

**The National Education Plan (PNE, 2014-2024)
and the curriculum and teacher education policies for Basic Education in Brazil¹**

*O Plano Nacional de Educação (PNE, 2014-2024)
e as políticas de currículo e formação de professores para a Educação Básica no Brasil*

*El Plan Nacional de Educación (PNE, 2014-2024)
y las políticas curriculares y de formación docente para la Educación Básica en Brasil*

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Abstract: The first National Education Plan (PNE) covered the period 2001-2014. After the expected decade, a new PNE was sanctioned for 2014-2024 and extended until 2025. Since the 1990s, the curriculum and teacher education have been delineated in legal norms with an outline marked by lists of learning objectives (skills and competencies) delimited within each knowledge area without clear axes that sought integration. With the enactment in 2017 of the BNCC and the National Curriculum Base, the BCN Initial Training of Basic Education Teachers (2019) and BNC Continuing Education (2020) – in Brazil, there is a vertically oriented conception of curriculum and teacher training in line with international policy guidelines, to produce certain types of teaching subjectivities useful to maintain the neoliberal logic that considers the improvement of “capital human” (Foucault, 2008) as the problem of society.

Keywords: National Education Plan; Curriculum; Teacher education; Basic Education; Neoliberalism.

Resumo: O primeiro Plano Nacional de Educação (PNE) abarcava o período 2001-2014. Passada a década prevista, foi sancionado um novo PNE com validade para o decênio 2014-2024, prorrogado para 2025. Desde a década de 1990, o currículo e a formação de professores têm sido afirmados nas normativas legais com desenho marcado por listagens de objetivos de aprendizagem (habilidades e competências), bastante delimitados dentro de cada área de conhecimento sem eixos claros de busca por integração. Com a promulgação, em 2017, da BNCC e da Base Nacional Curricular – BCN Formação Inicial de Professores da Educação Básica (2019) e BNC Formação Continuada (2020) – tem-se, no Brasil, uma concepção de currículo e formação de professores verticalmente orientada e em consonância com diretrizes das políticas internacionais, para produzir determinados tipos de subjetividades docentes que sejam úteis para a manutenção da lógica neoliberal que põe o problema da sociedade na melhoria do “capital humano” (Foucault, 2008).

Palavras-chave: Plano Nacional de Educação; Currículo; Formação de professores; Educação Básica; Neoliberalismo.

Resumen: El primer Plan Nacional de Educación (PNE) abarcó el período 2001-2014. Luego de la década prevista, se sancionó un nuevo PNE válido para la década 2014-2024, prorrogado hasta 2025. Desde los años 90, el currículo y la formación docente se han afirmado en normas jurídicas con un diseño marcado por listas de objetivos de aprendizaje (habilidades y competencias), bastante delimitados dentro de cada área del conocimiento

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sin ejes claros de búsqueda de integración. Con la promulgación en 2017 del BNCC y de la Base Curricular Nacional – BCN Formación Inicial de Profesores de Educación Básica (2019) y BNC Educación Continua (2020) – en Brasil, existe una concepción verticalizada del currículo y de la formación docente en línea con las directrices de la política internacional, para producir ciertos tipos de subjetividades docentes que sean útiles para el mantenimiento de la lógica neoliberal que plantea el problema de la sociedad en la mejora del “capital humano” (Foucault, 2008).

Palabras clave: Plan Nacional de Educación; Currículo; Formación del profesorado; Educación Básica; Neoliberalismo.

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Introduction

In the late decade of the 1990s, the National Education Plan (PNE, 2001) [\[1\]](#) took shape in Brazil, created in this decade but implemented after 2001, with the sanction of Law n.º 10172, from January 9, 2001. Valid for ten years, their principles were increasing the population's education, improving education quality, decreasing inequalities of access and permanence, and, finally, democratizing public education management.

The proposals defined by PNE represented a challenge for Brazilian education because its main objective was to positively affect the indexes students' access and permanence, mainly those in Basic Education:

[...] reaching the expansion of school service in the several educational levels, improving faculty academic training, and school infrastructure, reversing the current state predominant in a large number of school unities in the country (INEP, 2004, p. 43).

After the decade foreseen for this first PNE, among advancements and setbacks, a new PNE³ was sanctioned through the Law n.º 13.005, from June 25, 2014, valid for the decade 2014–2024, after four years of discussions in the National Congress.

The document was organized based on 20 goals and 254 strategies representing old wishes, intending to improve education quality, the universalization of school service, the promotion of democratic management, and the valuing of education professionals.

