

PROFILE OF THE PEDAGOGICAL EVALUATION COMMITTEES OF SOCIOLOGY TEXTBOOKS OF THE NATIONAL TEXTBOOK PROGRAM FROM 2012 TO 2018

Perfil das Comissões de Avaliação Pedagógica dos Livros Didáticos de Sociologia
do Programa Nacional do Livro Didático de 2012 a 2018

Perfil de los Comités de Evaluación Pedagógica de Libros de Texto de Sociología
del Programa Nacional de Libros de Texto de 2012 a 2018

THIAGO DE JESUS ESTEVES^{1*}, RAFAELA REIS AZEVEDO DE OLIVEIRA², KATIUSCIA CRISTINA
VARGAS ANTUNES²

Centro Federal de Educação Tecnológica Celso Suckow da Fonseca, Nova Iguaçu, RJ, Brasil.

*Corresponding author. E-mail: thiagoesteves@yahoo.com.br.

Abstract: This article aims to study the evaluation process of PNLD Sociology textbooks, in the years 2012, 2015 and 2018, with the objective of analyzing exclusively the profile of textbook evaluators, as indicated in the PNLD Guides, published by the Ministry of Education (MEC), Secretariat of Basic Education (SEB) and National Fund for Education Development (FNDE). We are based on studies in manualistics, according to Mahamud-Angulo (2019) and Cigales and Oliveira (2019). We start from the assumption that textbook evaluators play a fundamental role in the scope of this public policy, since they are the ones who analyze, evaluate and elect the works that will compose the PNLD catalog for each curricular component.

Keywords: teaching Sociology; school Sociology; PNLD; High School.

Resumo: Este artigo tem como objeto de estudo o processo de avaliação dos livros didáticos de Sociologia do PNLD, nos anos de 2012, 2015 e 2018, tendo como objetivo analisar exclusivamente o perfil dos(as) avaliadores(as) dos livros didáticos, conforme indicado nos Guias do PNLD, publicados pelo Ministério da Educação (MEC), Secretaria de Educação Básica (SEB) e Fundo Nacional de Desenvolvimento da Educação (FNDE). Nos pautamos nos estudos em manualística, segundo Mahamud-Ângulo (2019) e Cigales e Oliveira (2019). Partimos do pressuposto de que os(as) avaliadores(as) dos livros didáticos exercem papel fundamental no âmbito desta política pública, uma vez que são eles(as) quem analisam, avaliam e elegendem as obras que irão compor o catálogo do PNLD para cada componente curricular.

Palavras-chave: ensino de sociologia; sociologia escolar; PNLD; ensino médio.

Resumen: El artículo en pantalla tiene como objeto de estudio el proceso de evaluación de los libros de texto de Sociología del PNLD, en los años 2012, 2015 y 2018, con el objetivo de analizar exclusivamente el perfil de los evaluadores de los libros de texto, según lo indicado en las Guías del PNLD, publicado por el Ministerio de Educación (MEC), Secretaría de Educación Básica (SEB) y Fondo Nacional de Desarrollo Educativo (FNDE). Nos guiamos por estudios en manualística, según Mahamud-Ângulo (2019) y Cigales y Oliveira (2019). Partimos del supuesto de que los evaluadores de libros de texto son actores que juegan un papel fundamental dentro de esta política pública, ya que son quienes analizan, evalúan y eligen las obras que conformarán el catálogo del PNLD para cada componente curricular.

Palabras clave: enseñanza de la sociología; sociología escolar; PNLD; escuela secundaria.

INTRODUCTION

Research with textbooks in Brazil is widespread in the field of education and, particularly, in the field of the history of education. However, when it comes to textbooks of the Sociology curricular component, research is recent and, according to Bodart (2021), this is characterized as a field of research that is still incipient. The author carried out a state-of-the-art study on research with Sociology textbooks in Brazil, in which he evidenced a significant increase in publications on this theme from 2012, when Sociology became part of the then National Textbook Program (PNLD)¹. When analyzing the content of the articles, Bodart (2021) concluded that research on Sociology textbooks was mostly focused on analyzing the content of the works. In addition, it highlighted a methodological weakness in the process of analyzing the books, with little concern about methodological reflections in the field of manualistics.

For Meucci (2019), the didactic “manual” as an object of analysis is related to the dynamics of production and consumption of this resource, with the PNLD playing an important role in this dynamic. By having meanings that range from the pedagogical sphere to the commercial sphere, the textbook and its process of production, evaluation and distribution within the scope of the PNLD enable multiple perspectives. In addition to synthesizing intellectual accumulation, the textbook is a political instrument. The choice of contents, the aesthetics and the language itself are linked to the power relations that strain its production, its historical-social context of elaboration and the current educational public policies.

In this article, we will take as object of study the evaluation process of the PNLD Sociology textbooks, in the years 2012, 2015 and 2018, with the objective of analyzing exclusively the profile of the evaluators, as indicated in the PNLD Guides, published by the Ministry of Education (MEC), Secretariat of Basic Education (SEB) and National Fund for the Development of Education (FNDE). Therefore, we do not propose to analyze the profile of other professionals involved in the elaboration, selection or choice of Sociology textbooks, such as teachers of Sociology of Basic Education, as already done by other researchers (Bodart et al., 2021; Maçaira, 2021; Merissi, 2019; Meucci, 2007).

To carry out this research, we were guided by studies on manualistics. Badanelli et al. (2019) define manualistics as the field of research that aims to study teaching materials and that has been gaining space in Ibero-American and European research. The author bases his definition on the works of Escolano (1998, 2013).

¹ As of the 2020 edition, the National Textbook Program was renamed the National Book and Didactic Material Program, keeping the acronym PNLD.

For Escolano, textbooks is a field of knowledge that concentrates research on textbooks from different perspectives. In his studies, he considers that:

[...] the construction of the identity of a manual is socially conditioned by two factors. One refers to the character of a generational icon that the textbook now has. Each generation is identified, in this sense, by the manuals that its members have shared as sociological peers of a school group. The writings and images of these texts became part of the social imaginary of a generation and of the narrative identity of the subjects who belong to it. The other sociocultural conditioning is associated with the function attributed to the textbook as a symbol of a national culture, of a set of knowledge and values that constitute the tradition available and transmitted to a group (Escolano, 2012, p. 37)².

In textbook studies, it is possible to identify different processes of analysis of books and textbooks. This is a study that aims to understand the didactic work beyond its field of action (classroom). Manualistics is, therefore, an analysis that aims to understand aspects before and after the object of study, that is, the textbook.

In Brazil, studies involving textbooks were accentuated in the 1980s, when articles were published problematizing this object, its content, its role throughout history, its forms of use, and the public policy for the distribution of these books. Researchers such as Nosela (1981), Oliveira et al. (1984), Freitag et al. (1989), Faria (1986) and Molina (1987), Bittencourt (2003) and others served as the basis for current studies on the textbook.

In view of the above, this article is organized into five sections, in addition to this presentation. In the next section, we will provide a brief historical overview of the PNLD and the inclusion of Sociology textbooks in the context of this public policy. Next, we will move on to the analysis of the research data, presenting, in section 3, the methodological procedures and, in sections 4 and 5, the results of the study. Finally, we present some final considerations.

