring how people perceive themselves in the world. The 21st-century neosubject is pushed toward accountability, where their (un)success is ostensibly the result of their own life choices and self-management (investment) regarding career and relationships. This socio-economic management model fosters intrapersonal competition. The prevailing discourse transcends competition and extends into the realm of individuality. Innovation shapes new ways of being, resulting in the (dis)affiliation of individuals from neoliberal society, an outcome framed by life choices viewed through the lens of meritocracy. “[...] Today, through meritocratic education conceptualized in a neoliberal framework, the emphasis lies on fostering an exaggerated individuality—in other words, the hyper-individualism of contemporary times increasingly glorifies the self over the social” (PIZOLATI; ALVES, 2021).

In this context, it is noteworthy that 1996 marks the establishment of free-market rationality in Brazilian education. During the administration of Fernando Henrique Cardoso (1995–2002), the *Law of Guidelines and Bases for National Education* (LDBEN) was enacted (BRASIL, 1996). Consequently, the goal of public education shifted significantly to emphasize training directed toward the labor market and income generation, aligned with the technical-scientific development of the productive chain, as stated in the law: “School education must be linked to the world of work and social practice” (BRASIL, 1996).

The introduction of the *National High School Curriculum Parameters* (PCNEM) (BRASIL, 2000) established curricular guidelines for schools and governments regarding high school education, given that this stage represents the final step in the student's formative process. Upon completing this stage, certain skills and competencies related to "lifelong learning" become a necessary condition within the neoliberal rationality (political agenda), as highlighted by the PCNEM:

[...] the development of competencies for continued learning, autonomously and critically, at more complex levels of study. I - development of the ability to learn and continue learning, intellectual autonomy, and critical thinking, enabling individuals to pursue their studies and adapt flexibly to new conditions of employment or professional advancement (BRASIL, 2000, p. 101).

Thus, among the skills emphasized by the PCNEM is the development of the ability for "continuous learning," which requires young people to possess the necessary flexibility to adapt to market demands. In other words, it involves staying updated and attractive to the labor market. Within this paradigm, students aim for performance and achievement, outcomes of their ability to "learn how to learn," and strive to stand out in society. This principle is highlighted in the PCNEM (BRASIL, 2000) as a reinterpretation of the literature on "lifelong learning," as analyzed by Pizolati (2021b).

This paradigm shift toward neoliberalism, as outlined in the LDBEN (chapters on Education and Science and Technology), was reinforced in subsequent years, particularly in 2001. The final year of FHC's administration established that "[...] schools within professional education networks may assess and certify the labor competencies of individuals with special needs who are not enrolled in their courses, directing them, through these procedures, toward the labor market" (BRASIL, 2001). This measure, while expanding the inclusion and social accessibility of individuals with disabilities, aligns with market logic, wherein everyone is expected to work, generate income, and remain occupied.

The change in government starting in 2003 (Lula and Dilma administrations) adhered to the same socio-economic and educational directive, aiming for the individual's

autonomy to align their education with their own aspirations and market demands. Given these social reorientations imposed by the neoliberal agenda, the *National Youth Inclusion Program – PROJOVEM* (BRASIL, 2008) was established to promote income generation. The focus of educational policies gradually shifted to “IV - preparing youth for the world of work, whether in employment-related occupations or other productive, income-generating activities.” (BRASIL, 2008).

Students and teachers are subjectified by market logic, which prioritizes performance based on outcomes. According to Sommer and Schmidt (2012), the feeling of failure (lack of success) invariably falls on schools and teaching professionals, who are held accountable for the education provided to students. This scenario tends to be mitigated by the introduction of the *Common National Curricular Base – BNCC* for High School (BRASIL, 2018a), which offers greater flexibility in the formative itinerary. However, the pressure from society and business sectors on schools and educators remains unrelenting.

It is worth noting that in this context, failure tends to be increasingly internalized by the individual, who interprets an unfavorable situation as an opportunity for resilience, attributing the outcome to their own practices rather than to neoliberalism. According to the BNCC, during their formative process and by the end of the school cycle, students should conduct themselves “[...] personally and collectively with autonomy, responsibility, flexibility, resilience, and determination” (BRASIL, 2018a, p. 10). Additionally, the legal framework emphasizes:

In modernity, the notion of the individual has become more complex due to transformations within social relations, marked by new cultural codes, conceptions of individuality, and forms of political organization. [...]. Capitalist society, for instance, while proposing the centrality of equal subjects, constructs economic relations that produce and reproduce inequalities within the social body (BRASIL, 2018a, p. 554).

The alignment between education and the market is explicit when examining large-scale evaluation policies, such as school competitions and institutionalized school

rankings based on the *Basic Education Development Index* (IDEB)⁴. It is clear that the IDEB reflects the demands of Brazilian business sectors to measure the “quality” of education offered in public schools. Created in 2007 during the Lula administration and under the Ministry of Education led by Fernando Haddad, it is evident that regardless of the ideological orientation of the government, business discourse permeates educational practices. These practices are explicitly articulated through neoliberal, economically driven educational laws and decrees.

As Nagase and Azevedo (2021, p. 254) highlight, “[...] the managerialist evaluation policy, which employs external large-scale instruments as tools of power and constant surveillance, reflects the practice of evaluation through comparison.”

