

THE CURRICULUM AS MATERIALIZATION OF THE MANAGEMENT STATE: BNCC in question

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ABSTRACT

The text analyzes the document known as Common Curricular National Base (in Portuguese BNCC) seeking to identify elements of managerialism present in this legal order. We present the BNCC's elaboration process, based on official documents published by the Ministry of Education. We indicate the elements of managerialism in the light of the theoretical framework that underlies this study. We believe that the BNCC, as an educational policy, could further enhance the neoliberal process already in progress in Brazil, through curricular centralization, the emphasis on large-scale evaluation and the control of teaching work.

Key- words: BNCC. Managerialism. Teaching work.

Introduction

In the introduction of the preliminary document edited by the Ministry of Education in Brasil - MEC, entitled National Common Curricular Base – in Portuguese, BNCC - the changes that must occur in order for its implementation to happen are mentioned, which the first one is the necessity of changes in initial and continuing teacher training; and the second is the re-signification of didactic materials used by schools (BRAZIL, 2015). The Minister of Education, at the time of this document version edition, indicated the purpose of the BNCC in the following way: it "guides teaching, learning, teachers formation and teaching materials in our society" (BRAZIL , 2015, p. 2).

The second version, edited after public consultation carried out by the MEC, brings more emphatically, the national policies resulting from this implementation: National Teacher Training Policy; National Policy on Educational Materials and Technologies; National Policy on School Infrastructure and National Policy for the Evaluation of Basic Education. The document also highlights the normative aspect of BNCC, which should therefore be "a reference for schools and education systems to develop their curriculum, constituting an instrument for the pedagogical management of networks" (BRASIL, 2016a, p.25).

We infer that BNCC is part of the educational policies that have been published in Brazil as a result of the state counter-reform process (BEHRING, 2003), seeking to intensify the elements of managerialism in educational policy. This assertion is based on BNCC's analysis, based on the theoretical contribution of Gewirtz's (2002); Ball's, (2005); Evangelist; Shiroma's, (2007) and Gewirtz; Ball (2011); studies on educational policy.

Initially, we present a historical retrospective of the implementation of educational policies since the 1990s and its linkage with the counter-reform process of the Brazilian State and the establishment of managerialism elements in education. After that, we present the BNCC's elaboration process, based on the official documents edited by MEC, through its electronic portal. Subsequently, we indicate the elements of managerialism that we identified in the BNCC document.

We conclude that the BNCC, as an educational policy, will further fuel the neoliberal process that has been underway in Brazil since the 1990s through a curricular centralization, the emphasis on large-scale evaluation, and the control of teaching work.

1. Managerialism: elements of the counter-reformation of the Brazilian State

It can be affirmed that the nineties, in terms of educational policies, was marked by the guidelines of multilateral organizations, especially the World Bank (WB), the United Nations Educational Scientific and Cultural Organization (in Portuguese, UNESCO), United Nations Children's Fund (in Portuguese, UNICEF) and the United Nations Development Program (in Portuguese, PNUD), which have been responsible, among other responsibilities, in the education area, to reorient school curriculum, which should be focused on demands of the market, in a direct link between Education and economic development. This aspect is expressed in the consensus established after the World Conference on Education for All, held in Jontiem in 1990 and succeeded by other events of the same magnitude, such as the New Delhi Conference (1993) and the World Summit for Education for All in Dakar (2000). For Ball (2004) in this new global agreement, the processes of privatization and commodification of the educational

sector, made explicit by the ubiquity of capital, gains strength. Mazzeu (2009, p.2) also agrees with this, affirming that "The ultimate purpose of such strategy is to adapt individuals to the demands of the capitalist system as regards the mode of production and the new model of sociability imposed by the Capital."

These agreements prioritized primary education, which initially, was focused on elementary education, leaving aside the other stages of schooling (kindergarten and high school) and some modalities (for example: youth and adult education – in Portuguese - EJA, special education and vocational education) in detriment of Higher Education. It focused on the globalization standard of quality in Primary Education.

The 2000s also reveal a concern for improving the quality of education, however, focusing on the need for poverty reduction and the quest for equity, especially from the point of view of international organizations (OLIVEIRA, 2001, 2007 and 2011; SHIROMA, 2004). Education, advocated by international organizations, is seen as a "passport" to the globalized world.