² T. N.: “[...] la construcción de la identidad de un manual está socialmente condicionada por dos factores. Uno se refiere al carácter de icono generacional que el libro escolar llega a tener. Cada generación se identifica, en este sentido, por los manuales que sus miembros han compartido como pares sociológicos de una cohorte escolar. Las escrituras e imágenes de estos textos han entrado a formar parte del imaginario social de una generación y de la identidad narrativa de los sujetos que pertenecen a ella. El otro condicionamiento sociocultural se asocia a la función atribuida al libro escolar como símbolo de una cultura nacional, de un conjunto de conocimientos y valores que constituyen la tradición disponible transmitida a un grupo”.

THE NATIONAL TEXTBOOK PROGRAM AND THE WORKS OF SOCIOLOGY

Textbooks are understood in different ways. There are those who claim that a textbook is a “[...] work written to be used in a didactic situation” (Molina, 1988 apud Coan, 2006, p. 115); there are those who define it by the simplified and sequenced selection of content that aims to make the student learn (Goldenberg, 1983 apud Coan, 2006); and there are those who claim that it is a commodity produced by the cultural industry, which therefore assumes the characteristics of industrialized products (Freitag et al., 1989); or that, as a product of the cultural industry, aims to convey knowledge (Meksenas, 1992). According to Aranhas and Martins (1995 apud Coan, 2006, p. 122), the textbook translates into a model of “[...] reproduction of ideas of the ruling class via school [...]” that “[...] conveys certain values that aim to adapt individuals to society, integrating them into the established order [...]”, which can be shown to the learner in a way that “[...] stereotyped, idealized and, therefore, deforming”³.

When we assume these definitions and pay attention to the fact that textbooks, through different subjects, such as authors, editors, evaluators and teachers, reproduce ideas of a dominant class, we must emphasize the fact that this reproduction is carried out, in the first place, by the constitutional disposition and *praxis* of the State regarding the right to education and, in the first place, by the constitutional provision and *praxis* of the State regarding the right to education, secondly because of the curricular policies and reforms carried out throughout our educational history.

However, in an attempt to bring here some initial understandings about textbooks, it is important to highlight that the History of Education sought to extrapolate the definition and investigations of/about books, printed matter and textbooks that are more aligned with an ideological perspective, even though they recognize their importance (Bittencourt, 2008).

Textbooks have a wide range of research possibilities, especially in the field of History of Education. Circe Bittencourt (2008, p. 304) already highlighted the great progress made in the field of research, which now considers, in addition to ideological aspects, “[...] aspects related to content, such as discrepancies or cleavages between academic and school production or absences or stereotypes of ethnic or minority groups in Brazilian Society”⁴. The author also highlights some research perspectives, such as that of Carlos Vesentini, in which the textbook is considered “[...] in the process of creation and consolidation of certain facts considered fundamental in the

³ T. N.: “[...] reprodução de ideias da classe dominante via escola [...]” que “[...] veicula certos valores que visam adequar indivíduos à sociedade, integrando-o na ordem estabelecida [...]”, que pode ser mostrado ao aprendiz de forma “[...] estereotipada, idealizada e, portanto, deformadora”.

⁴ T. N.: “[...] aspectos referentes aos conteúdos, como defasagens ou clivagens entre produção acadêmica e a escolar ou ausências ou estereótipos de grupos étnicos ou minoritários da sociedade brasileira”.

changes in our society”⁵ (Bittencourt, 2008, p. 304); as well as that of Fulvia Rosemberg and Marco Antônio de Oliveira, who investigated, respectively, racism and the history of the population of African origin present in Brazilian textbooks. Finally, among other possibilities, Bittencourt highlights analyses of illustrations, historical paintings, photographs, cartoons, among others, which are present alongside the texts in textbooks (Bittencourt, 2008).

Vinão Frago (2006 apud Silva & Barros, 2023) identifies books as one of the central elements of school material culture and Benito Escolano (2017 apud Silva & Barros, 2023) reaffirms that the book is part of the scientific memory of this school culture. Thus, for this author, as a material artifact, books are those that occupy a “[...] significant place in the school space, either as didactic material, as a space for recording the history of the educational institution [...]” and that “[...] they can be present in specific spaces, such as libraries, and/or be distributed in the classroom, [...] in the homes of the subjects of education”⁶ (Silva & Barros, 2023, p. 170) and that provide empirical reading practices that are developed in different school times and spaces.

Books are also taken as forms of systematization of the knowledge produced and, therefore, become raw material for scientific and academic research. And they are also part of a political culture of the school, which “[...] alludes to the discourses and practices of an institutional political order that are configured around the functioning structure of the systems and are expressed over all normative language that supports the formal organization of education”⁷ (Silva & Barros, 2023, p. 170) while they are objects of choice, distribution, guidance on their uses, pedagogical use, etc.

In view of the objective of this work, we will focus on the perspective of the subjects involved in the evaluation process of textbooks that are submitted to public notice, whose theoretical-methodological perspective will be detailed in section 3 of this article. In this section, we will present the history of how textbooks were distributed as a public policy and guarantee of the right to education.

Observing the right to education in our federal constitutions, we note that, over the years, this right has been expanded and the State has become a protagonist in its enforceability. According to the Federal Constitution of 1988 (Constitution of the Republic, 2001) and the Law of Guidelines and Bases of National Education - LDB (Law No. 9,394, 1996), the State is responsible for offering quality, free and compulsory education from 4 to 17 years of age. If we expand the right to education and assume

⁵ T. N.: “[...] no processo de criação e consolidação de determinados fatos considerados fundamentais nas mudanças de nossa sociedade”.

⁶ T. N.: “[...] lugar significativo no espaço escolar, seja como material didático, como espaço para registro da história da instituição educativa [...]” e que “[...] podem estar presentes em espaços específicos, como bibliotecas, e/ou estarem distribuídos em sala de aula, [...] na casa dos sujeitos da educação”.

⁷ T. N.: “[...] alude aos discursos e práticas de ordem político institucional que se configuram entorno da estrutura de funcionamento dos sistemas e se expressam sobre toda linguagem normativa que serve de suporte à organização formal da educação”.

quality, it is possible to infer how much such a provision can impact the production and distribution of books and teaching materials. By universalizing access to school, the reading public is expanded, which demands greater production of textbooks, increasing the number of specialized publishers and making the Brazilian State its largest partner. According to Souza (2017, p. 188-189), “[...] the number of copies of general works produced is significantly higher, the turnover of the didactic sector is the largest in the publishing market”⁸. Also according to the author, the government emerges as the major client of this sector.

From the point of view of curricular policies and reforms, we can observe, in the history of education and, in particular, in the history of the teaching of Sociology, how the production of textbooks is intertwined with school curriculum. More than reproducing curricular policies, the textbook is also a producer of curricular policies “[...] either by maintaining their conceptions, or by reinterpreting and introducing new issues introduced by the official proposals”⁹ (Coan, 2006, p. 131). We understand that the policy of production, circulation and institutionalization of a textbook distribution program in Brazil was and still is made within a context of curricular reforms. This statement is confirmed, even when we observe the recent changes resulting from the reform of the New High School (NEM) and the approval of a National Common Curricular Base (BNCC), which has significantly changed the production and circulation of books in the PNLD since 2021, starting to be produced no longer by discipline, but by areas of knowledge, for example, the Applied Humanities and Social Sciences collections.

How, in history, did this production and distribution of textbooks, which is linked to the constitutional provision of the right to education and curricular reforms, take place?