Regarding corporate influence in the field of education, it is important to highlight the role of major business leaders advocating for the “quality” of public education, who emphasize “[...] the importance of evaluating results, [as] we believe that a similar focus, but adapted to education, will bring significant benefits” (FUNDAÇÃO LEMANN, 2002, p. 4). As illustrated in the example above, businesses prioritize performance and aim for competitiveness; schools and students are expected to adhere to this same logic rooted in free-market rationality.

[...] improving the quality of public education in Brazil, with a focus on ensuring student learning and contributing to the country's ability to offer high-quality education for all. [...] ensuring student learning. The objective behind our entire project is to contribute to the country's ability to provide high-quality education for everyone (FUNDAÇÃO LEMANN, 2012, p. 5-6).

Aligned with the economic and educational prerogatives established by the Organisation for Economic Co-operation and Development (OECD) and the Programme for International Student Assessment (PISA), and in agreement with Brazilian business interests, these economic directives have been implemented in Brazil through large-scale

⁴ The central issue concerning Brazilian education lies not only in improving the quality of teaching provided in public schools but also in income distribution, as the country ranks among the nations with the highest income concentration. “Therefore, it is necessary to consider that the real driver of extreme poverty lies in the accumulation of capital, a fact evident in Lemann’s empire, estimated at \$11.5 billion, [which] contributes to many workers living in subhuman conditions” (D’ÁVILA, 2013, p. 11564).

evaluations following this model. Examples include the *National High School Exam* (ENEM) and the *Basic Education Assessment System* (SAEB) (BRASIL, 2019), which aim to establish an evaluative culture to measure the quality of teaching and learning. In this regard, the government seeks to promote “[...] a set of large-scale external evaluations that enable Inep to diagnose Brazilian basic education and some factors that may influence student performance, providing an indicator of the quality of the education offered” (BRASIL, 2019).

Thus, large-scale assessments implicitly aim to establish, through comparison, a “[...] standard of normality defined by a school average capable of guiding students toward the workforce” (PIZOLATI, 2021a, p. 193). The establishment of this norm “[...] simultaneously individualizes and relates to the collective group of individuals; for this reason, it allows for comparisons among individuals” (VEIGA-NETO, 2014, p. 74).

Among the competencies evaluated and compared among students and schools, the averages achieved in “reading” and “calculation” skills stand out—key abilities prioritized by the market with a view to “[...] flexibility, accountability, and ‘learnification,’ as these ‘neosubjects’ governed by the meritocratic discourse are constituted as lifelong learners” (PIZOLATI; ALVES, 2021, p. 14).

This reinforces the argument that neoliberal discourse systematically infiltrates the field of education, regardless of the ideologies professed by governments. In this sense, “[...] the apparatus of institutionalized education has reinforced its role as a major enterprise in the production of new subjects” (BUJES; POÇAS, 2011, p. 11). Put differently, the neosubject must equip themselves with a new form of knowledge that revolves around “[...] learning to undertake” (LEAL, 2009, p. 41). On this matter, Gadelha (2009, p. 142-143) illustrates that “[...] certain economic values [...] have transformed rights-bearing subjects into micro-enterprises—entrepreneurs.”

In the current context, the school is captured by free-market logic, where micro-practices in the school routine are based on competition among individuals and educational institutions. Consequently, the (un)success of individuals, previously attributed primarily to teachers and schools, is gradually understood and internalized as a matter of personal (in)competence, outcomes of the (mis)management of life choices

aimed at the labor market. To this end, Ordinance No. 10, of January 8, 2021, establishes that:

“[...] Professional qualification, as an integral part of the technical and professional training itinerary of High School, shall be offered through one or more professional qualification courses, in accordance with the National Curriculum Guidelines for High School (DCNEM), provided they are articulated with one another and include intermediate exits recognized by the labor market” (BRASIL, 2021a, p. 8).

According to this prerogative, Anderson (2010) argues that “The culture of accountability is based on the principles of performance and competitiveness.” From this perspective, Ordinance No. 10, of January 8, 2021, sought to:

[...] build an evaluative culture by providing society with transparent information about the teaching-learning process in each school, comparable at the national level annually and with timely results, allowing for pedagogical interventions by teachers and other members of the school community (BRASIL, 2021b, p. 23).

In this context, Sandel (2021) calls attention to the suspicion surrounding the concept of citizenship, as part of society perceives (un)success as a result of life choices and self-planning—meritocracy. Laissez-faire capitalism thus becomes the underlying ideal for the rationality of social exclusion, originally conceived for economic self-management. The advent of Anglo-Saxon neoliberalism in the 1980s shifted this rationality into the social sphere—conduct and self-governance. Governmentality aims to align education and the market under the socio-economic ideology of laissez-faire. On this ideological foundation:

[...] the greatest influence on free-market liberalism in the 21st century has been exerted by Friedrich A. Hayek, an Austrian-born philosopher and economist. A source of inspiration for Margaret Thatcher and other proponents of laissez-faire capitalism, Hayek opposed government efforts to reduce economic inequality, argued against progressive taxation, and regarded the welfare state as antagonistic to freedom (SANDEL, 2021, p. 185).

Under the supposed defense of the free market, as mentioned above, affirmative actions are viewed as impediments to competitiveness among individuals. Within this meritocratic logic, individuals who succeed in the neoliberal framework perceive themselves as deserving of the rewards of merit, and the opposite holds true as well. Consequently, in “[...] the neoliberal performance society, instead of questioning society or the system, individuals see themselves as responsible and feel ashamed for it” (HAN, 2018, p. 16).

Self-entrepreneurship is intimately connected to lifelong learning. This culture is expressed as an action produced within the individual, reflecting and reverberating in their ways of being and existing in the world—encompassing social, consumer, and labor relations.

