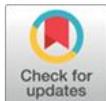


The Role of School Administration in the Implementation and Materialization of the BNCC in Different Brazilian States



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Abstract

Introduction. This article is the result of a macro-research project funded by the Universal Call for Proposals of the National Council for Scientific and Technological Development. Its objective was to analyze the understanding and participation of school administrators from ten Brazilian states in the process of implementing and materializing the National Common Core Curriculum in their respective state and/or municipal curricula. **Methodology.** Based on the historical-dialectical materialism method, field research was conducted through questionnaires and the analysis of participants' statements obtained from a didactic and formative intervention developed with 83 school administrators from ten Brazilian states. **Results.** Regarding the participants in this research, 54 participants (65.06%) did not participate in the discussions that led to the approval of the versions of the National Common Core Curriculum. Consequently, 53 (63.85%) also did not participate in the development of the state or municipal curricula in which they work. **Discussion.** These findings indicate the undemocratic nature of the process and the difficulties of developing school education aligned with the real needs of students.

Keywords

National Common Core Curriculum; school administrators; curriculum.

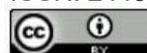
A atuação de gestores no processo de implementação e materialização da BNCC em diferentes estados brasileiros

Resumo

Introdução. Este artigo é decorrente de uma macropesquisa, financiada pela Chamada Universal do Conselho Nacional de Desenvolvimento Científico e Tecnológico. Teve como objetivo analisar a compreensão e a participação dos gestores escolares de dez estados brasileiros no processo de implementação e materialização da Base Nacional Comum Curricular em seus respectivos currículos estaduais e/ou municipais. **Metodologia.** A partir do método do materialismo histórico-dialético, recorreu-se à pesquisa de campo com aplicação de questionários e análise de depoimentos obtidos a partir de intervenção didático-formativa desenvolvida com 83 gestores escolares de dez estados brasileiros. **Resultados.** Com relação aos participantes desta pesquisa, 54 (65,06%) não participaram das discussões que levaram à aprovação das versões da Base Nacional Comum Curricular. Por conseguinte, 53 (63,85%) também não atuaram na elaboração dos currículos estaduais ou municipais onde estão inseridos profissionalmente. **Discussão.** Tais constatações revelam o caráter antidemocrático desse processo e as dificuldades de se desenvolver uma educação escolar alinhada às reais necessidades dos estudantes.

Palavras-chave

Base Nacional Comum Curricular; gestores; currículo.



La actuación de directores y docentes en el proceso de implementación y materialización de la BNCC en los distintos estados brasileños

Resumen

Introducción. Este artículo es el resultado de un macroproyecto de investigación financiado por la Convocatoria Universal del Consejo Nacional de Desarrollo Científico y Tecnológico. Su objetivo fue analizar la comprensión y la participación de los gestores escolares de diez estados brasileños en el proceso de implementación y materialización del Currículo Nacional Básico Común en sus respectivos currículos estaduais y/o municipales. **Metodología.** Utilizando el método del materialismo histórico-dialéctico, se realizó una investigación de campo mediante cuestionarios y análisis de testimonios obtenidos en una intervención de formación desarrollada con 83 gestores escolares de diez estados brasileños. **Resultados.** En cuanto a los participantes en esta investigación, el 54 (65,06%) no participó en las discusiones que condujeron a la aprobación de las versiones del Currículo Nacional Básico Común. En consecuencia, 53 (63,85%) tampoco participaron en la elaboración de los currículos estaduais o municipales donde trabajan. **Discusión.** Estos hallazgos revelan el carácter antidemocrático de este proceso y las dificultades para desarrollar una educación escolar alineada con las necesidades reales de los estudiantes.

Palabras clave

Currículo Básico Común Nacional; gestores; plan de estudios.

1 Introduction

This research is linked to the macro-research project entitled "The BNCC and educational policies in different Brazilian states: materialization in curricula and formative intervention by school administrators," funded by the universal call of the National Council for Scientific and Technological Development (CNPq) / Ministry of Science, Technology, and Innovation (MCTI) / National Fund for Scientific and Technological Development (FNDCT) No. 18/2021 - Band B - Consolidated Groups. The states investigated were: Rio Grande do Sul and Paraná (South region); São Paulo and Minas Gerais (Southeast region); Mato Grosso do Sul and Goiás (Midwest region); Amazonas and Pará (North region); Bahia and Sergipe (Northeast region).