Between the 1920s and 1940s, Brazil was marked by the attempt to build a new Republic that saw Education as one of the great republican assets. Therefore, in order to build a new, modern and developed country, it was necessary for its citizens to be minimally educated, especially since only literate individuals could participate in political life and vote. We went through three constitutions (1934, 1937 and 1946), in which Education was affirmed as a right, although under the primary responsibility of families and, in the background, of the State. During this period, it should be noted that, in 1937, Law No. 378, of January 13th, created the Children's Literature Commission, with the objective of studying the problem of literature aimed at children and adolescents, and the National Book Institute (*Instituto Nacional do Livro* - INL), established by Decree-Law No. 93, of December 21st, responsible, among other functions, for producing and distributing textbooks to schools. At that time, the

⁸ T. N.: “[...] a quantidade de exemplares de obras gerais produzidos seja significativamente superior, o faturamento do setor de didáticos figura como o maior do mercado editorial”.

⁹ T. N.: “[...] seja pela manutenção de suas concepções, seja pela reinterpretação e introdução de novas questões introduzidas pelas propostas oficiais”.

number of educational institutions in Brazil was infinitely smaller, as well as the number of school enrollments, which makes it possible to imagine this distribution of books and teaching materials in an expanded way.

In 1938, in the midst of the dictatorship of the *Estado Novo Vargasista*, Decree-Law No. 1,006, of December 30th, 1938, was sanctioned, which established the National Textbook Commission (CNLD), which sought, in some way, to control the production and circulation of textbooks in our country. In 1945, moving towards a democratic opening, Decree-Law No. 8,460, of December 26th, 1945, was sanctioned, which ratified the responsibility of teachers for choosing the textbooks that would be distributed in schools (Souza, 2017).

Between the 1960s and the mid-1980s, we highlighted, in the Brazilian political scenario, the emergence of a military dictatorship, which lasted for 21 years in our history. In the meantime, two constitutions were promulgated (1967 and 1969) and the repeal of the LDB of 1961, which was replaced by another in 1971. With regard to the production and distribution of textbooks, some highlights are worth mentioning. In 1966, we had the creation of the Technical Book and Textbook Commission (COLTED), based on a partnership between MEC and USAID (American Agency for International Development), which would coordinate the functions of production, editing and distribution of textbooks (Souza, 2017). In the 1970s, when the new LDB was published, in addition to the indication of a mandatory professionalization in 2nd grade education (High School), there was an indication of a more technical pedagogical approach, which permeated the production of didactic materials that were distributed to schools. Throughout this decade, we identified the implementation of Ordinance No. 35, of March 11th, 1971, which authorized the co-publishing of books with national publishers; the institution of a textbook program for elementary education by the INL and, subsequently, its extinction in 1976, with the creation of the National Foundation for School Material (FENAME), with resources from the FNDE, which was incapable, at that time, of funding all the demand for teaching materials.

In the 1980s, on the way to democratic reopening in our country, we highlight the replacement of FENAME by the Student Assistance Foundation (FAE), in 1983, which incorporates the Textbook Program for elementary education and, finally, in 1985, the replacement of this program by the National Textbook Program (PNLD).

The creation of the PNLD brought many advances in relation to previous programs. Among them: The improvement of technical specifications for the production of textbooks, aiming, in particular, for greater durability, as the books would be reused by other students in the following years; resumes the role of teachers in choosing teaching works that would be used in schools and which had previously been lost; and expanding the supply of textbooks for 1st and 2nd grade students in public and community schools. In 1985, there was already a significant percentage of

the number of enrollments offered in the public network and the compulsory schooling stage was only the initial years of elementary school, which was expanded to the final years with the promulgation of CF/88.

In the 1990s, in Brazil, with the democratic reopening and the election in 1994 of President Fernando Henrique Cardoso, who promoted the management reform of the State, we identified many changes in the educational field. Immediately, it is worth highlighting the effort to universalize elementary education; the creation of the Teaching Maintenance and Enhancement Fund, Fundef; curricular reforms; and, among others, the consolidation and expansion of large-scale educational assessment policies. From the point of view of the distribution of textbooks, in the 1990s, we highlight that until 1995 not all subjects and school grades received the books. Only Portuguese and Mathematics textbooks for primary education were distributed. In 1996, Science (Natural) textbooks were included and the pedagogical evaluation of the books registered in the PNLD notice of 1997 began. This year, in addition to the extinction of the FAE, all elementary school subjects began to be included in the PNLD, which has since been managed by FNDE.

In the 2000s we experienced changes in government and the expansion of mandatory teaching to all basic education. Once again we highlight that the expansion of the right to education, which involves mandatory provision by the State and mandatory attendance by children and adolescents, ends up producing changes in the production and distribution of materials and textbooks. Thus, in addition to increasing the number of enrollments, considering meeting the universalization goals set out in our National Education Plan (2001-2010), it was necessary to expand the distribution of textbooks. In 2000, dictionaries began to be distributed; in 2001, the distribution of books in Braille began; in 2002, expansion of the distribution of dictionaries to students in the 1st, 5th and 6th grades; in 2003, distribution of dictionaries to 7th and 8th grade classes; and, finally, in 2004, the National High School Textbook Plan was created.

The High School PNLD will also be implemented gradually. As highlighted by Silva (2015), it began with the distribution of Portuguese Language and Mathematics books to 1st year students in the North and Northeast regions in 2005, being offered to all grades and Brazilian regions in 2006. Between 2007 and 2009, they were including works from the disciplines of Biology, Physics, Geography, History and Chemistry, and, in 2012, Arts, Physical Education, Spanish, Philosophy, English and Sociology.

As far as Sociology is concerned, its entry into the PNLD is subsequent to its mandatory nature in secondary education, sanctioned in 2008. The subject was present in the notices of 2012, 2015 and 2018. In 2021, in view of the curricular changes promoted by the implementation of the NEM, it appears as content in books on Human and Applied Social Sciences, sharing space, therefore, with the disciplines of Philosophy, Geography and History.

It is observed that the expansion of the distribution of books for secondary education is done strategically, given that CF/88, LDB/96, PNE 2001-2010 already established progressive universalization, which only now has conditions for be achieved (it has not yet been universalized) when Fundef, which prioritized investments only for elementary education, is replaced by Fundeb, therefore reaching all basic education. It should be noted that it was in 2009, through Constitutional Amendment No. 59, that basic education became part of the entire stage of compulsory schooling in Brazil. Thus, as the right to education was expanded, we identified, throughout history, an increase in the production and distribution of textbooks.

The process of producing and distributing textbooks became more complex as demand increased. The PNLD notices of 2012, 2015 and 2018 provided for the following stages: i) formal accession of public schools; ii) publication of the call notice in the Official Gazette of the Union; iii) registration of publishers who intend to have their teaching works included in the PNLD; iv) evaluation of teaching works; v) preparation and dissemination of the Textbook Guide; vi) Choice of books by teachers; vii) negotiation between FNDE and publishers to acquire books; viii) production and distribution of teaching works; ix) receipt of textbooks in schools; x) monitoring, monitoring and evaluation of the PNLD (Silva, 2015).

According to Silva (2015, p. 17), the MEC management demonstrated concern “[...] in improving this State action with the purpose of increasing its effectiveness and rationality. [...] the Government has sought to invest in the efficiency of logistics, in the qualification of the professionals involved and, also, in the intensification of the use of information technologies”¹⁰.

The evolution of the policy of production and distribution of textbooks, in the history of Brazilian education, is very significant. We are not here saying that the PNLD is a perfect or finished program, there is a lot of criticism surrounding it, but, without a doubt, it is one of the largest and most important public policies developed by the Brazilian State, with profound impacts on a significant portion of Brazilian society.

FROM THE METHODOLOGICAL PATH TO DATA ANALYSIS: WHAT DOES THE RESEARCH REVEAL TO US?