For this process to consolidate, individualization must be taken to its extreme, fostered through market-driven discourses and practices that promote differentiation by selecting knowledge relevant to the market, making it a product of the formative process. Thus, the individual becomes univocal through their curricular shaping—in other words, through their knowledge, competencies, and skills.

According to Drucker (1991, p. 209), the “[...] educated individual” is formed through teaching practices, whose objective is to identify the student’s “aptitudes” and guide the construction of knowledge. The selection of necessary knowledge aligns with the principle of “learning to learn,” as “[...] the educated person is capable of lifelong learning” (SILVA, 2018, p. 561). Consequently, adapting to the different realities that surround them requires individuals to constantly reshape themselves, whether in their work or in their pursuit of employment or income generation.

Intrinsically, under the framework of laissez-faire capitalism, individuals who do not seek (self-)improvement or entrepreneurship risk “failure.” In this context, education takes on a different meaning, where students (clients) become mere consumers who purchase competencies to secure or advance their position in the labor market. As a result, this social rearrangement pits social fascism against the recognition of difference, as the citizenship of a segment of society is contested by a privileged elite and the middle class (SANTOS, 2010). Personal (un)success becomes tied to one's life project. Moreover, the educational system is tasked with collaborating with students to establish their

formative itineraries without interfering with their autonomy. As outlined in the implementation of the *Common National Curricular Base* (BNCC):

[...] The life project offers the possibility of planning, designing, and shaping what is to come. [...] Envisioning one's own life involves being aware of one's responsibility in social roles, discovering oneself, others, and the environment in which one lives [...]. Often, we project ourselves into a productive life, thinking about the world of work and, consequently, about mechanisms to secure employment (BRASIL, 2018b).

The ability to generate employment and income, as well as to consume, affiliates the individual to neoliberal society. In this regard, the *Referential Curriculum of Rio Grande do Sul* (RIO GRANDE DO SUL, 2018) not only adopts market logic but also establishes the Toyotaist (and post-Fordist) production model as a benchmark for workforce training, social inclusion, and employment. In this endeavor, individual knowledge and skills are mobilized to ensure financial, cognitive, and socioemotional autonomy.

From this perspective, the teacher is understood as a mediator and guide, aiming to facilitate students' learning of relevant knowledge. The teacher plays a fundamental role in organizing activities and formulating situations that provide students with opportunities to comprehend meaningful learning experiences (RIO GRANDE DO SUL, 2018, p. 30).

Regarding the implicit inference of the economist model in education and teaching practice, the aforementioned document reflects the preference embedded in educational policies for this socio-economic management system. In their formative process (high school), students are encouraged to “[...] acquire knowledge and experiences that enable them to understand the relationships inherent to the world of work arising from the logic of the free market, in order to make choices aligned with the exercise of citizenship and their life projects” (RIO GRANDE DO SUL, 2018, p. 113).

To better understand the implications of this process, it is necessary to examine the transition from Fordist and liberal societies to Toyotaist and neoliberal societies, as outlined in the *Referential Curriculum of Rio Grande do Sul*. Accordingly:

[...] the organizational management model of society was based on Fordism and the homogenization of industrial artifacts, which were reflected in the school structure and the training of individuals. Students were conceived to replicate the moral and professional traits of their teachers. With the advent of Toyotism after 1980, the productive and socio-economic model was redefined, and industrial artifacts assumed customized characteristics to meet the contingent demands of consumers who value authenticity. Consequently, professionals needed to adapt to the volatile demands of the market, which directly impacted the relationships between employer and worker, as well as teacher, student, and curriculum (PIZOLATI, 2020, p. 522).

Under the framework of neoliberal rationality, the intersection between “[...] individualization and accountability” (SILVA, 2017, p. 700) is solidified. These market-related mechanisms foster both intrapersonal and interpersonal competition. The outcome of this process is the formation of an individual shaped by the logic of (self-)competitiveness, performativity, and constant innovation.

As analyzed in this section, neoliberal rationality gradually imposes itself on the field of education. Consequently, in the continuation of this study, this theme is problematized in relation to teaching practices, aligned with the perspective of asymmetric society and prefigurative culture (NARODOWSKI, 2016).

Teaching Practice from the Perspective of Asymmetric Society and Prefigurative Culture

From the perspective of asymmetric society and prefigurative culture (NARODOWSKI, 2016), communication between teacher and student takes on a new meaning. This shift stems from the transition from the liberal Fordist teaching society to the post-Fordist, Toyotaist, neoliberal learning society.

Twenty-first-century education leans toward valuing youth protagonism and meta-knowledge. Young individuals, in turn, are assumed to possess a priori autonomy to govern themselves. Classical terminologies referring to teachers, students, and schools are redefined. Students are now referred to as *learners*, teachers as *facilitators* or *learning supporters*, and schools or classrooms as *learning environments*. The field of youth and

adult education is reconfigured as “[...] education for lifelong learning” (BIESTA, 2018, p. 22-23). This learning-centered educational model tends to solidify within the current socio-economic management framework, in accordance with Resolution CNE/CP No. 1 of October 27, 2020 (BRASIL, 2020a)⁵.

Neoliberal rationality is not solely grounded in the acquisition of durable goods; it also extends to the consumption of non-durable artifacts tied to self-image. The shift in emphasis on social, labor, and consumer relationships is closely connected to innovation and novelty. The result of this process is the dismantling of traditional Fordist practices, which inevitably leads to the reconfiguration of self-governance and the educability of these neosubjects. Consequently, the “juvenilization” of adults and the “end of childhood” emerge as new paradigms that redefine and influence self-governance. Supposedly, children—here, adolescents—are no longer seen as incapable of making their own decisions.