The National Common Core Curriculum (BNCC) is a normative document that establishes the competencies and skills to be developed throughout basic education. According to the government, its approval represents a significant milestone in the Brazilian educational landscape, as it defines curriculum guidelines for educational institutions (Brazil, 2017c).

The development of the BNCC began with discussions about the need to standardize Brazilian education, however, the idea of a common core has already been present in Law No. 5,692, of August 11, 1971, which mentioned guidelines for education in Brazil, and this legislation introduced the concept of a common core for the first time (Brazil, 1971).

Since the 1980s, the expression “common national core” has been used in different documents related to the field of education. Over the years, this concept has been associated with various educational issues, many of which differ significantly from the principles underlying the current version of the BNCC (Francisco; Volsi, 2025; Zajac; Cássio, 2023).

The Federal Constitution of 1988, considered a historic milestone, consolidated the concept of common basic education in Article 210 by establishing minimum content for elementary school (Brazil, 1988). Later, the National Curriculum Parameters (PCN), created by the Ministry of Education (MEC) in 1997, expanded the idea of a common national base (Brazil, 1997).

In 1998, the National Education Council (CNE) published the first National Curriculum Guidelines for Elementary Education, based on Law No. 9,131/1995, reinforcing the need for a national foundation (Brazil, 1995, 1998). Subsequently, with Constitutional Amendment No. 59 of 2009, the CNE issued new guidelines for Basic Education (Resolution CNE/Chamber of Basic Education – CEB No. 4/2010), nine years of elementary school (CNE/CEB Resolution No. 7/2010) and high school (CNE/CEB Resolution No. 2/2012), all of which reiterated the importance of building a common national foundation (Brazil, 2009, 2010a, 2010b, 2012).

In this context, there was a group of researchers and scientific associations in Brazil, such as the National Association for Research and Graduate Studies in Education (ANPEd), which reiterated in their analyses the importance of a common national core curriculum. However, in 2013, the non-governmental group Movement for a Common National Core (MPB) emerged, coordinated and financed by the Lemann Foundation, in partnership with other public and private institutions linked to the national business community, which began to defend another perspective on the core (Caetano, 2020, 2023).

In 2014, Law No. 13,005 was enacted, establishing the National Education Plan (PNE). At the time, this document highlighted the importance of a common national core (Brazil, 2014b). In view of the above, according to Aguiar (2018) and Caetano (2023), the CNE established a Bicameral Commission, through Ordinance No. 11/2014 (Brazil, 2014a), in order to contribute with the MEC in deepening studies aimed at creating a document that would serve as a national reference for basic education.

In the process of developing the first version of the BNCC, approximately 120 professionals from the field of education were invited to participate, including teachers from basic and higher education, some of whom were nominated by the National Council of Education Secretaries (Consed) and the Union of Municipal Education Directors (Undime). This version was made available for public consultation on an *online* platform between October 2015 and March 2016 (Caetano, 2023). It is worth noting that, throughout this process, business sectors were mobilized through the National Common Core Movement (MPB) and actively promoted their perspective.

After the consultation period, the MEC reviewed the contributions received and organized a new version of the document. Although the MEC had counted more than 12 million contributions, it was evident that these were individualized, without any deeper discussion with civil society and school communities in the country (Caetano, 2020).

Thus, the second version of the BNCC (Caetano, 2023) was created, which occurred in a turbulent political context, amid the *impeachment* process (legal, media, and parliamentary coup) of former President Dilma Rousseff (Workers' Party – PT) (Francisco; Volsi, 2025). This second version, however, was not accepted by conservative segments linked to national and international business, at which point Michel Temer (Brazilian Democratic Movement – MDB) promoted a recomposition of the CNE and the Bicameral Commission based on Ordinances No. 15/2019, No. 9/2017, and No. 11/2017 (Brazil, 2017a, 2017b, 2019).

The third version of the BNCC was drafted by the Management Committee, without the broad participation of different sectors of education. Although it represented a new stage in the process, many problems and limitations of the document remained. These weaknesses were highlighted during regional public hearings organized by the CNE, when various segments, social movements, and entities such as ANPEd and the National Association for

the Training of Education Professionals (Anfope) expressed concerns and criticisms about the content and implementation of the BNCC.