The reconfiguration of the State, or the redefinition of the state functions, defined from projects implemented by the block in power can be characterized as a counter-reform process. We affirm this based on Behring's (2003) concept, when she attests that the counter-reform is a complex process in which state agencies and functions are redefined to enhance the so-called "market forces". The main impact of the counter-reform movement occurs precisely in the social aspects (Education, health, welfare, etc.) as public actions becomes ordered by private rationality, treating social law as a commodity. For this author, "[...] the counter-reform of the Brazilian State is taking place in the context of a full maturation of Brazilian capitalism and reissuing the chronic drama as a denial of democratic radicalization, calling itself a "reform". (Behring, 2003, p.101).

In this process of reconfiguration of the State, or counter-reform, the managerial perspective was introduced in order to develop a culture of efficiency, effectiveness and quality in public administration; seeking to engender in the State elements of business management. The managerial practices aimed,

above all, according to the "reformist" project, "[...] to increase the *governance* of the Brazilian State, rescuing its role as an inducer of economic and social development and guaranteeing the rights of citizenship" (Behring, 2003, p. 183). (Italics in original). It is a process of counter-reform "[...] given its destructive and regressive nature" (Behring, 2003: 212).

The reflex of these actions on the educational aim, have promoted the so called performative managerialism (GEWIRTZ, 2002) or managerialism (GEWIRTZ; BALL, 2011; BALL, 2005), which is shaped by processes of managerialism (GEWIRTZ, 2002) or commodification of the educational offer (GEWIRTZ; BALL, 2005), privatization, economization of the school curriculum and central control of teaching and learning (GEWIRTZ, 2002); also called "performativity" - management, market and choice - (BALL, 2004; 2005). "The discourse of the new managerialism in education emphasizes the instrumental purposes of schooling ... and is often articulated to a company's vocabulary, excellence, quality and efficiency" (GEWIRTZ, BALL, 2011, p. Beyond the regulation and quality control through external evaluations.

Elements presented only in the enterprises so far are expanded to the school sphere and starts to head the educational policies, fact occurred on England (GEWIRTZ, 2002; GEWIRTZ; BALL, 2011) but also presented in Brazil, as seeing on August (2012); Gouveia (2012); Ivo and Hypólito (2011); Lima; Prado and Shimamoto (2011); Oliveira (2011a); Santos (2010); among others works.

Managerialism is anchored in a value system supposedly oriented to the client, in which decisions are an instrumental type, guided by efficiency, cost-effectiveness and the pursuit of competitiveness. This model, in educational policies, has sought to implement, mainly, new forms of management to form the individual as a "consumer", who should be responsible for training itself, and also for its employability, emphasizing an individualized perspective and self-administration (HYPÓLITO; VIEIRA; PIZZI, 2009). According to Gewirtz (2002), in a

Managerial perspective, success is defined in terms of measurable results and with particular emphasis on test results. From this perspective, reforms will be seen as successful if they lead to improvement of the [national examination] results. (Gewirtz, 2002, p. 126).

Lima and Gondim (2012) corroborate this idea and call attention to the valuation that was given to school evaluations by the managerialist ideas implemented in the educational counter-reform.

Another change brought by managerialist ideas to the educational sphere is the emphasis given to evaluation, which entails a new form of control by the State: instead of controlling / evaluating the process, managerialism focuses on the result. In education, this assumption was translated, mainly, in school evaluations. (p. 81).

In the Brazilian case, the counter-reform of the State was expressed in Education, initially, via an educational policy based on three pillars: financing, institutional evaluation and creation of National Curricular Parameters - PCNs. It was divided into two distinct and contradictory processes: centralization and decentralization; reviving the contradiction of the Minimum / Maximum State. In this educational policy proposal, the State is Maximum in terms of control / regulation (evaluation, PCNs and now the BNCC) and, Minimum, which concerns to financing.

Draibe (2005) characterizes this moment as:

The country comes to the 1990s with a public education system marked by distortions and difficulties, among which are its large dimensions; insufficient educational coverage at all levels of education, with the exception of Elementary School; low quality of teaching taught and significant distances between the new requirements of training of labour and the educational contents. In addition, the marked heterogeneity of the educational system translates into inequalities in access, coverage, and school performance among groups and social categories.... The reformist agenda that arises in the area involves many, if not all, of these aspects and challenges. (DRAIBE, 2005, p.9).

In the context of the state's counter-reform, international agencies and multilateral organizations propose the adoption of managerial administration both to direct and rationalize public spending, and to administer schools and teachers (EVANGELISTA; SHIROMA, 2007).