This does not mean, of course, that they are immune to vulnerability, but that the ways it manifests have changed: it is a vulnerability similar to that which also affects adults—although, at times, young children may appear more self-assured and ‘in control’ than their parents and teachers (SIBILIA, 2012, p. 109-110).

Aligned with Sibilía’s (2012) understanding, Narodowski (2016) observes that in post-figurative liberal Fordist culture, children and youth required care, whereas in today’s prefigurative neoliberal culture, such care is no longer essential or manifests differently. The learner’s autonomy is now developed during their formative process, contrasting with the past, when autonomy was achieved only after completing the school cycle. Historically, in Fordism, autonomy was a result of the schooling process, and teachers played an active role. Today, the neosubject is granted the freedom to define their formative itinerary, thereby complementing teaching practices. Students are allowed to design their curricula, while the teacher-student relationship becomes

⁵ Moreover, the “[...] very concept of ‘Lifelong Education,’ which emerged in the 1960s, driven by UNESCO and other international institutions, and gained some political and normative prominence over the following two decades, even while subject to various interpretations, has always encompassed the dimensions of education for the economy and the world of work” (LIMA, 2012, p. 10).

asymmetric and prefigurative, thereby redefining the teaching profession and the concept of adulthood.

Similarly, these new prefigurative children do not seem to desperately aspire to be part of the adult world, and adolescence no longer appears to be a tumultuous stage to escape quickly, nor the peak of rebellion where adult authority was invariably challenged (NARODOWSKI, 2016, p. 88-89).

Students take responsibility for selecting the content that will shape their curricula, as well as the moral and cultural elements that will constitute their citizenship. Teachers, in turn, are increasingly inclined to abandon their position of age-based superiority, aligning their behavior and demeanor with those of adolescents. “Juvenilization” is desirable and valued in neoliberal society, as previously explained. Corporate discourses promote the acquisition of “[...] knowledge and skills useful for the functioning of the economy—with reference to the labor market and competition—and for flexible adaptation to ever-changing conditions” (BIESTA, 2018, p. 26). Furthermore, “[...] prefiguration and postmodernism vehemently challenge the core of the classical definition of education” (NARODOWSKI, 2016, p. 199).

This new socio-economic framework, which simultaneously promotes individualization and accountability, fosters competition both within oneself and with others. The authentic and flexible *neosubject* is shaped at the core of neoliberalism, where youth is no longer viewed as a negative attribute (immaturity), but rather as a positive one, since this condition symbolizes novelty—closely tied to the concept of innovation. In this sense: boldness.

In other words, these changes have transformed adolescents. The idea of a dependent, obedient, and heteronomous child, patiently constructed over various eras, is now challenged by the appreciation of childhood, youth, and the inexperience of younger generations. Being young (even as a child or adolescent) is no longer a role defined by the correct formative adult action over time but, conversely, comprises a series of positive attributes inherent not only in them (NARODOWSKI, 2016, p. 92-93).

The formative process of this *neosubject* aims to develop the capacity for lifelong learning, and education supports students in acquiring and refining this skill, as evidenced through “[...] micropractices of representation/fabrication, judgment, and comparison” (BALL, 2010, p. 50). To this end, curriculum customization explicitly reveals educational clientelism, as individuals seek social esteem and meritocratic recognition in their education (SANDEL, 2021).

Work and consumption relationships within prefigurative culture (NARODOWSKI, 2016) are driven by the imperative of flexibility (HARDT; NEGRI, 2012), and the possibility of formative customization places responsibility on individuals for their life choices (BROOKE, 2018). From the perspective of self-entrepreneurship culture, socio-economic “failure” or “success” is no longer attributed exclusively to state-provided education but rather to life-management processes.

To this end, the educational function consists of offering different formative possibilities, leaving it to the student to define the content of their curriculum according to their individual aspirations and market demands. In the era of “pedagogical hedonism,” personal well-being is understood to resonate with collective well-being; consequently, individual education should address personal interests in the same way a product satisfies its consumer. Furthermore, in neoliberal society, student-clients do not solely seek comprehensive education but rather a tailored, *à la carte* formation.

Thus, aligned with the neoliberal reality, Brazilian educational policies tend toward flexibility in individual formative itineraries through the Reform of the *New High School*. In the BNCC (BRASIL, 2018a), the educational inclination toward neoliberalism is reinforced, privileging youth protagonism in life management and content selection within the formative itinerary. This educational and pedagogical approach aligns with market demands, as it aims to

[...] Encourage the construction of flexible curricula, enabling diversified formative itineraries for students and better addressing the heterogeneity and plurality of their conditions, interests, and aspirations, with provisions for open and creative use of space and time (BRASIL, 2018a, p. 467).

Consequently, it can be inferred from the above excerpt that discourses originating in the economic field tend to influence educational policies, demonstrating the inseparability of corporate interests from the education sector. In this model, which intertwines school routines with the challenges of the labor market,

[...] it is essential for individuals to acquire the ability to adapt to contingencies, thus forging themselves as continuous learners—throughout their lives. This self-practice begins with decisions concerning the customization of curricular content by the student upon entering the *New High School* (PIZOLATI, 2021b, p. 9).