In summary, this process served the interests of financial and business sectors, such as the Lemann Foundation. As a result, the third version of the BNCC was approved through Resolution CNE/CP No. 2 of December 22, 2017, initially aimed at Early Childhood Education and Elementary Education (Brazil, 2017a). “[...] The CNE approved the third version of the BNCC for early childhood education and elementary school, despite opposition from scientific entities in the field of education” (Aguiar, 2019, p. 9). The approval process for this version was marked by accelerated proceedings in the Bicameral Commission, compromising the debate necessary for a careful and well-founded decision.

On December 14, 2018, the then Minister of Education, Rossieli Soares, officially approved the BNCC for secondary education (Brazil, 2018). For Barbosa and Figueirêdo (2023), its approval for this stage began to guide education with a focus on the development of skills and competencies, directing the educational process towards the demands of the labor market. It is worth noting, however, that guidelines of this nature are not unprecedented in the Brazilian educational scenario, since they have been present since the 1990s, especially with the implementation of the PCN, albeit with a milder tone.

In view of the above, the research is structured around the following central questions: how has the BNCC materialized in the curricula of Brazilian states and how have school administrators participated in this process? And what are the implications of the BNCC for the professional performance of these administrators?

In view of the above questions, the following general objective was defined: to analyze the understanding and participation of school administrators from ten Brazilian states in the process of implementing and implementation the BNCC in their respective state and/or municipal curricula. In addition, a specific objective was established: to investigate the implications of the BNCC on the professional performance of administrators regarding the BNCC.

2 Methodological designs

This research is based on historical-dialectical materialism. According to Paulo Netto (2021), this perspective prioritizes the interpretation of phenomena based on real

historical processes. It considers the materiality present in social interactions, with the aim of identifying the multiple determinations of the object under investigation, that is, its foundations, constraints, and limits (Marx, 2023).

The following methodological procedures were used in the field research: I) application of questionnaires via Google Forms to professionals in the field of education who work and/or have worked in school management during the process of implementing and materialization of the BNCC; and II) analysis of testimonials obtained from a didactic-formative intervention developed with these professionals.

The participants were the target audience of the macro-research announced in the introductory section, linked to the states of Rio Grande do Sul and Paraná (South region); São Paulo and Minas Gerais (Southeast region); Mato Grosso do Sul and Goiás (Midwest region); Amazonas and Pará (North region); Bahia and Sergipe (Northeast region). Initially, 500 places were made available for participation in the didactic-formative intervention, with 50 places per state, based on publicity on social networks (Facebook and Instagram). The number of registrants was 204 professionals, but 120 actually participated in the meetings. Of these, 83 submitted the Informed Consent Form (ICF), in accordance with the ethical review protocol of the Committee of the State University of Maringá (UEM), under the Certificate of Submission for Ethical Review No. 60580922.0.0000.0104.

The 83 participants, with degrees in different areas of knowledge and with qualifications or training that enable them to work in school management, responded to a questionnaire consisting of open and closed questions, the purpose of which was to identify demographic data and initial impressions of the BNCC and to verify whether they had participated in discussions related to the production of the three versions of the BNCC or the curricula of the places where they work as a result of this curriculum policy. In addition, their statements were considered in the analysis process of this article based on the meetings held during the didactic-formative intervention.

The didactic-formative intervention consisted of ten two-hour modules, offered via the Google Meet platform, in addition to three hours for prior reading, totaling 50 hours. Each module was offered on three different days, in the evening, between August and December 2023, with the intention of promoting connections between school administrators from different school realities.

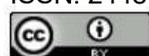
The modules were offered by researchers linked to the macro-project who work at public and private universities linked to the states mentioned above, as well as in the Mexican context. It should be noted that the modules included analyses of the foundations that underpinned educational reforms in Brazil in recent decades; aspects related to the history of the construction and approval of the BNCC; fundamental principles and central concepts present in the document; the role of school administrators from the perspective of the BNCC and in view of the dynamics of standardization and control of educational work with a view to large-scale assessments; and analysis of BNCC documents aimed at different levels of basic education.