Making an analysis of this process that we are experiencing, Ball (2001) affirms that

Most policies are fragile, the product of agreements, something that may or may not work; they are reworked, perfected, rehearsed, nuanced and modulated through complex processes of influence, production and dissemination of texts, and ultimately recreated in the contexts of practice. (Ball, 2001, p. 102).

In reformers' discourses, especially in those who claim to be the managerial model most appropriate to overcome management problems, which, according to them, is not a problem of lack of resources, but, instead of that, how these resources have been administered, the words efficiency and effectiveness are a constant. At all times, elements are sought to confirm this and, in Education, this "pair" is seen as capable of reversing the problems of repetition, avoidance and poor quality of teaching. And not only the "system" should be efficient and effective, but the people who "make up this system". In the case of the educational counter-reform, the teacher must also be trained in order to make the "system" efficient and effective in order to increase "productivity". For Bomfim (2012),

Although the documentation of international organizations in the 1990s linked the quality of education to the teacher, particularly the need for training, in the 2000s this production redirected its focus to pay, career and certification, prescribing more clearly a proposal of teacher work, with an emphasis on efficiency. (BOMFIM, 2012, p.18).

For Peters; Marshall and Fitzsimons (2004, 82-83), "managerialism is one of the main elements in a shift to a neoliberal discourse of educational policies." These authors claim that "[...] neoliberalism represents a substantial discourse of governance, precisely powerful because of its ability to combine economics, social and political in the name of rational choice as a principle of legitimacy. "

For Rodrigues (2008, p. 62) "The market becomes the main source of inspiration for those who criticize the bureaucratized and interventionist state." In this sense, Burbules; Torres (2004, p.15) are emphatic by saying that "[...] with the implementation of neoliberal policies, the State omitted its responsibility to administer public resources to promote social justice, which is being replaced by a blind faith in the market [...]". Wood (2001, p. 127) already warned that "[...] whenever the market imperatives regulate the economy and govern social reproduction, there is no escaping from exploration". Rodrigues (2008, p. 63) affirms that the "[...] managerial model promoted an even more perverse precarization in the management of social rights through the use of temporary

work, partnership and philanthropy." It can be said that this model promoted an even greater subordination of social policy to economic policy.

Education, in this neoliberal context, has been modified to attend to the interests of the market, introjecting elements from companies, such as the insertion of total quality and management model, as will be shown later, in order to meet the dictates of corporations, in particular, the WB, which has greatly influenced Brazilian educational policies. According to Santomé's statement (2003, p. 26) "The economy and the transformations promoted by the current capitalism [...], largely explain the restructuring and reform of educational systems and, of course, the work of teachers. "

2. The construction of BNCC

The government's justification for the elaboration of BNCC is based on legal provisions such as the Federal Constitution of 1988, the National Education Guidelines and Bases Law of 1996, the National Curricular Guidelines for Basic Education and endorsed by the National Education Plan (Law 13005/2014). According to the elaborators, the Base must "constitute itself as an advance for the quality of education" (BRAZIL, 2016b, 24).

The introduction document of BNCC's points out that there was a broad participation "[...] as a result of a wide process of debate and negotiation with different actors in the educational field and with Brazilian society in general" (BRAZIL, 2016b, 24). In the electronic portal, created specially to "debate" the BNCC, there is more than 12 million access, which would indicate this large debate.

However, several critics have been madden to this model of consultation to the bases from a document previously elaborated in the office of the Secretariat of Basic Education of the Ministry of Education - SEB / MEC; by a team of 116 experts, leaving the community only a "posterior homologation" (FREITAS, 2015), given a limited time for debate and contributions to the document. Moreover, the participation format is also subject to questioning, since the

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adopted model does not allow discussion and debate, mainly of conceptions; since the participants should indicate the items already presented in the document as to the clarity and relevance of the preliminary proposal.

At the moment, called by the elaborators as "community moment to pronounce" (BRAZIL, 2015), some expert opinions were also solicited, "from notorious experts from different areas of knowledge" (BRAZIL, 2016a, p. 1), which should make a pronouncement considering the same aspects. These were called "critical readers".

For the community in general, it was opened by the electronic portal of the MEC the possibility of signing up and making contributions to the document. However, this participation was restricted to responding to the indicated items for each part of the document, ticking one of the following: a) strongly agree; b) agree; c) without opinion; d) disagree; e) Strongly disagree. And from the discordance suggest modifications in the writing, or in the case of the learning objectives, its exclusion, modification of the writing or exchange of place during the schooling. As the idealizers point out in the document describing the methodology,

his participation would fulfil two fundamental objectives: to guide the modification of learning objectives and to demand better justifications and greater reflexivity regarding the options adopted by the writing committee of the Base (BRAZIL, 2016a, p.4).