In the market-driven paradigm, individuals are required to continuously adapt to contingencies, enabling the maximization of profits in the production of goods (durable, non-durable, and services) while reducing the need for labor. In this context, a single employee often performs various roles within the production chain, supposedly enhancing their performance without deviating from their primary role. In other words, in the current prefigurative and asymmetric society, teaching and learning processes are redefined to meet economic and neoliberal interests, fostering individuals who are intuitive and responsive to favorable or unfavorable circumstances, which aligns with the concept of resilience.

Aligned with the neoliberal reality, which presupposes lifelong education aimed at maintaining relevance and competitiveness, different proposals were discussed in 2012 within the National Council of Education, forming the basis of the *National General Curriculum Guidelines for Basic Education* (DCN) (BRASIL, 2013). These guidelines aimed to align students' social realities with the school context. "This new way of being requires that students, beyond acquiring certain information and developing skills to perform specific tasks, must learn to learn in order to continue learning" (BRASIL, 2013, p. 163).

In this market-oriented scenario, "[...] work is considered an educational principle, enabling individuals to continue learning so that they are capable of facing new conditions for future employment and improvement" (BRASIL, 2013, p. 71). Teaching practice is thus redefined, requiring: "The development of competencies to learn to learn, manage increasingly available information, act with discernment and responsibility

in digital cultural contexts, apply knowledge to solve problems, possess autonomy for decision-making, and be proactive in identifying the elements of a situation and seeking solutions” (BRASIL, 2018a, p. 14). Teaching now requires educators to rethink their classroom practices, which are increasingly overshadowed by the formative autonomy of students, legitimizing the principle that “learning to learn” governs both.

These new demands require teachers to move away from being mere transmitters of knowledge to becoming mediators, facilitators of knowledge acquisition; they must encourage research, knowledge production, and group work. This necessary transformation can be realized by adopting research as a pedagogical principle (BRASIL, 2013, p. 163).

Thus, under the aegis of self-entrepreneurship, the *neosubject* begins to shape themselves similarly to a company; their labor is not merely sold to an institution but negotiated, as their competencies and skills render them unique. In summary, the worker (Fordist liberal logic) redefines themselves as a collaborator or associate (Toyotaist neoliberal logic). This process extends into schools through formative itineraries, aiming to align them with the realities of the labor market and income generation, thus embedding both teachers and students in free-market rationality, as outlined in Articles 4 and 7:

Article 4:

Continuing Education for Basic Education Teachers is understood as an essential component of their professionalization, positioning them as formative agents of knowledge and culture, as well as guides for their students along learning pathways, fostering competencies for complex social practices and workforce qualification (BRASIL, 2020a, p. 2).

Article 7:

“Continuing Education, to have a positive impact on improving teaching practice, must align with characteristics such as: focus on pedagogical content knowledge, use of active learning methodologies, collaborative work among peers, extended training duration, and systemic coherence (BRASIL, 2020a, p. 6).

As mentioned, in alignment with teaching practices, *Resolution CNE/CP No. 1, of October 27, 2020, Chapter IV, On Lifelong Education* (BRASIL, 2020a), mirrors the propositions for student education, configuring both as *neosubjects*. According to *Opinion CNE/CP No. 14/2020, July 10, 2020*: “[...] lifelong learning for teachers effectively reflects in the teacher’s learning throughout their professional life, thereby resulting in the academic learning of their students” (BRASIL, 2020b, p. 7-8).

Final Remarks

As examined throughout this study, social integration and placement in the labor market are shaped by the selection of content and other formative activities that tend to subjectify Brazilian students according to free-market logic. Contemporary education aims to foster multiplicity, resulting in individuals who are unique and authentic.

Through this educational management model focused on student protagonism, the *neosubject* is held accountable for the (un)success of their life choices, as analyzed in this work. This youth protagonism is driven within and by entrepreneurial rationality, which lies at the heart of asymmetric and prefigurative society. In this process, corporate discourses aim to shape self-governance.

Supposedly, the capacity for lifelong learning would emancipate the individual – enabling them to work, generate income, and consume. Sandel (2021) argues that this model of social and self-management tends to dichotomize society into “winners” and “losers,” fostering arrogance and resentment rather than equity among individuals. This regime of truth, born from the commodification of society, does not intend to eliminate social inequalities; rather, it assumes the opposite. Predatory competition, both individual and collective, tends to consolidate free-market society, stratifying individuals into “collaborators” and “entrepreneurs.” The collaborator thus becomes a self-entrepreneur, offering their skills and abilities to the market.

Education becomes a field of contention due to its capacity to resonate within society. Within the process of flexibilizing the formative itinerary:

[...] the vast majority of students will be directed toward an education focused on the labor market. The benefits of a genuine and truly high-quality education—one capable of preparing individuals for higher education and ensuring social mobility—will be reserved for a select and privileged few (PIZOLATI, 2020, p. 39).

As noted above, the influence of free-market rationality began to infiltrate Brazil gradually in the 1990s and has evolved into a framework for shaping flexible individuals, capable of adapting to different labor realities, and responsible for their life choices. Neoliberal rationality seeks to assign individuals the consequences of their life management, promoting *self-accountability* for "failure" while celebrating "success."

In educational formation, particularly in high school, teachers are tasked with supporting students in their learning processes. This reflects a tendency to diminish the role of teaching and instruction in favor of student protagonism and learning. The modes of self-governance and governance of others, produced by neoliberalism, promote student autonomy and protagonism while simultaneously holding them accountable for their life choices, academic performance (high or low), and professional (un)success in income generation. In this scenario, both students and teachers emerge as *neosubjects*—entrepreneurs, self-managers, and lifelong learners.