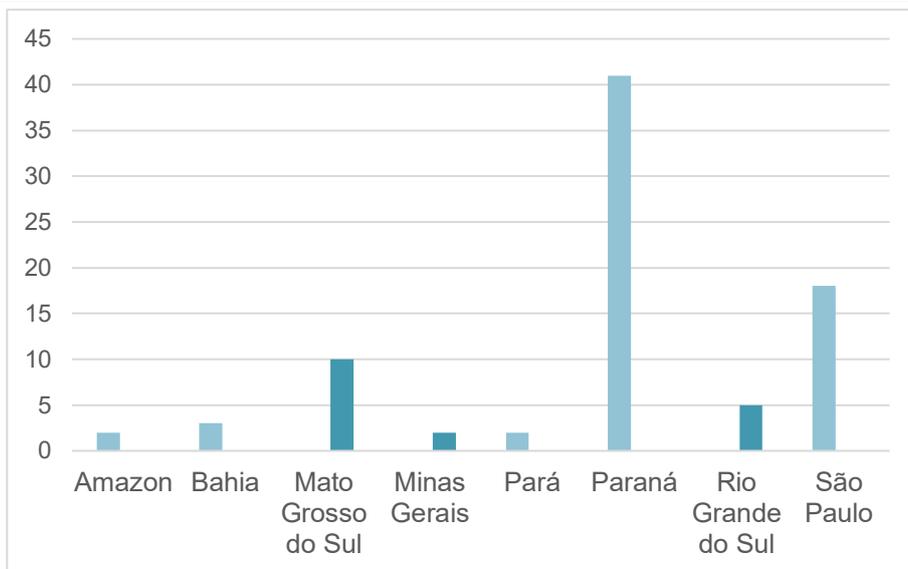
The data collected through responses to the questionnaire and statements from school administrators during the didactic-formative intervention modules were analyzed from the perspective of the historical-dialectical materialism method. In this process, considering the objectives of this article and some of the basic categories of the method, such as contradiction, totality, and mediation (Paulo Netto, 2021), the focus was on revealing the clashes between social forces in the context of the construction and approval of the BNCC and, simultaneously, beyond appearances, understanding how the object under investigation reflects these antagonisms, drawing on the contributions of A. Colares, Arruda, and M. Colares (2021).

3 Results and discussion

Graph 1, presented below, shows the distribution of participants who completed all stages of the research, according to the state in which they work professionally. It is worth noting that, although at the beginning there were participants from the ten states mentioned in the methodological design section, no participants from Goiás and Sergipe completed the last stage of the investigation, the didactic-formative intervention. Paraná is the state with the highest number of participants, totaling 41 participants (49.39%). Next are São Paulo, with 18 participants (21.68%), and Mato Grosso do Sul, with 10 participants (12.04%). The lowest participation rates were identified in the states of Pará, Minas Gerais, and Amazonas, with two (2.40%) for each.

Graph 1 – Location of participants

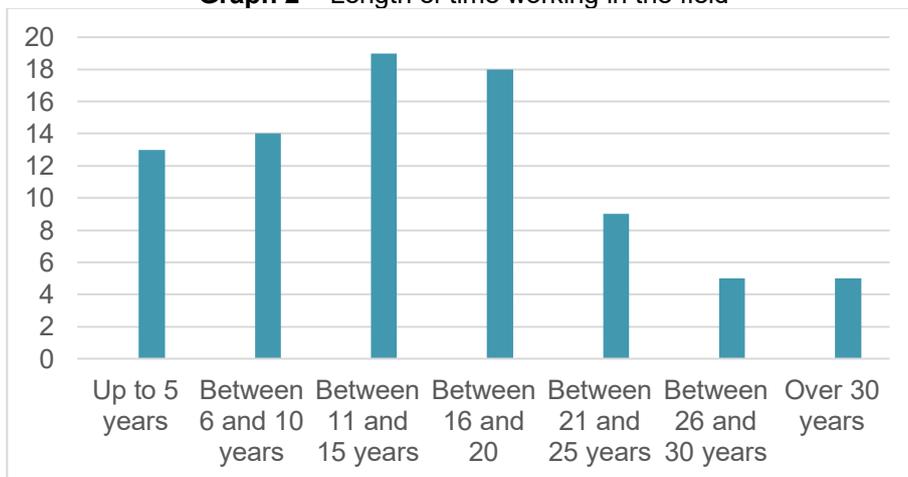




Source: Field research data (2023).