That is, participation should be limited to agreeing with the submitted document template, without the possibility of questioning the necessity and feasibility of such a document. Rodrigues (2016), while elaborating his critical opinion for the area of physical education, questions the purpose of the Base, asking for what would serve a document like this

Define the guidelines and content of basic education assessments for the whole country, such as Prova Brasil, which will comprise the Basic Education Development Index, the IDEB or the ENEM, in view of the selective processes of secondary education for entry in higher education? Or, be the basis for the standardization of textbook content to be published by publishers? To orient the management mechanisms of the school, the school curriculum and the work of the teachers through the national standardization of objectives and contents by series? Or, be a reference for further reforms in undergraduate courses? (RODRIGUES, 2016, p. 1).

These issues were not considered by the writing team, since the final version, as well as the first and second versions, did not change the format of the document, continuing as a list of learning objectives to be fulfilled by students throughout the schooling process.

From the methodological point of view, it is not clear how more than 12 million contributions, made in the Portal, were handled. What is the criterion used for maintenance, exclusion or modification? We have also questioned the time for the analysis of the contributions and consequent assimilation, or not, by the writing team of the document. The Portal was opened for contributions in September 2015, according to MEC. Contributions made up to December 2015 were made available in February 2016, but the Portal remained open until March and in May 2016 the second version was released.

While elaborating the curricular proposals, we need to consider Sacristán's (2000) statement about the meaning of the curriculum for teachers, when he says that "The teacher's mediation in the curriculum is complex, we cannot see it as a mere operation of maiming or adding. "(p. 176) as happened in the BNCC's process of "participatory construction "(BRAZIL, 2016b, p. 25).

Regardless of the arguments of the drafters who claim that this document is the "Basis" and not the establishment of a national curriculum; that its "[...] purpose is to guide education systems in the elaboration of their curricular proposals [...]" (BRAZIL, 2016a, p. 24); in our understanding this document is an effort to establish a curricular unification by describing in detail the learning objectives throughout the entire schooling process, from kindergarten through high school.

And, in addition, it still disregarded the discussions made within the curriculum as denounced by the National Association of Postgraduate and Research in Education - ANPED - and the Brazilian Association of Curriculum - ABdC - in a document prepared by these agencies and sent to the National Council of Education. In this document, the agencies questions the BNCC's methodology of elaboration, indicating that it was marked by "hurry, indication and indefiniton" (ANPED / ABdC, 2015, p.8). Freitas (2015) makes the following criticism to the Movimento-Revista de Educação, Niterói, ano 6, n.10, jan./jun. 2019.

speech of the Secretary of Basic Education, responsible for the elaboration of BNCC

For Manuel Palácios, he was not dealing with the elaboration of a curricular basis, with the elaboration of a "national curriculum" but rather with "teaching". This was the response he gave to an important association in the area when It was told to him that his team lacked professionals who understood the curriculum. Asked why he had no curriculum specialists involved in crafting the Base, he was clear: "you do not have it because it's not about curriculum, it's about teaching." What more can be said? It is clear the mistake in the game. (p. 3).

For this author there is nothing to contribute to the document, there is no repair, because the government did not listen to the people before the elaboration of the BNCC.

Reading the second version of BNCC does not allow us to identify significant changes in the document, especially in the learning objectives. What happened was a reordering of the document, without, however, modifying the essence of the objectives, which only gained a new code. And in the final version the codes have been modified and the document provides an explanation for this code called, as shown in the figure below.



Figure 1 - Alphanumeric Code for Early Childhood Education. Source: MEC, 2017, p. 26.

In a "large participation" that occurred, according to the organizers, did not reflected on the elaboration of the objectives, which means that what was configured, in fact, was the homologation of what was produced in the cabinet, without listening to the base.

3. Elements of management presents on BNCC

The first aspect presented on BNCC that allows us to assume that it is a model of governance that is not safe to educate the person who has been identified with the ideologies of the person who is engaged in it, whether it is materialistic, that it will not be in favour of the person, shown on the model adopted by the document, which presents a concept of education anchored in learning objectives.

