Abstract

Postures of teachers’ professionalization policies during the 80's are analyzed in this article, and specially the ones between 1993 and 1994. The authors review radical change’s implications of socioeconomic context since December 1994, referring the professionalization policies carried on by the Educational Modernization Program, and inconsistencies founded. In this frame, issues that were not considered for the process of policies designing are argued, and action lines proposals are suggested, including those issues for the policies of professionalization design.

Keywords

Public policy, teacher training, curriculum, forming institutions, employment.