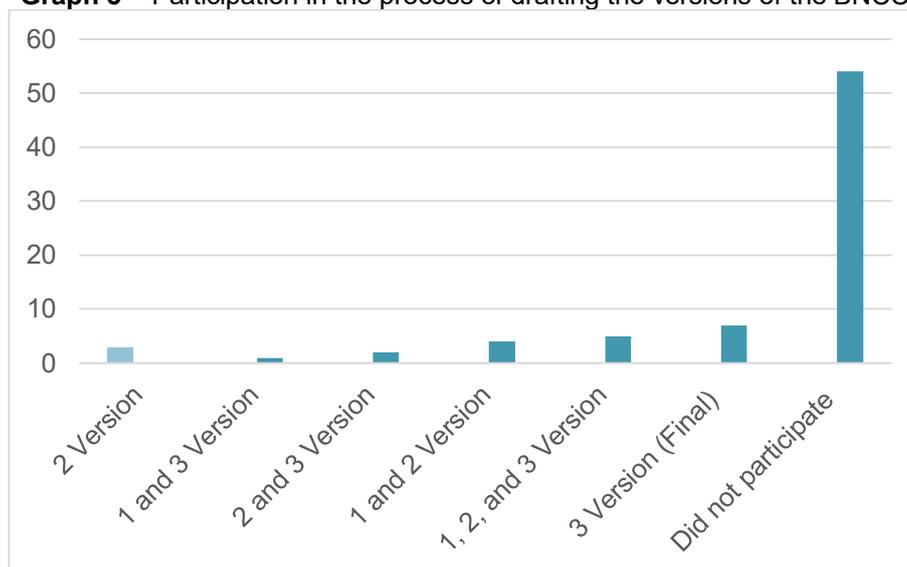
Next, Graph 2 shows data related to the length of time working in the field of education, highlighting a significant concentration of participants in the 11-15 and 16-20 age groups.

Graph 2 – Length of time working in the field



Source: Field research data (2023).

When examining the data in Graph 2, it can be seen that 70 (84.33%) of the professionals working in schools were already performing their duties when the process of approving the different versions of the BNCC began. On the other hand, Graph 3 reveals that 54 professionals (65.06%) did not participate in the discussions that led to the approval of the BNCC versions at any time. Only five participants (6.02%) were involved in the production of the three versions of the BNCC.

Graph 3 – Participation in the process of drafting the versions of the BNCC

Source: Field research data (2023).

According to Caetano (2023) and Francisco and Volsi (2025), the changes between the first and second versions reflect a political stance that neglected the contributions proposed by teachers, administrators, and universities through an undemocratic process.

P. Lima, Aranda, and A. Lima (2012) emphasize that for democratic management to be legitimate, it must promote authentic participation and true democracy, without hiding or distorting the voices and demands of the people involved. Furthermore, the concept of participation is not limited to an isolated or individual act of involvement in social or political activities, but represents a complex and dynamic phenomenon intrinsically linked to social relations:

Participation is understood as a historical category constructed in social relations, a guiding principle for actions that must be constantly learned and understood so that man can become a subject of history, can make history, even with the perception that in this social structure the conditions for doing so are not given *a priori*, but must be conquered in the historical movement present in social, political, and economic relations, that is, made possible by the contradictions and mediations present in a social totality (Lima, P.; Aranda; Lima, A., 2012, p. 57).

To add to this: drafting a document without the active participation of school professionals means imposing changes conceived by outsiders, who are often unaware of the challenges and particularities of the school context (Margoni, 2020). Below, based

on one of the open questions in the questionnaire, are examples of statements that illustrate this process:

There was not a very deep understanding. We, teachers in Manaus, did not have the opportunity to participate in this construction (Participant 27, state of Pará, 2023).

Given the complexity of the document, teachers should have had greater participation in its development (Participant 53, state of São Paulo, 2023).

It is observed that, although the government's discourse emphasizes popular participation in the drafting of the different versions of the BNCC, there is a discrepancy between the announced discourse and the reality of the document's construction process (Caetano, 2023; Hypolito, 2021; Ribeiro; Francisco, 2025).