According to the Glossary of UNESCO's Terminology Curricular, the object of learning is to identify the following aspects of a program of educational or an educational activity (UNESCO-UIS, 2012). It is also possible specify objectives of learning to a lesson, a theme, an year, or a hole course (UNESCO, 2016). (BRASIL, 2016a, 25).

This reference expresses the linking of the term "learning objectives" to UNESCO, that, as we presented earlier in this text, is one of the signatory bodies of the counter-reform process of educational policies and, consequently, the establishment of elements of managerialism in education. Guiding the elaboration of curricular proposals aimed at the demands of the market, that is, contributing to the commodification of education. We agree with ANPED and ABdC when they indicate that the MEC disregarded the discussions made by the scientific entities and the teachers, throughout the BNCC discussion process, and preferred to articulate

the unifying and marketing project that points to the international trends of *standardization / curricular centralization + large-scale testing + accountability of teachers and managers* translated into the BNCC and its complementary and hierarchical external standardized assessments (ANPED / ABCD, 2015, p.2). (Italics in the original).

This uniformity / centralization of the curriculum manifests itself in the selection of contents in a centralized way, based only on the authority argument of the specialists of the disciplines. That, removes from the teachers the leading role of thinking and reflecting on knowledge, since it must follow a single path traced by a specialist, out of school, leaving the role of teachers as mere executioner. This type of policy, in fact, does not contribute to the democratization and improvement of the quality of Brazilian education. On the contrary, it leads to modelling,

homogenization through centralized management processes, ignoring local realities, their specificities, possibilities and needs. (ANPED / ABdC, 2015).

This standardization is expressed in the website of the MEC in the guidelines for the "D" day for study and discussion of the BNCC, scheduled for March 6, 2018. In the presentation prepared by the MEC to be used in schools we find the following orientation:

| AGENDA | | D U R A Ç Ã O S U G E R I D A |
|--|--|----------------------------------|
| ATIVIDADE 1 Abertura: A BNCC e a nossa rede/escola | | 40 min. |
| ATIVIDADE 2 Aquecimento: Que cidadãos queremos formar? | | 30 min. |
| ATIVIDADE 3 Competências: A proposta de formação da BNCC: as 10 competências no contexto da escola | | 1h50 |
| ATIVIDADE 4 Comunicação: Como compartilhar informações sobre a BNCC? | | 30 min. |
| ATIVIDADE 5 Encerramento: O que aprendemos? | | 30 min. |

Figure 2 - Support material - Base Day D: guidelines for the organization of the day in schools. Source: MEC, 2018.

Another aspect concerns on large-scale evaluation. By proposing a code for each "learning objective," the document points to a possible standardization of evaluations, which is already occurring in a systematic way, and now with the BNCC, it can be even more forceful. Contributing to this statement is the fact that the Secretary of Basic Education, Manuel Palácios, who was the one who led the process of elaborating the Base, is a person who

Acts in a professional way with a group that provides advice within the "philosophy" of business reformers in education, in processes of elaboration of large-scale evaluation, where the point of reference is always the goal to be achieved. (Freitas, 2015, p.2).

The large-scale evaluation is also configured as managerialism by promoting a remote control, through standardized assessments (BALL, 1998) entailing a control over the teaching work and, therefore, a responsibility for the fulfilment of the so dreamed quality of education.

At BNCC we find the following statement regarding the need to consider the evaluations to organize the school and the teaching work:

It is fundamental that each school unit is organized to formulate the PPP, considering: the National Education Plan (PNE), as well as the other State and Municipal Plans; the National Curricular Guidelines for Basic Education; the BNCC and the educational policy guidance documents produced by the secretaries or departments of education; **national assessments; the regional evaluations** carried out by the governing parts of education and by the UEs in relation to the processes and **results of work of the previous year**. (BRAZIL, 2016b, page 30). (Our griffins).

By making teachers accountable for the changes that will occur in the educational system, considering the "results from the previous year", the document explains the "new managerialism" model (PETERS; MARSHALL, FITZSIMONS, 2004), producing efficient forms of control and self-control. However, it creates the illusion that decisions are free from any imposition, since participation in the elaboration of BNCC was "guaranteed", naturalizing the individualistic positions and hegemonizing solutions and results. "The subjects submitted to a control of this type are questioned by the practices of Government, assumed as their own, autonomous choices" (DEL PINO; VIEIRA; HYPÓLITO, 2009, p. 115). However, what is effective is the loss of the teaching autonomy in a total subsumption to the fulfilment of tasks and a rationalization and loss of control over the educational work.