References

- ANDERSON, Gary. A reforma escolar como performance e espetáculo político. **Educação & Realidade**, Porto Alegre, v. 35, n. 2, p. 56-76, jan./abr. 2010. Disponível em: <https://seer.ufrgs.br/educacaoerealidade/article/view/12883>. Acesso em: 10 jan. 2024.
- BALL, Stephen J. Performatividades e fabricações na economia educacional: rumo a uma sociedade performativa. **Educação & Realidade**, Porto Alegre, v. 35, n. 2, p. 37-58, jun./ago. 2010. Disponível em: <https://seer.ufrgs.br/educacaoerealidade/article/view/15865>. Acesso em: 08 maio 2024.
- BIESTA, Gert. O dever de resistir: sobre escolas, professores e sociedade. **Educação**, Porto Alegre, v. 41, n. 1, p. 21-29, jun./ago. 2018. DOI: <https://doi.org/10.15448/1981-2582.2018.1.29749>. Acesso em: 15 maio 2024.
- BRASIL. **Lei de diretrizes e bases para a educação nacional**. Brasília: [Casa Civil], 1996. Disponível em: http://www.planalto.gov.br/ccivil_03/leis/l9394.htm. Acesso em: 05 maio 2024.
- BRASIL. **Parâmetros curriculares nacionais do ensino médio**. Bases legais. Brasília: MEC, 2000. Disponível em: <http://portal.mec.gov.br/seb/arquivos/pdf/blegais.pdf>. Acesso em: 22 set. 2024.
- BRASIL. **Resolução CNE/CEB nº 2, de 11 de setembro de 2001**. Institui diretrizes nacionais para a educação especial na educação básica. [Brasília: MEC], 2001. Disponível em: <http://portal.mec.gov.br/cne/arquivos/pdf/CEB0201.pdf>. Acesso em: 12 abr. 2024.
- BRASIL. **Decreto nº 5.296, de 2 de dezembro de 2004**. Brasília: [Casa Civil], 2004. Disponível em: http://www.planalto.gov.br/ccivil_03/_ato2004-2006/2004/decreto/d5296.htm. Acesso em: 10 fev. 2024.
- BRASIL. **PDE escola**. Como elaborar o Plano de Desenvolvimento da Escola; aumentando o desempenho da escola por meio do planejamento eficaz. 3. ed. Brasília: FUNDESCOLA: DIPRO: FNDE: MEC, 2006. Disponível em: <http://portal.mec.gov.br/arquivos/livro/livro.pdf>. Acesso em: 2 set. 2024.
- BRASIL. **Decreto nº 6.629, de 4 de novembro de 2008**. Brasília: [Casa Civil], 2008. Disponível em: http://www.planalto.gov.br/ccivil_03/_ato2007-2010/2008/decreto/d6629.htm. Acesso em: 23 jan. 2024.
- BRASIL. Ministério da Educação. Secretaria de Educação Básica. Secretaria de Educação Continuada, Alfabetização, Diversidade e Inclusão. Conselho Nacional da Educação. **Diretrizes curriculares nacionais gerais da educação básica**. Brasília: MEC: SEB: DICEI, 2013. Disponível em: <http://portal.mec.gov.br/docman/julho-2013-pdf/13677-diretrizes-educacao-basica-2013-pdf/file>. Acesso em: 22 mar. 2021.

BRASIL. **Base nacional curricular comum**. Etapa ensino médio: educação é a base. Brasília, MEC: CONSED: UNDIME, 2018a. Disponível em: <http://basenacionalcomum.mec.gov.br/>. Acesso em: 15 mar. 2024.

BRASIL. **Projeto de vida**: ser ou existir? Implementação. Base nacional curricular comum. Etapa ensino médio. Educação é a base. Brasília: [MEC], 2018b. Disponível em: <http://basenacionalcomum.mec.gov.br/implementacao/praticas/caderno-de-praticas/aprofundamentos/200-projeto-de-vida-ser-ou-existir#:~:text=O%20projeto%20de%20vida%20traz,o%20que%20est%C3%A1%20por%20vir.&text=%E2%80%9Cidealizar%20a%20pr%C3%B3pria%20vida%20%C3%A9,o%20meio%20em%20que%20vive%22>. Acesso em: 14 abr. 2024.

BRASIL. INEP - Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira. Ministério da Educação. **SAEB** – Sistema de avaliação da educação básica. [Brasília: INEP], 2019. <http://portal.inep.gov.br/educacao-basica/saeb>. Acesso em: 22 set. 2024.

BRASIL. Ministério da Educação. Conselho Nacional de Educação. **Resolução CNE/CP nº 1, de 27 de outubro de 2020**. Brasília: [MEC], 2020a. Disponível em: <https://www.in.gov.br/en/web/dou/-/resolucao-cne/cp-n-1-de-27-de-outubro-de-2020-285609724>. Acesso em: 23 set. 2024.

BRASIL. Ministério da Educação. Conselho Nacional de Educação. **Parecer CNE/CP N. 14/2020**, 10 de julho de 2020. Brasília: [MEC], 2020b. Disponível em: [http://portal.mec.gov.br/pec-g/33371-cne-conselho-nacional-de-educacao/85201-parecer-cp-2020#:~:text=Parecer%20CNE%2FCP%20n%C2%BA%2014,\(BNC%2DForma%C3%A7%C3%A3o%20Continuada](http://portal.mec.gov.br/pec-g/33371-cne-conselho-nacional-de-educacao/85201-parecer-cp-2020#:~:text=Parecer%20CNE%2FCP%20n%C2%BA%2014,(BNC%2DForma%C3%A7%C3%A3o%20Continuada). Acesso em: 23 set. 2024.