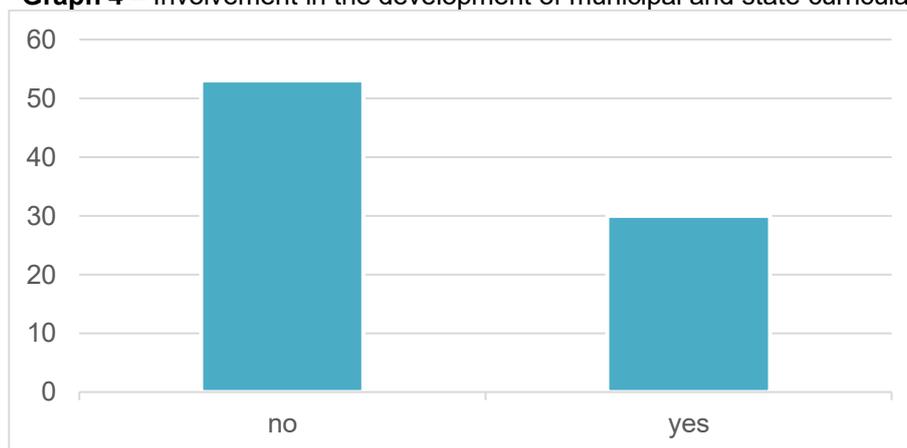
For Vasconcelos, Magalhães, and Martineli (2021), the process of constructing the BNCC represented an affront to democratic processes, especially when considering the prevalence of the interests of the national business community over those of the working class. The establishment of public-private partnerships with the state exemplifies this influence (Hypolito, 2021). Furthermore, by being formulated with intentions aligned with the bourgeoisie, the BNCC teleologically distanced itself from the children of the working class by obliterating the formation of critical consciousness.

To illustrate this finding, we mention the research by Barbosa (2024), who, when analyzing the process of implementation, the BNCC in the Paraná high school curriculum, found a movement similar to that experienced in the national context, that is, there was no effective participation by administrators, teachers, students, and parents. The claim that there was participation by school communities is not supported in practice, since the public consultations carried out by the Pará State Department of Education (SEED/PR) were rushed and superficial. Thus, the official narrative about the participation of individuals in the construction of the Paraná curriculum actually conceals the fact that the consultative processes were insufficient and unrepresentative.

It is argued that the development of the BNCC should have taken into account the different regional and sociocultural realities of the country. The absence of these contributions resulted in the approval of a document that is unrepresentative and innocuous.

Thus, when verifying the involvement and participation of school administrators in the process of developing municipal and/or state curricula, as shown in Graph 4, it was found that 53 (63.85%) did not participate in this movement, as opposed to 30 (36.14%), which reinforces the undemocratic nature of the production of curricula in the states and municipalities in which they operate.

Graph 4 – Involvement in the development of municipal and state curricula



Source: Field research data (2023).

According to Metz, Wachholz, and Canan (2020), Brazilian education is undergoing the implementation of a national curriculum, but it must be clear that a curriculum restricted to predefined content does not fully capture its importance and scope in the school context. It needs to be aligned with the context and integrated with the historical, social, and cultural influences that play an essential role in the formation of individuals.

In order for the curriculum to truly meet the needs of students and promote teaching and learning processes, the effective participation of teachers and administrators in its development is essential. Involving teachers/administrators in the curriculum development process ensures the principles of democratic management.

According to the analyses of Vasconcelos, Magalhães, and Martineli (2021), the development of the final version of the BNCC was strongly influenced by the interests of private companies and international organizations that promoted the adoption of neoliberal ideas. Puello-Socarrás (2021) points out that the changes driven by neoliberalism occurred in a context of economic globalization, which has intensified since the 1970s with global capitalist integration. However, in the last two decades, this movement has taken on more

perverse contours, especially when analyzing school education, because its subordination to market logic has intensified through commodification mechanisms, as it is strongly guided by principles of efficiency, productivity, and competitiveness.

Neoliberalism has thus promoted a reorganization of the state with the aim of adapting it to the demands of capitalism by adapting its governmental functions and organizational structures. This process implies a growing subordination of social relations to market dynamics, making the reproduction of social relations increasingly dependent on global economic logic and flows (Puello-Socarrás, 2021).

Consequently, as highlighted, neoliberalism has had a direct influence on the participation of entrepreneurs in the development and implementation of educational policies in the Brazilian context, such as the BNCC. This phenomenon occurred in the context of the reorganization of the state and educational institutions in order to meet the demands of capitalism, with schools, from this perspective, being seen as a sphere of the market, and not just as a space for citizen training (Barbosa; Figueirêdo, 2023).

Dourado and Siqueira (2019) point out that the centralization of the curriculum proposed by the BNCC is in line with the managerial approach, that is, it is radically opposed to democratic management. Some examples of participants' responses are in line with this understanding:

It is focused on training to meet the needs and objectives of the market (Participant 3, state of Paraná, 2023).

The BNCC is a mechanism for controlling education, serving the precepts of the labor market and the classic emptying of teaching (Participant 24, state of Paraná, 2023).