The new *managerialism* needs to be understood as a network of total control, which seeks both teaching practices and conceptions of educational achievement. [...] This process is announced as the guarantee of teachers' professionalism and self - satisfaction, which allows the establishment of evaluation and comparison procedures that are intended to be objective. When such a discourse is accepted, the teacher's work goes a step further towards standardization, whose model is typically entrepreneurial. (DEL PINO; VIEIRA; HYPÓLITO, 2009, p 118). (Italics in original).

By saying that from the BNCC policies of teacher training and evaluation that will be induced (BRAZIL, 2016a), the MEC indicates that the document will serve as a basis for measuring the impact of these policies. This will result in the definitive institutionalization of the National Exams Objectives that privilege the answer to the item to the detriment of the reasoning that underlies this answer. Valuing the product and not process, which reduces teaching to a simple training against standard situations, reducing to almost zero the possibility of meaningful learning. Carrying on a reissue of technicality in the educational area.

We must also consider a third aspect that we identified in the document, which is the emphasis given to the use of technology and innovation in education. Aiming, especially, to overcome the lack of quality of Brazilian education. The justification for the defence of technology and innovation is linked to the ideas of managerialism. According to Gewirtz (2002, p. 133), within the managerial framework "teachers will only be allowed to exercise their judgment and to be innovative within very limited limits. In particular, they need to show that any innovation leads to measurable results - to improving test scores. "

Once again, the purpose is the large-scale evaluation, is to achieve the rates required by the multilateral organizations, which are financiers and inducers of educational policies. And that, in recent years, have gained "adepts" in the business environment, which also in educational policies, spell out their interests.

In the version for the public consultation, in its introduction, it is said that among the courses opened by BNCC "... the teaching material must undergo significant changes [...]" (BRAZIL, 2015, p.2). Could this indicate an ongoing apostille process? That is, an adherence of school systems to the intensive use of standardized didactic materials (textbooks, apostilles, videos, among others). It is important to remember that the making of such materials is of extreme interest to large commercial clusters represented by "business reformers" (FREITAS, 2015).

By doing a critical analysis of the text of the area of physical education, Rodrigues (2016) expresses this relationship that may be further narrowed among entrepreneurs of education and the elaboration / approval process of BNCC. When mentioning the reports that were published by the New School before the publication of the first version of BNCC, the author warns us:

What is striking about this New School issue is that it was published in 2014, almost an year before commencing the work of the committees of experts. However, different people interviewed by the magazine, linked to educational foundations, the publishing market, the education secretariats and the MEC, already emphasized the importance of BNCC, especially for the publishing market, for large-scale testing and for changes curriculum of teacher training courses. It seems that there are different public and private interests, political and economic

beyond the interests connected to the necessary construction of a national base of school knowledge and the improvement of the quality of Brazilian education. (RODRIGUES, 2016, p.2).

Considering this alert, we infer that BNCC, indeed, came in the wake of educational managerialism, linked to corporate interests and not to a conception that defends free public education of socially referenced and democratic quality.

Conclusion

We analyze the BNCC from the reality that involves public policies today, in which neoliberalism and neo-conservatism try to define agendas in all areas. And in this context, we stress the coercive role of international organizations and multilateral organizations, which increasingly interfere in the definition of agendas, especially in education. Since they are intended to be geared towards the market and to the human formation that contributes to the increase of the globalization of capital (CHESNAIS, 1996) and a consequent managerialism also in the educational area.

The result of BNCC implementation will be the control of knowledge through the establishment of an officially recognized knowledge, prepared by 116 specialists from the area (BRAZIL, 2016a), which ends up defining a legitimate knowledge for the whole country. And, moreover, it is configured in disrespect for diversity and pedagogical autonomy, being configured in antidemocratic educational practices in educational spaces / times. Devaluing the knowledge of teachers and, above all, disregards and silences the knowledge produced locally. Namely, what we see as the result of this public policy is the opposite of what it proposes in the discourse.

BNCC, although it may have positive aspects, such as the involvement and participation of several segments of education at the moment of the consultation, even if restricted, allowing a discussion about the curriculum and the right to learn of the students, possibility of a minimum curriculum. By linking to the dictates of the "market", the document did not consider the organization of teachers' social life, composed of historical determinations, contradictions and conflicts, to elaborate the proposal presented to society. It was set up in another educational policy formulated and elaborated outside the social praxis of teachers.

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