The field of studies on didactic materials, particularly Sociology textbooks, took shape after the inclusion of the discipline in the PNLD, which took place from the 2012 edition. Prior to this inclusion, research with textbooks generally focused on the most

¹⁰ T. N.: “[...] em aperfeiçoar essa ação do Estado com o propósito de aumentar sua eficácia e racionalidade. [...] o Governo tem procurado investir na eficiência da logística, na qualificação dos profissionais envolvidos e, também, na intensificação da utilização das tecnologias de informação”.

historical aspects of the discipline (Goulart & Sousa, 2019; Meucci, 2000). With the growth of the field of study in textbooks, research with textbooks and manuals turned to the uses of materials and their didactic functions in the classroom. Since manualistics is a recent methodology, we emphasize that historians of education, for decades, have been discussing not only the formal, editorial, imagery, ideological or content aspects of textbooks, but also focusing on these issues and, above all, on the analysis of the daily uses made of these books.

In addition to the studies on the functions and uses of the textbook, researchers in the field of Sociology teaching have also focused on understanding the process of book production with regard to the structuring of the publishing market directed to the production of Sociology textbooks aligned with the rules of the PNLD notices, the profile of the authors of the textbooks and the possible influence of this profile on the content of Social Sciences present in the books. An example of this approach was the study carried out by Bodart et al. (2021), which sought to analyze the profile of the authors of the didactic works of Applied Human and Social Sciences in the PNLD 2021.

In order to expand the possibilities of analysis of textbooks, our interest turned to the teams of evaluators of the works in the context of the PNLD. These actors play a fundamental role in the scope of this public policy, since they are the ones who analyze, evaluate and elect the works that will compose the PNLD catalog for each curricular component.

When focusing on the profile of the evaluator teams, we were guided by the studies by Mahamud-Ângulo (2019) and Cigales and Oliveira (2019). The first has a multimodal perspective on manualistic analyses. For Mahamud-Ângulo (2019), a methodological analysis must be rigorous and cannot be stuck and/or static. With this, the author structures her methodological basis based on: 1) justification, 2) representativeness, 3) contextualization, 4) macro text and 5) object of investigation.

Justification comprises the legal parameters of textbook production. What rules does the book follow, government plans in force at its creation, among others. The justification is related to representativeness, which includes teams of authors, publishers and their ideologies, and the opinions issued by supervisory bodies.

With regard to contextualization, Mahamud-Ângulo (2019) highlights the need for analyzes that address the historical, political and scientific context of the work. From there, the author begins analyzing the macro text, with emphasis on the way the text is written, how the work is presented (links, images, hypertexts, for example, are elements of a macro text).

Finally, the object of investigation, according to Mahamud-Ângulo (2019), is effectively the direction that researchers give to the research, bringing together methodologies that can be used, following the parameters of justification, contextualization and macro text.

In Brazil, we can highlight the study by Cigales and Oliveira (2019) as one of those that comes close to the methodological proposal proposed by Mahamud-Ângulo. When understanding a textbook, the authors state that the production of textbooks has three dimensions: 1) internal and external logic; 2) external requirements and 3) plurality of methods. In the words of Cigales and Oliveira (2019, p. 9):

In order to think about the relationship between the macro and the micro, and how this reflects on the production of textbooks, three conditions stand out: Textbooks (a) respond to external demands (macro), as they are products and producers of discourses and representations of the social world, disputed by agents willing in the social fields, with emphasis in this study on the educational field; (b) they have an internal (micro) logic, that is, they are part of the school culture and in this sense, they have a logic of production inherent to education systems, their primary intention is pedagogical, but they also carry symbolic powers linked to the intentions of the social agents who produce them; and (c) require a plurality of methods for their analysis. Not without less relevance, it is also interesting to highlight that textbooks also constitute a market of symbolic and material goods, so that they should also be included in this logic for a better understanding of how their field is structured¹¹.

The external logic is at the macro level, starting from a campus of knowledge beyond the teaching material, encompassing the formation of the discipline as a whole. The macro level of manualistics research seeks to understand the educational field as a whole, from historical, cultural and social aspects (Cigales & Oliveira, 2019).

The internal logic corresponds to the micro level, when research into the textbook in its essence takes place. The chapters, pages, contents. A survey on the reception of these materials by students and the school. What exercises the book proposes, the type of language, didactic treatment, among others.

Finally, the plurality of methods is the level at which the authors argue that one method is not enough for a complete analysis of the work. It is at this level that the researcher uses biographies of the authors, a content and documentary analysis,

¹¹ T. N.: “Para pensar a relação entre o macro e o micro, e como isso reflete na produção dos manuais escolares, destacam-se três condições: os manuais escolares (a) respondem a exigências externas (macro), pois são produtos e produtores de discursos e representações do mundo social, disputadas por agentes dispostos nos campos sociais, com destaque neste estudo para o campo educacional; (b) possuem uma lógica interna (micro), ou seja, fazem parte da cultura escolar e neste sentido, possuem uma lógica de produção inerente aos sistemas de ensino, sua intenção primária é pedagógica, mas também comportam poderes simbólicos ligados a intenções dos agentes sociais que os produzem; e (c) exigem para sua análise uma pluralidade de métodos. Não sem menor relevância, é interessante também destacar que os manuais também constituem um mercado de bens simbólicos e materiais, de modo que também deve-se inseri-los nesta lógica para melhor compreensão acerca de como se estrutura seu campo”.

school archives, newspapers, among other elements that serve as a basis for an understanding of the historical period in which the work was produced.

Based on the above, we place the analysis carried out in this work in the field of justification, according to Mahamud-Ângulo (2019), and at the level of plurality of methods, according to Cigales and Oliveira (2019).

The option to choose the PNLD notices of 2012, 2015 and 2018 was due to the fact that the 2012 notice was the first to include Sociology didactic works, and the 2018 notice was the last one released before the changes caused by the reform from NEM.

In addition to the data on the composition of the Pedagogical Assessment Committees present in the PNLD guides, published in 2012, 2015 and 2018, we chose to consult the virtual curriculum of the professionals who made up the assessment committees, available on the Lattes Platform, from National Council for Scientific and Technological Development (CNPq). We highlight that all professionals who made up the textbook evaluation committees for the PNLDs 2012, 2015 and 2018 had their virtual curriculum registered on the Lattes Platform.

SOCIOLOGY TEXTBOOKS IN PNLD

With the promulgation of Law No. 11,684/2008, which instituted the mandatory teaching of Sociology in the High School curriculum, there was a need to include this discipline in the public educational policies promoted by the MEC, such as the National High School Exam (ENEM) and the National Book and Didactic Material Program (PNLD).

It was in the 2012 edition of the PNLD that the discipline was contemplated for the first time and, in it, two textbooks were made available for choice by teachers of public schools: “Sociology for High School” (*Sociologia para o Ensino Médio*), authored by Nelson Tomazi; and “Modern times, Sociology times” (*Tempos modernos, tempos de Sociologia*), written by Helena Bomeny and Bianca Freire Medeiros.