I see it as a neoliberal project of knowledge expropriation by virtue of training for alienated work (Participant 34, state of Paraná, 2023).

A normative document aligned with the demands of the business community (Participant 50, state of Paraná, 2023).

It is a guiding document, but one that serves the interests of a specific segment of our society (the bourgeoisie and business community) (Participant 80, state of Paraná, 2023).

These criticisms highlight the professionals' view of the BNCC and educational training geared toward market needs. According to Ribeiro (2021), its structure tends to promote a commercial approach to education, moving away from critical perspectives on social dynamics.

When reviewing the theoretical perspectives adopted by the BNCC, it is clear that its main educational purpose is to train individuals for integration into the labor market, often in roles that do not require in-depth knowledge. Thus, the document limits the development of critical and emancipatory awareness in future generations (Branco *et al.*, 2019).

It is important to note that the BNCC is based on competency-based pedagogy, which is anchored in neoliberal assumptions, that is, it is organized "[...] into learning rights, expressed in ten general competencies, which guide the educational development of children and young people from nursery school to the final stage of basic education" (Brazil, 2018, p. 5). The document emphasizes that competencies must be mobilized based on "[...] knowledge (concepts and procedures), skills (practical, cognitive, and socio-emotional), attitudes, and values to solve complex demands of everyday life, the full exercise of citizenship, and the labor market" (Brazil, 2018, p. 8).

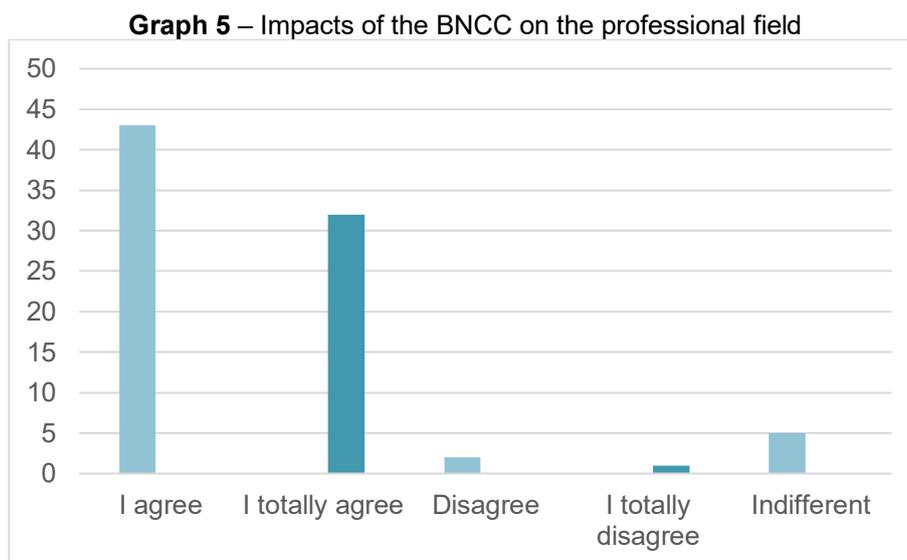
Pires (2020) adds that the participation of the business sector was decisive in structuring the BNCC, shaping it based on competency-based pedagogy. This influence reflects the business community's interest in directing schools toward technical training geared toward the labor market, which results in limiting comprehensive education and promoting a utilitarian curriculum. Thus, the business class advocates for public education that prioritizes employability and restricted citizenship.

Canetti, Paranaíba, and Santos (2021) and Ribeiro and Francisco (2025) further elucidate that the implementation of competency-based pedagogy in schools occurred with the purpose of adjusting the profile of individuals—both as workers and as citizens—to the model of society resulting from the reorganization of the productive process. This process was influenced by the recommendations of multilateral organizations, such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), with an emphasis on competencies related to social-emotional skills.

The BNCC therefore prioritizes knowledge considered useful to the market, structured in competencies, to the detriment of teaching content historically accumulated by humanity. This indicates that the purpose of the document is not the intellectual development of public school students, but rather the training of individuals adapted to the

demands of the labor market, in line with the demands of the current stage of capitalism (Carvalho; Cavalcanti, 2022; Pires, 2020).

Another point to be explored refers to the understanding that the BNCC had an impact on the educational work of school administrators. Based on Graph 5, it can be seen that 75 participants (90.36%) agree or totally agree that the BNCC impacted their professional performance, while only three participants (3.61%) disagree or totally disagree about this impact.



Source: Field research data (2023).