BRASIL. **Resolução CNE/CP nº 1, de 05 de janeiro de 2021**. Define as diretrizes curriculares nacionais gerais para a educação profissional e tecnológica. Brasília: [ABMES], 2021a. Disponível em: <https://abmes.org.br/arquivos/legislacoes/Resolucao-cne-cp-001-2021-01-05.pdf>. Acesso em: 19 set. 2024.

BRASIL. **Portaria nº 10, de 8 de janeiro de 2021**. Diário Oficial da União: Seção 1, Brasília, n. 6, p. 23, 11 jan. 2021b. Disponível em: <https://www.in.gov.br/en/web/dou/-/portaria-n-10-de-8-de-janeiro-de-2021-298322305>. Acesso em: 22 set. 2024.

BROOKE, Nigel. O futuro das políticas de responsabilização educacional no Brasil. **Cadernos de Pesquisa**, São Paulo, v. 36, n. 128, p. 377-401, maio/ago. 2006. Disponível em: <https://www.scielo.br/pdf/cp/v36n128/v36n128a06.pdf>. Acesso em: 10 abril 2024.

CHARLOT, Bernard. **Educação ou barbárie? uma escolha para a sociedade**. contemporânea. 1. ed. São Paulo: Cortez, 2020.

COSTA, Marilda de Oliveira; SILVA, Leonardo Almeida da. Educação e democracia: base nacional comum curricular e novo ensino médio sob a ótica de entidades acadêmicas da

área educacional. **Revista Brasileira de Educação**, São Paulo, v. 24, p. 1-23, dez. 2019. DOI: <http://dx.doi.org/10.1590/s1413-24782019240047>. Acesso em: 25 maio 2024.

D'ÁVILA, Jorge Luis. Política de formação docente executada pelo terceiro setor: considerações sobre a Fundação Lemann. In: CONGRESSO NACIONAL DE EDUCAÇÃO, EDUCERE, 11., 2013, Rio de Janeiro. **Anais [...]**. Rio de Janeiro: EDUCERE, 2013. p. 11558-1569. Disponível em: https://educere.bruc.com.br/CD2013/pdf/10301_5770.pdf. Acesso em: 23 set. 2024.

DARDOT, Pierre; LAVAL, Christian. **A nova razão do mundo**: ensaio sobre a sociedade neoliberal. 1. ed. São Paulo: Boitempo, 2016.

DELGADO, Lucília; FERREIRA, Marieta de Moraes. História do tempo presente e ensino de história. **Revista História Hoje**, Rio de Janeiro, n. 2, v. 4, p. 19-34, abr./jun. 2013. Disponível em: <https://rhhj.anpuh.org/RHHJ/article/viewFile/90/70>. Acesso em: 09 abr. 2024.

DRUCKER, Peter. **As novas realidades**. São Paulo: Pioneira, 1991.

FOUCAULT, Michel. A governamentalidade. In: FOUCAULT, Michel. **Microfísica do poder**. Rio de Janeiro: Graal, 1992. p. 277-293.

FOUCAULT, Michel. **Du government des vivants**: (1979-1980). Paris: EHESS: Gallmard: Seuil, 2012.

FOUCAULT, Michel. **O nascimento da biopolítica**. São Paulo: Martins Fontes, 2008.

FUNDAÇÃO LEMANN. **Relatório 2002**. [São Paulo: Fundação Lemann], 2002. Disponível em: http://www.fundacaolemann.org.br/uploads/arquivos/ra_2002.pdf. Acesso em: 21 dez. 2024.

GADELHA, Sylvio. **Biopolítica, governamentalidade e educação**: introdução e conexões, a partir de Michel Foucault. Belo Horizonte, 2009.

GRIPP, Phillipp; SILVEIRA, Ada Cristina. A ambivalência discursiva e representacional dos lugares de fala. **RALED**, Brasília, v. 21, n. 1, p. 46-61, jan./mar. 2021. DOI: <https://doi.org/10.35956/v.21.n1.2021.p.44-61>. Acesso em: 19 maio 2024.

HAN, Byung-Chul. **Psicopolítica**: o neoliberalismo e as novas técnicas de poder. Belo Horizonte: Âyiné, 2018.

LARROSA, Jorge. Tecnologias do eu e educação. In: SILVA, Tomaz Tadeu da. **O sujeito da educação**: estudos foucaultianos. Petrópolis: Vozes, 2002. p. 35-86.

LIMA, Licínio C. **Aprender para ganhar, conhecer para competir**: sobre a subordinação da educação na “sociedade da aprendizagem”. São Paulo: Cortez, 2012.

LOPES, Maura Corcini; ENZWEILER, Deise Andrea. Tendências discursivas sobre aprendizagem no campo pedagógico contemporâneo brasileiro. **Arquivos Analíticos de Políticas Educativas**, Arizona, v. 29, n. 20, p. 4-25, jun./ago. 2021. DOI: <https://doi.org/10.14507/epaa.29.5624>. Acesso em: 22 abr. 2024.