In the 2015 PNLD selection cycle, we observed a significant increase in the number of textbooks selected for distribution in public schools. In that notice, six textbooks were made available, namely: “Sociology for High School” (*Sociologia para o Ensino Médio*), prepared by Nelson Tomazi; “Modern times, Sociology times” (*Tempos modernos, tempos de Sociologia*), authored by Helena Bomeny, Bianca Freire-Medeiros, Raquel Emerique and Julia O’Donnel; “Sociology” (*Sociologia*), written by Silvia Maria de Araújo, Maria Aparecida Bridi and Benilde Lenzi Motim; “Sociology on the move” (*Sociologia em movimento*), written by Afrânio Silva, Bruno Loureiro, Cassia Miranda, Fátima Ferreira, João Catraio Aguiar, Lier Pires Ferreira, Marcela M. Serrano, Marcelo Costa, Marcelo Araújo, Martha Nogueira, Otair Fernandes de Oliveira, Paula Menezes, Raphael M. C. Corrêa, Ricardo Muniz de Ruiz, Rodrigo Pain, Rogério Lima,

Tatiana Bukowitz, Thiago Esteves and Vinicius Mayo Pires; “Sociology today” (*Sociologia hoje*), by Igor José de Renó Machado, Henrique Amorim and Celso Rocha de Barros; and “Sociology for 21st century youth” (*Sociologia para jovens do século XXI*), prepared by Luiz Fernandes de Oliveira and Ricardo Cesar Rocha da Costa.

In the PNLD 2018, the last in which it was possible to select disciplinary textbooks, we observed that, compared to the 2015 notice, only the book “Sociology for High School” (*Sociologia para o Ensino Médio*), by Nelson Tomazi, was not approved by the evaluators. The other five books were again approved and made available for choice by teachers in the public school system.

Thus, throughout the three editions of the PNLD (2012, 2015 and 2018), in which the federal government made Sociology works available, six different textbooks were selected, involving a total of 32 authors. It is worth noting that the book “Modern times, times of Sociology” (*Tempos modernos, tempos de Sociologia*) was the only one among the six didactic works that was selected in these three editions of the PNLD. It is worth clarifying that, with each edition of the PNLD, the books undergo changes, sometimes undergoing significant changes and others less significant, therefore, even though it is presented with the same title, the book is not the same.

In relation to the PNLD 2021, which will not be analyzed in this work, it was designed during Michel Temer's government to be a policy inducing the so-called Secondary Education Reform, promulgated by Law No. 13,415/2017, which implemented, among other changes, the curricular reorganization based on five areas of knowledge: Natural Sciences and its Technologies, Languages and its Technologies, Applied Human and Social Sciences, Mathematics and its Technologies and Technical Training and Professional Training Itinerary. Just over 4 months after the sanction of Law No. 13,415/2017, Decree No. 9,099/2017 was issued, which produced substantial changes to the PNLD. We highlight as the main change in PNLD 2021 the selection and availability for teachers in public schools to choose from textbooks by area of knowledge. Thus, the specific contents of the Sociology discipline were made available, together with the Philosophy, Geography and History disciplines, in a collection consisting of six textbooks, which did not represent an expansion of the space allocated to each discipline. On the contrary, in the case of Sociology, we observed a significant reduction in the number of pages and, consequently, in the specific content of the discipline.¹²

¹² The PNLD notices from 2012, 2015 and 2018 indicated, for the subjects of Philosophy and Sociology, a maximum of 400 pages for the Student's Book and 520 pages for the Teacher's Manual. For the subjects of Geography and History, this quantity was a maximum of 288 pages for each of the three volumes of the Student's Book and 388 pages for each of the three volumes of the Teacher's Manual. In relation to the 2021 PNLD notice, it indicated a collection of Applied Human and Social Sciences (Philosophy, Geography, History and Sociology), consisting of 6 volumes. Each of these should have a maximum of 160 pages in the student book and 288 pages in each Teacher's Manual.

Even though Sociology has been back in basic education classrooms across the country for almost 15 years and has had a little more than 10 years since the PNLD selected the first textbooks of this discipline, there are still many doubts about the selection of these materials, which, in some cases, ends up fostering unfounded theories about the choice and distribution of these didactic works. In the bibliographic and documentary survey carried out in the initial stage of this research, as already highlighted, we identified a single work developed in the field of Teaching Sociology or School Sociology, whose object did not deal with the didactic content of the books, which was the article published by Bodart et al. (2021), which addressed the profile of the authors of the textbooks selected for distribution in the PNLDs of 2012, 2015, 2018 and 2021.

Before textbooks are made available, through the Textbook Guide, for choice by teachers who work in public education networks across the country, they are subjected to a complex and rigorous selection process, described in the Public Notices. Call for the Registration and Evaluation Process of Didactic Works for the National Textbook Program (Ministry of Education, 2009, 2012, 2015).

The PNLD Guides (Ministry of Education, 2011, 2014, 2017) publicize, among other information, the academic institutions responsible for planning, organizing and executing the pedagogical evaluation and textbook selection process. In the specific case of the Sociology discipline, the academic institutions responsible for conducting these processes were, respectively, in the PNLD 2012, the Federal University of Rio de Janeiro (*Universidade Federal do Rio de Janeiro - UFRJ*); in PNLD 2015, the Federal University of Paraná (*Universidade Federal do Paraná - UFPR*); and in PNLD 2018, the State University of Campinas (*Universidade Estadual de Campinas - UNICAMP*). These higher education institutions were responsible for selecting the professionals who served on the Pedagogical Assessment Committees for Sociology textbooks.

In the PNLD guides, the following data were collected regarding textbook evaluators: gender; educational institution with an employment relationship; employment relationship institution network; region of location of the educational institution with which he had an employment relationship at the time he served on the commission; federative unit in which the educational institution with which he had an employment relationship at the time he served on the commission is located; level of education and the career in which they worked at the time they performed functions on the Pedagogical Assessment Committees for Sociology books in the PNLDs of 2012, 2015 and 2018.

As we believe that only the survey and analysis of the data available in the guides would be insufficient for an adequate examination of the profile of the

In the first case, in the PNLD notices of 2012, 2015 and 2018, the sum of the maximum pages allowed for Philosophy, Geography, History and Sociology textbooks would total 2,528 pages for Student Books and 3,368 for Manuals of the Teacher. In the second case, from the 2021 PNLD Notice, the sum of the maximum number of pages possible for each of the 6 volumes planned would result in 960 pages for the Student Books and 1,728 pages in the Teacher's Manuals).

evaluators of the Pedagogical Assessment Committees of Sociology textbooks, we also chose, as we have already highlighted, to investigate the information made available in the curriculum registered by committee members on the Lattes Platform. Thus, we collected the variables referring to undergraduate courses, *stricto sensu* postgraduate courses, postgraduate courses at master's level, postgraduate courses at doctoral level and the professional experience of the members of the evaluation committees for PNLD Sociology books.

THE PROFILE OF THE PEDAGOGICAL EVALUATION COMMITTEES OF SOCIOLOGY TEXTBOOKS

The MEC, in partnership with the academic institutions responsible for planning, organizing and executing the pedagogical evaluation process of textbooks submitted by publishers, with a view to integrating the PNLD, was responsible for establishing the three Pedagogical Assessment Committees for textbooks of Sociology who were selected in 2012, 2015 and 2018. A total of 48 different people were part of these three pedagogical evaluation committees, 37 of whom participated in just one edition of the PNLD, 11 were part of the committees in two editions of the PNLD and 01 was an evaluator integrated the three editions of the PNLD that made Sociology textbooks available to Brazilian public schools.

The first Pedagogical Assessment Committee was set up to evaluate and select the Sociology textbooks distributed by the PNLD in 2012 and was made up of 15 participants. The second, responsible for selecting the books that were part of the 2015 PNLD, had the participation of 25 members, and this was the one with the largest number of participants. The third committee, which selected the Sociology textbooks offered in 2018, was made up of 22 members.

The tables listed below (Tables 1 to 16) present the data collected regarding the participants of the three Pedagogical Assessment Committees, responsible for selecting the Sociology textbooks distributed in the PNLDs of 2012, 2015 and 2018.