It is a fact that the BNCC imposes regulations on teaching work, mainly because the State determines that the curriculum proposals of the different federal units and municipalities must be in line with the final BNCC document. Educational institutions were even given a deadline to comply with these guidelines, according to Article 15 of the aforementioned document.

Throughout the interventions, participants commonly denounced the strengthening of didactic-pedagogical control mechanisms, especially with regard to the use of standardized materials that have directed student (mis)education. Changes in the dynamics of management and the organization of educational work, adjusted to the requirements imposed, were also made explicit, in addition to the intensification of demands related to student performance in external assessments.

Based on the contributions of Dourado and Siqueira (2019, p. 296), it is agreed that the BNCC has impacted the performance of the professionals who participated in this research, mainly because “[...] the movements of regulation, organization, and management express a new type of managerialism in education in which curriculum management is configured as the central object of Government Policies.” These impacts are materialized in local curriculum proposals, especially in the way the content was organized. Souza, Sousa, and Aragão (2020) point out that, from this perspective, there was a fragmentation of the curriculum due to the division of content. Below are examples of statements that corroborate these analyses:

According to the government, the BNCC is just a guideline for curricula, but I realize that it goes beyond a guideline; it is a foundation that has changed the entire educational system, especially teacher training (Participant 66, state of Paraná, 2024).

Rigidity, standardization, alienation, and limitation of teaching practice (Participant 55, state of São Paulo, 2024).

It does not allow autonomy in teaching and does not prioritize the integral development of students or interdisciplinarity (Participant 79, state of Paraná, 2024).

Ribeiro (2021) considers that homogenization, that is, the tendency to treat individuals uniformly, without considering their specific social and material conditions, disregards factors such as social class, access to resources, and education, which influence student performance. Thus, responsibility for success or failure is attributed solely to the individual, ignoring the structural inequalities that affect their opportunities within the same country, as illustrated by the following statement: *"Required skills and competencies that do not match reality, that is, decontextualized from the diversities presented by municipalities, states [...]"* (Participant 22, state of Bahia, 2024).

Based on Ribeiro (2021), it is emphasized that, although the unified curriculum is promoted as an equity initiative, it will deepen Brazilian social inequalities. The assumption that knowledge will be distributed equally across all institutions in the country is seen as an unrealistic expectation.

Furthermore, based on Francisco and Poujol Galván (2025), the defense of appearance carried out by the BNCC, with the incorporation of the terminology “learning rights,” is merely a subterfuge, because, in essence, such rights are associated with the

standardization of curricula and pedagogical objectives to be required in external evaluations, which translates into greater control over educational work.

In line with this logic, Hypolito (2021, p. 49) denounces the expansion of public-private partnerships, which are influenced "[...] by private consultancies and philanthropic organizations that mediate private interests and seek to provide teaching materials, equipment, publications, supervision, manuals, and preparatory courses" in order to achieve goals and *rankings* that only reinforce competition and the logic of *performativity*.

5 Conclusion

This investigation took the following questions as its central issues: how has the BNCC materialized in the curricula of Brazilian states and how have school administrators participated in this process? What are the implications of the BNCC for the professional performance of these administrators?

Given the context described above, it is clear that, although there are official statements indicating the intention to involve administrators and teachers in the process of implementing the BNCC, the research reveals a contradiction, since these individuals were excluded, disregarding the contributions of those who are directly involved in the organization and implementation of teaching and learning processes. Regarding the participants in this study, 54 (65.06%) did not participate in the discussions that led to the approval of the different versions of the BNCC, and only five participants (6.02%) were involved in the production of the three versions of the BNCC.

It should be added that 75 participants (90.36%) indicated that the BNCC had an impact on their professional performance. This impact was evident in the didactic-formative intervention, with recurring complaints in the modules about increasing didactic-pedagogical control, especially through standardized materials that guide and limit school practices. Also noteworthy was the reorganization of management practices and educational work to meet established requirements, as well as the pressure to prepare students for external assessments.

The centralization of the curriculum, combined with the predominant influence of business and market interests, culminated in a utilitarian approach focused on technical

preparation for the job market, to the detriment of critical and emancipatory education. Thus, the BNCC, having been developed without the effective participation of administrators and teachers, not only compromised the legitimacy of the process, but also weakened the effectiveness of curriculum implementation by hindering the construction of an education aligned with the real needs of students, especially those who are children of the working class and proletariat of this country.

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