NAGASE, Raquel Hissae; AZEVEDO, Mário Luiz Neves de. Política de avaliação e performatividade: gerencialismo, biopoder e controle social. **Revista Linhas**, Florianópolis, v. 22, n. 48, p. 248-266, jan./abr. 2021. DOI: <https://doi.org/10.5965/1984723822482021248>. Acesso em: 21 maio 2024.

NARODOWSKI, Mariano. **Un mundo sin adultos**. 1. ed. Buenos Aires: Debate, 2016.

PIZOLATI, Audrei Rodrigo da Conceição. A influência do discurso neoliberal na governamentalidade pedagógica no Brasil contemporâneo. **Cocar**, Belém, v. 14, n. 28, p. 521-540 abr./jun. 2020. DOI: <https://doi.org/10.31792/rc.v14i28>. Acesso em: 15 maio 2024.

PIZOLATI, Audrei Rodrigo da Conceição. Deficiência, educação e trabalho na 1ª Conferência Nacional de Educação (1927). **Caminhos da História**, Montes Claros, v. 26, n. 2, p. 189-205, jul./dez. 2021a. DOI: <https://doi.org/10.38049/issn.2317-0875v26n2p.189-205>. Acesso em: 20 maio 2024.

PIZOLATI, Audrei Rodrigo da Conceição. A instituição da racionalidade neoliberal nas políticas educacionais brasileiras a partir dos princípios “continuar aprendendo” e “aprender a aprender”. **AAPE – Arquivos Analíticos de Políticas Educativas**, Arizona, v. 30, n. 140, p. 1-29, nov. 2021b. DOI: <https://doi.org/10.14507/epaa.29.6023>. Acesso em: 19 maio 2024.

PIZOLATI, Audrei Rodrigo da Conceição; ALVES, Alexandre. Responsabilização, meritocracia e desfiliação social no Brasil. **EccoS – Rev. Cient.**, São Paulo, n. 58, p. 1-19, jul./set. 2021. DOI: <https://doi.org/10.5585/eccos.n58.11137>. Acesso em: 15 jul. 2024.

RIO GRANDE DO SUL. Secretaria de Estado da Educação. Departamento pedagógico. União Nacional dos Dirigentes Municipais de Educação. **Referencial curricular gaúcho: humanas**. Porto Alegre: [Secretaria de Estado da Educação], 2018. v. 1. Disponível em: <http://portal.educacao.rs.gov.br/Portals/1/Files/1529.pdf>. Acesso em: 10 maio 2024.

SANDEL, Michael. **A tirania do mérito: o que aconteceu com o bem-estar comum?** Tradução: Bhuvi Libanio. Rio de Janeiro: Civilização Brasileira, 2021.

SANTOS, Boaventura de S. **A gramática do tempo: para uma nova cultura política**. 3. ed. São Paulo: Cortez, 2010. Coleção para um novo senso comum, v. 4.

SIBILIA, Paula. **Redes ou paredes: a escola em tempos de dispersão**. Tradução de Vera Ribeiro. Rio de Janeiro: Contraponto, 2012.

SILVA, Roberto Rafael Dias da. Emocionalização, algoritmização e personalização dos itinerários formativos: como operam os dispositivos de customização curricular? **Currículo**

Sem Fronteiras, São Paulo, v. 17, n. 3, p. 699-717, set./dez. 2017. Disponível em: <http://www.curriculosemfronteiras.org/vol17iss3articles/silva.pdf>. Acesso em: 03 maio 2021.

SILVA, Roberto Rafael Dias da. Estetização pedagógica, aprendizagens ativas e práticas curriculares no Brasil. **Educação & Realidade**, Porto Alegre, v. 43, n. 2, p. 551-568, abr./jun. 2018. DOI: <https://doi.org/10.1590/2175-623667743>. Acesso em: 20 maio 2021.

SILVA, Roberto Rafael Dias da. A individualização dos percursos formativos como princípio organizador das políticas curriculares para o ensino médio no Brasil. **Ensaio: aval. pol. públ. educ.**, Rio de Janeiro, v. 103, n. 17, p. 1-17, abr./jun. 2019. DOI: <https://doi.org/10.1590/S0104-40362018002601254>. Acesso em: 14 maio 2022.

SOMMER, Luis Henrique; SCHMIDT, Saraí. Crianças e jovens do ensino fundamental: discutindo as tentações do Deus consumo. In: “Educação no Brasil: o balanço de uma década”. In: REUNIÃO ANUAL DA ASSOCIAÇÃO NACIONAL DE PÓS-GRADUAÇÃO E PESQUISA EM EDUCAÇÃO – ANPEd, 36., 2010. Caxambu/MG. **Anais...** Caxambu: ANPEd, 2010. Disponível em: <http://33reuniao.anped.org.br/33encontro/app/webroot/files/file/Trabalhos%20em%20PDF/GT13-6672--Res.pdf>. Acesso em: 03 fev. 2021.

VEIGA-NETO, Alfredo. Governamentalidade e educação. **Revista Colombiana de Educación**, Bogotá, v. 65, n. 2, p. 19-42, ago./dez. 2013. Disponível em: <https://www.redalyc.org/pdf/4136/413634077002.pdf>. Acesso em: 14 maio 2021.
VEIGA-NETO, Alfredo. **Foucault & a educação**. 3. ed. Belo Horizonte: Autêntica Editora, 2014.

Recebido em: 27/10/2021
Aprovado em: 12/08/2022

Universidade do Estado de Santa Catarina – UDESC
Programa de Pós-Graduação em Educação – PPGE
Revista Linhas
Volume 23 - Número 53 - Ano 2022
revistalinhas@gmail.com