Table 1

Pedagogical Evaluation Committees of the PNLD of Sociology 2012, 2015 and 2018 by gender

Gender	PNLD 2012	PNLD 2015	PNLD 2018	Total
Female	12	16	11	39
Male	3	9	11	23
Total	15	25	22	62

Source: The author.

The distribution of the components of the Pedagogical Evaluation Committees of the PNLD Sociology textbooks, according to the criterion of gender, is quite unequal, since 39 participants were women and 23 men. We highlight that the highest percentage of women was in 2012, when 12 participants were female. In 2018, there was equity among the members of the commission according to gender. Of the total of 22 members of the PNLD 2018 Commission, 11 evaluators were male and 11 evaluators were female.

Table 2

Pedagogical Evaluation Committees of the PNLD of Sociology 2012, 2015 and 2018 by Graduation Course

Graduation	PNLD 2012	PNLD 2015	PNLD 2018	Total
Social Sciences	8	15	11	34
Degree in Social Sciences	0	1	0	1
Bachelor's and Degree in Social Sciences	6	7	11	24
Other	1	4*	2**	7
Not included	0	1	0	1
Total	15	25	22	62

* 1 evaluator indicates not having a degree in the area of Social Sciences and 3 evaluators indicate having another degree in addition to that in the area of Social Sciences.

** 2 evaluators indicated having another degree in addition to training in the area of Social Sciences.

Source: The Author.

Regarding the graduation level training of the members of the Pedagogical Assessment Committees for Sociology books, 34 indicated in their curriculum available on the Lattes Platform that they had a degree in Social Sciences, without, however, specifying whether they had completed a Bachelor's degree, degree or both. Those who indicated that they had a bachelor's degree and a degree constitute the second largest group, with 24 members in the three committees. We highlight that only one member of the commission established in 2012 did not have a degree in the area of Social Sciences.

Table 3

PNLD Sociology Pedagogical Assessment Committees 2012, 2015 and 2018 for *Stricto Sensu* Postgraduate Course in Any Area of Knowledge

Academic Title	PNLD 2012	PNLD 2015	PNLD 2018	Total
Master's degree	15	25	22	62
Doctorate degree	10	20	20	50
Total	25	45	42	62

Source: The author.

Regarding the academic title of the members of the three Pedagogical Evaluation Committees, all of them had, when they performed their functions in these commissions, the title of master's degree in any area of knowledge. Regarding the

doctorate degree, although not all the members of the Committees had this degree, we highlight that, in total, more than 50 were already doctors when they participated in the commission. It is noteworthy that in the 2015 and 2018 editions there was the same number of doctors participating in the commissions, that is, 20 components.

Table 4

Pedagogical Evaluation Committees of the PNLD of Sociology 2012, 2015 and 2018 by *Stricto Sensu* Postgraduate Course at Master's Level

Masters	PNLD 2012	PNLD 2015	PNLD 2018	Total
Anthropology	0	1	0	1
Social Sciences	2	2	1	5
Political Science	1	2	3	6
Education	3	4	3	10
Sociology	6	12	10	28
Sociology and Anthropology ¹⁵	2	2	2	6
Others	1	2	3	6
Total	15	25	22	62

Source: The author.

When we disaggregated the data related to the *stricto sensu* postgraduate course at the master's level, we noticed that, of the 62 participants in the commissions, 46 of them had a master's degree in the areas that make up the Social Sciences. If we add to these 46 members the 10 who had a master's degree in the area of education, we make a total of 56. We also highlight that 6 members of the committees had attended the master's course in other areas of knowledge.

¹⁵ The data related to the field "Sociology and Anthropology" refer to the Master's Degree in Sociology (with a concentration in Anthropology) obtained by the members of the Pedagogical Evaluation Committees of the PNLD of Sociology in 2012, 2015 and 2018 in the Graduate Program in Sociology and Anthropology (PPGSA), of the Federal University of Rio de Janeiro (*Universidade Federal do Rio de Janeiro - UFRJ*). As the members of these committees did not specify in their curriculum hosted on the Lattes Platform the nomenclature of the title or the area of concentration, limiting themselves to informing the name of the postgraduate program attended, we opted for the creation of the category "Sociology and Anthropology".

Table 5

Pedagogical Evaluation Committees of the PNLD of Sociology 2012, 2015 and 2018 by *Stricto Sensu* Postgraduate Course at Doctoral Level

Doctorate	PNLD 2012	PNLD 2015	PNLD 2018	Total
Anthropology	0	0	0	0
Social Sciences	1	3	2	6
Political Science	0	1	3	4
Education	2	2	2	6
Sociology	5	10	9	14
Sociology and Anthropology ¹⁴	0	2	2	4
Sociology of Education	0	1	1	2
Others	2	1	1	4
Total	10	20	20	50

Source: The author.

Regarding academic training at the doctoral level, the members of the Pedagogical Evaluation Committees that evaluated and selected the Sociology books for the PNLDs of 2012, 2015 and 2018, in their vast majority, had a doctoral degree at the time of the development of the activities of this program. The largest number of doctors, 14 in total, had a doctorate in the area of Sociology, followed by the area of Social Sciences, with 6, and Political Science and Sociology and Anthropology, with 4 PhDs each of these two fields. When all the areas that make up the Social Sciences are added together, we reach a total of 30 members with doctorates in the commissions; if we add the area of Education, we make a total of 36 members of the committees who have a doctorate degree.

Table 6

Pedagogical Evaluation Committees of the PNLD of Sociology 2012, 2015 and 2018 by Region of Origin of the Professional Relationship

PNLD	Evaluators	South	Southeast	Midwest	North	Northeast	Not informed
2012	15	3	5	3	0	3	1
2015	25	6	9	3	1	6	0
2018	22	3	11	1	1	6	0
Total	62	12	25	7	2	15	1

Source: The author.

¹⁴ The data related to the field “Sociology and Anthropology” refer to the title of Doctor in Human Sciences (with a concentration in Sociology) or Doctor in Human Sciences (with a concentration in Cultural Anthropology) obtained by the members of the Pedagogical Evaluation Committees of the PNLD of Sociology in 2012, 2015 and 2018 in the Graduate Program in Sociology and Anthropology (PPGSA), of the Federal University of Rio de Janeiro (*Universidade Federal do Rio de Janeiro - UFRJ*). As the members of these committees did not explain in their curriculum hosted on the Lattes Platform what the degree obtained or the respective area of concentration was, limiting themselves to informing the name of the graduate program attended, we opted for the creation of the category “Sociology and Anthropology”.

When analyzing the participation of members of the Pedagogical Assessment Committees responsible for evaluating and selecting the Sociology textbooks that were distributed in the PNLD of 2012, 2015 and 2018, according to the region of the country in which the educational institutions with which they are located maintained a link at the time of the publication of the National Textbook Program Guide, we concluded that only the Northern region of Brazil was not represented in all three editions of the PNLD, which occurred in 2012.

The North region is also the one with the smallest number of participants in the three editions of the PNLD, with only two members on the Pedagogical Assessment Committee, respectively in 2015 and 2018. On the other hand, the Southeast region was the one with the largest number of participants in this commission, with a total of 25 members in the three editions. If we take each of the three commissions that evaluated the Sociology textbooks separately, we realize that the Southeast region had the largest number of participants in each of the three editions of the PNLD analyzed, and in 2018 this region accounted for half or 11 members of the Pedagogical Assessment Committee.

Table 7

Pedagogical Evaluation Committees of the PNLD of Sociology 2012, 2015 and 2018 with Professional Bond in the South Region

State	PNLD 2012	PNLD 2015	PNLD 2018	Total
Paraná	2	4	2	8
Rio Grande do Sul	1	1	2	4
Santa Catarina	0	1	0	1
Total	3	6	4	13

Source: The author.

When analyzing the data relating to the participation of members of the Pedagogical Assessment Committees of Sociology textbooks from educational institutions located in the southern region of the country, we realized that this was the only one of the five geographic regions of the country where all states had at least one participant in this evaluation and selection process.

Santa Catarina was the state in the South region with the lowest participation in the selection process of PNLD Sociology books, with only one participant in 2015, the year in which all states in the region were represented on the Pedagogical Assessment Committee. The state of Paraná, the state of the university responsible for conducting the selection process of Sociology textbooks, with a total of 8 participations in the three editions of the PNLD covered by this article, was the one with the most participations among the federation units in the South region from Brazil.

Table 8

Pedagogical Evaluation Committees of the PNLD of Sociology 2012, 2015 and 2018 with Professional Bond in the Southeast Region

State	PNLD 2012	PNLD 2015	PNLD 2018	Total
Espírito Santo	0	0	0	0
Minas Gerais	0	1	3	4
Rio de Janeiro	4	3	3	10
São Paulo	1	5	4	10
Total	5	9	10	24

Source: The author.

The Southeast region had, in absolute numbers, the largest number of members participating in the Pedagogical Assessment Committees for Sociology textbooks offered through the PNLD. With the exception of the state of Espírito Santo, which did not have any representative on these commissions, all other states had a significant number of members, with emphasis on Rio de Janeiro and São Paulo, the two federation units that concentrated the largest number of participants in the PNLD Pedagogical Assessment Committees, with a total of ten members each.

Our attention was also drawn to the fact that there was no member from the state of Minas Gerais on the committee that evaluated the Sociology textbooks distributed at PNLD 2012.

Table 9

Pedagogical Evaluation Committees of the PNLD of Sociology 2012, 2015 and 2018 with Professional Bond in the Midwest Region

State	PNLD 2012	PNLD 2015	PNLD 2018	Total
Distrito Federal	2	1	1	4
Goiás	0	1	0	1
Mato Grosso	1	1	0	2
Mato Grosso do Sul	0	0	0	0
Total	3	3	1	7

Source: The author.

Of the four entities of the federation that make up the Central-West region, Brasília, Goiás, Mato Grosso and Mato Grosso do Sul, only the latter did not participate in the three Pedagogical Assessment Commissions that evaluated and selected the Sociology books for distribution by the PNLD. The Federal District (*Distrito Federal*) had evaluators in the three editions of the PNLD, with emphasis on the year 2012, when two representatives from Brasília made up the Pedagogical Evaluation Commission. We also highlight that the commission set up for the evaluation and selection of Sociology textbooks distributed in 2015 had the participation of three of the four entities of the region's federation.

Table 10

Pedagogical Evaluation Committees of the PNLD of Sociology 2012, 2015 and 2018 with Professional Bond in the North Region

State	PNLD 2012	PNLD 2015	PNLD 2018	Total
Acre	0	0	0	0
Amapá	0	0	0	0
Amazonas	0	1	1	2
Pará	0	0	0	0
Rondônia	0	0	0	0
Roraima	0	0	0	0
Tocantins	0	0	0	0
Total	0	1	1	2

Source: The author.

The North region was the one with the lowest number of participants in the Pedagogical Assessment Committees of the PNLDs in 2012, 2015 and 2018. The state of Amazonas was the only one in the North region of the country to have a participant present in the Assessment Committee Pedagogy of PNLD Sociology books, which occurred in 2015 and 2018. This means that a total of six states in this region, namely Acre, Amapá, Pará, Rondônia, Roraima and Tocantins did not have a single representative on the Pedagogical Assessment Committees that evaluated and selected the Sociology textbooks distributed in the 2012, 2015 and 2018 editions of the PNLD.

Table 11

Pedagogical Evaluation Committees of the PNLD of Sociology 2012, 2015 and 2018 with Employment Relationship in the Northeast Region

State	PNLD 2012	PNLD 2015	PNLD 2018	Total
Alagoas	1	0	0	1
Bahia	0	0	1	1
Ceará	0	3	2	5
Maranhão	0	0	0	0
Paraíba	0	1	2	3
Pernambuco	1	1	0	2
Piauí	0	0	0	0
Rio Grande do Norte	1	0	1	2
Sergipe	0	1	0	1
Total	3	6	6	15

Source: The author.

The distribution of the members of the three Pedagogical Evaluation Committees of the PNLD Sociology books was quite unequal with regard to the states of the Northeast. The states of Maranhão and Piauí were the only ones in the region that did not have any members among the 15 members from the Northeast. While Ceará was the state in the region that had the most members in these three

commissions, a total of 5. In addition, in 2015, Ceará had 3 members, that is, half of the total number of members of the Commission in the region. We were also struck by the fact that no state in the Northeast region had members in the three editions of the Pedagogical Evaluation Commission of the PNLD Sociology books. Pernambuco, Ceará and Paraíba had participants from these states in two editions of the PNLD.

Table 12

Pedagogical Evaluation Committees of the PNLD of Sociology 2012, 2015 and 2018 by State of Employment Relationship

State	PNLD 2012	PNLD 2015	PNLD 2018	Total
Acre	0	0	0	0
Alagoas	1	0	0	1
Amapá	0	0	0	0
Amazonas	0	1	1	2
Bahia	0	0	1	1
Ceará	0	3	2	5
Distrito Federal	2	1	1	4
Espírito Santo	0	0	0	0
Goiás	0	1	0	1
Maranhão	0	0	0	0
Mato Grosso	1	1	0	2
Mato Grosso do Sul	0	0	0	0
Minas Gerais	0	1	3	4
Pará	0	0	0	0
Paraíba	0	1	2	3
Paraná	2	4	2	8
Pernambuco	1	1	0	2
Piauí	0	0	0	0
Rio de Janeiro	4	3	3	10
Rio Grande do Norte	1	0	1	2
Rio Grande do Sul	1	1	2	4
Rondônia	0	0	0	0
Roraima	0	0	0	0
Santa Catarina	0	1	0	1
São Paulo	1	5	4	10
Sergipe	0	1	0	1
Tocantins	0	0	0	0
Not informed	1	0	0	0
Total	15	25	22	62

Source: The author.

When analyzing the states in which the members of the Pedagogical Evaluation Committees maintained their employment relationships, we noticed a great disparity in situations. A significant number of states, mainly located in the northern region of the country, i.e., 10 did not have a single representative in the three commissions

analyzed in this article. The states of Acre, Amapá, Espírito Santo, Maranhão, Mato Grosso do Sul, Pará, Piauí, Rondônia, Roraima and Tocantins are in this category.

On the other hand, the states of Rio de Janeiro and São Paulo had the largest number of participants in this commission, with 10 members each. Together, these two states totaled 20 participants in the Pedagogical Evaluation Committees of the Sociology books distributed by the PNLD in the years 2012, 2015 and 2018.

Table 13

Pedagogical Evaluation Committees of the PNLD of Sociology 2012, 2015 and 2018 by Public or Private Employment Relationship

Bond	PNLD 2012	PNLD 2015	PNLD 2018	Total
Public	13	24	22	59
Private	1	1	0	2
Not applicable	1	0	0	1
Total	15	25	22	62

Source: The author.

Regarding the type of employment relationship of the members of the Pedagogical Evaluation Committees responsible for evaluating and selecting the Sociology textbooks offered through the PNLD in the years 2012, 2015 and 2018, almost all of its components were linked to the public education networks, that is, federal, state, county, or municipal. Only two participants, one in 2012 and the other in 2015, had an employment relationship with private educational institutions and one did not have an employment relationship at the time he or she participated in the 2012 PNLD Pedagogical Evaluation Commission.

The committee responsible for the evaluation and selection of Sociology textbooks distributed by the PNLD in 2018 presented all the components with an employment relationship with institutions of the public education networks.

Table 14

Pedagogical Evaluation Committees of the PNLD of Sociology 2012, 2015 and 2018 by Employment Relationship Teaching Network

Network	PNLD 2012	PNLD 2015	PNLD 2018	Total
Federal	9	15*	14	38*
State/District	4	8*	7	18*
Municipal	0	1	1	2
Not informed	2	0	0	2
Total	15	25	22	62

* The evaluator indicated a double relationship, one with a federal institution and the other with a state institution.

Source: The author.

In relation to the education network with which they had an employment relationship, at the time they participated in the evaluation committees for the PNLD's Sociology textbooks, the majority, that is, 38 members, worked in the federal education network, followed by the members with ties to state or district networks, totaling 18 commission members. Those who had an employment relationship with the municipal networks or who did not have any employment relationship when they participated in activities in the committees made up, in both cases, 2 members. In the 2015 PNLD, there was one member of the commission who indicated that he had more than one employment relationship, with different education networks.

We draw attention to the fact that both in the federal network, as well as in the state and district networks, there are higher education teachers, in basic education or Basic Technical and Technological Education (EBTT). In the next table, we disaggregate the data relating to the careers of these teachers.

Table 15

Pedagogical Evaluation Committees of the PNLD of Sociology 2012, 2015 and 2018 by Acting Career

Education	PNLD 2012	PNLD 2015	PNLD 2018	Total
Basic Education	4	8*	5	17
EBTT	0	2*	3	5
Higher Education	10	15	14	39
Not applicable	1	1	0	2
Total	15	26	22	63

* Evaluator indicated a double bond, with a federal EBTT institution and with a state Basic Education institution.

Source: The author.

The majority of members of the Pedagogical Assessment Committees responsible for evaluating Sociology textbooks, from a professional point of view, were allocated as Higher Education teachers, at the time they participated in this selection process. The second career with the largest number of components of these committees was that of Basic Education teachers, with 17 members on the committees. If we add the EBTT teachers to the number of Basic Education professionals, which makes 22 members, we will still have a predominance of Higher Education teachers with 39 components in total. It is worth noting that the career of teacher in Basic, Technical and Technological Education (EBTT) is exclusive to federal educational institutions, in particular, the Federal Institutes of Education, Science and Technology, and was created by Law No. 11,784/2008.

It is also important to highlight that, in the Commissions that participated in the 2012 and 2015 programs, there were two participants, one in each edition, who did not have an employment relationship with educational institutions.

Table 16

Pedagogical Evaluation Committees of the PNL D of Sociology 2012, 2015 and 2018 by Professional Experience

Experience	PNLD 2012	PNLD 2015	PNLD 2018	Total
Basic Education	8	13	13	34
Higher Education	14	20	19	53
Teacher Training	8	17	12	37
Total	15	25	22	62

Source: The author.

When we analyze the teaching experience of the members of the Pedagogical Evaluation Committees of the Sociology books selected for the PNL D, the absolute majority of the professionals who performed functions in this space are composed of people with experience in Higher Education, followed by those who worked in Basic Education and those who worked with Teacher Training.

With regard to people with experience in Higher Education, this group is the majority, with 14 members observed in 2012. Regarding the experience in working in Basic Education, the 2018 PNL D commission was the one that gathered the largest number of members, that is, 13. Regarding the experience with teacher training, we observed that, in 2015, there were 17 members of the commission with experience at this level of education.

FINAL REMARKS

The proposal to analyze the profile of the Pedagogical Evaluation Committees of the Sociology books selected for the PNL D between the years 2012 and 2018 allowed us to know who these actors are, from the point of view of training and professional performance. In the context of the process of choosing textbooks, the greatest visibility is given to the moment of choice of works by teachers of Sociology of basic education. The phase that precedes this process, for many actors who participate directly or indirectly in this public policy, is little evidenced. When analyzing the PNL D guides, the gaze immediately turns to the works that make up the guide and, subsequently, to their authors. Most of the time, the identity of the Pedagogical Evaluation Committees of the books is unknown.

We understand that highlighting the profile of these Commissions allowed us to bring to the surface the professional and academic identities of these actors, which, according to the data presented, demonstrate a close relationship with the great area of knowledge of the Social Sciences. Therefore, the identity of these Commissions legitimizes the process of evaluating the works and, at first, guarantees their level of quality.

By looking at the profile of the commissions, we open up another possibility of analysis in the field of manualistics. As pointed out in this article, the studies found throughout the research did not address this set of actors. This fact confers an originality to the present research and points to the importance of carrying out future studies that allow us to know the PNLD in its different dimensions, beyond the materiality of the works, their content and the uses that are made of the textbooks.

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THIAGO DE JESUS ESTEVES: Associate professor of Sociology at CEFET-RJ. Professor at the Professional Master's Degree in Sociology on a National Network, Federal University of Juiz de Fora (PROFSOCIO/UFJF). PhD in Education (UFRRJ). Masters in social sciences in Development, Agriculture and Society (CPDA/UFRRJ). Bachelor of Social Sciences (PUC-Rio). Leader of the study and research group on Work, Education and Public Policies (GTEPP). Vice-president of the Brazilian Association for Teaching Social Sciences (ABECS).

E-mail: thiagoesteves@yahoo.com.br.
<https://orcid.org/0000-0001-6093-8517>

RAFAELA REIS AZEVEDO DE OLIVEIRA: Associate professor at the Faculty of Education, the Postgraduate Program in Education and the Professional Master's Degree in National Network (Profocio/UFJF) at the Federal University of Juiz de Fora. PhD in Education (UFJF); Master in Education (UFJF); Graduate and Bachelor of Social Sciences (UFJF). She is leader of the Sociology Research, Extension and Teaching Group (Grupees) and the national president of the Brazilian Association for Teaching Social Sciences (ABECS, 2020-2024).

E-mail: rafareis2001@yahoo.com.br.
<https://orcid.org/0000-0002-3517-0339>

KATIUSCIA CRISTINA VARGAS ANTUNES: Adjunct Professor at the Faculty of Education, from the Federal University of Juiz de Fora – UFJF. PhD in Education from the State University of Rio de Janeiro - UERJ. Professor of the Postgraduate Program in Education – PPGE/UFJF. Leader of the research group Cultures, Policies and Practices in Inclusion in Education, Juiz de Fora/MG, Brazil.

E-mail: katiuscia.vargas@educacao.ufjf.br.
<https://orcid.org/0000-0003-2861-551X>

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RESPONSIBLE ASSOCIATE EDITORS:

Amurabi Oliveira (UFSC)
 E-mail: amurabi1986@gmail.com
<https://orcid.org/0000-0002-7856-1196>

Cristiano Bodart (UFAL)
 E-mail: cristianobodart@gmail.com
<https://orcid.org/0000-0002-2195-2145>

Raquel Discini de Campos (UFU)
 E-mail: raqueldiscini@uol.com.br
<https://orcid.org/0000-0001-8186-2144>

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