³ The new project of PNE- Education National Plan foresees 18 objectives to be fulfilled until 2034 in the areas of childhood education, literacy, elementary, middle, and high school, full-time education, diversity and inclusion, vocational and technological education, higher education, basic education structure and operation. Bill n.º 2614/24, from the Executive Power, is under analysis by the Representative Chamber and will substitute the Plan established for the 2014–2024 period, extended until 2025. The Senate approved this extension, and it was also analyzed in the Chamber (PL n.º 5.665/23). Source: Agência Câmara de Notícias.

The curriculum and teacher education at PNE

Curriculum issues and teacher education are not prioritized in this document. They are secondary to students' access and permanence in the different phases of basic education.

About this level, PNE (2014-2024) proposes actions that are distributed in the 11 goals and their respective strategies.

Goal 1 proposes:

Goal 1: Universalize, until 2016, childhood education in preschool for children between 4 and 5 years old and increase the offer of childhood education at daycares to attend at least 50% of children up to 3 years old until the end of this PNE term.

This first goal, not completely fulfilled, refers to childhood education and presents its strategies focused on universalizing four- to five-year-old children's education, ensuring their access and permanence. According to the data from “*Instituto Brasileiro de Geografia e Estatística*” (IBGE), in 2015, daycare attendance reached 32% of children and the index was 95.2% in preschool.

We perceive that the strategies of the first goal do not approach any aspect of the curriculum and teacher education. However, there is a focus on access to childhood education.

The second goal deals with the universalization of elementary and middle school (lasting nine years) for those between 6 and 14 years old and is articulated with Goal 5, which deals with the literacy of all children at the latest until Year 3. Law n.º 11.274, from February 6, 2006, established the guidelines and bases for the national education, regarding the nine-year duration of elementary and middle school, with the obligatory enrollment since the age of 6 years old. The Education Ministry [MEC] intended to guarantee that children would increase their time in school, also expanding learning opportunities.

Even though it was not the central focus in the discussions that emerged in this goal, the curriculum issue is approached superficially, because strategies 2.1 and 2.2 cite the need for a proposal of learning rights and objectives and the development of elementary and middle-school students that could establish a Common National Curriculum Framework. Strategy 2.7 also refers to curriculum, when presenting the need to make the pedagogical work more flexible, in the following terms:

2.7) discipline, in the scope of the educational systems, the flexible organization of the pedagogical work, including the adequacy of the school calendar according to the local reality, the cultural identity, and the region's weather conditions (PNE 2014-2024).

Similarly, strategies 2.8 and 2.12 implicitly approach curriculum aspects, mainly when presenting the aim of promoting an offer of cultural activities in schools and extracurricular activities.

However, we question this proposal considering that the quality of education is not summed up to the increase in the time children stay at school but rather the diversified offer of developmental opportunities.

Goal 3 discusses this intention: Universalize, until 2016, the school service to all people between 15 and 17 years old and increase, until the end of this PNE term, the net enrollment in high school to 85%.

There are many challenges for this educational level in Brazil, considering that, when analyzing the enrollment percentage presented by the Education Census conducted in 2016 shows that only 17.3% of all enrollments (41 million) in state and municipal systems refer to high school.

Though the focus was on access and permanence, referring to the universalization of high school, the strategies of this goal bring up some curriculum questions, even questionable ones, in the attempt to renew the high school offered in the public educational system. We can perceive this in strategy 3.1:

Institutionalize a national program to renew high schools to incentivize pedagogical practices with interdisciplinary approaches structured by the relationship between theory and practice, through school curricula that organize, in a flexible and diversified way, the obligatory and elective content, articulated in dimensions, such as science, work, languages, technology, culture, and sport, ensuring the acquisition of equipment and laboratories, the production of specific didactic material, teachers' continuous education, and the articulation with academic, sports, and cultural institutions (PNE, 2014).

Strategies 3.2 and 3.3 also call attention to the curriculum aspect when fomenting the proposal of curriculum organization focused on high-school students' integral formation, aiming to guarantee a common basic education.

Goal 4 refers to inclusive education. Its main aim is to universalize service in regular basic education, guaranteeing diverse options to attend students' specificities. Based on this goal, PNE presents 19 strategies highlighting the need to improve the management process, from its infrastructure and accessibility aspects up to the articulation with other bodies, mainly aiming to conduct a more integrated work. We cannot perceive any strategy worried with the curricular aspect of the work developed in regular basic education.

Goal 5 proposes: Teach all children how to read and write, at the latest, until Year 3.

However, the 2010 Demographic Census showed that 15.2% of Brazilian eight—year—old children in elementary and middle school were illiterate. Based on this data and the countless problems interfering with the quality of basic education, the obligatory elementary and middle education increased to nine years. The National Curriculum Guidelines for the 9-year Elementary and Middle School (Resolution CNE n.º 7/2010) established that the first three years of elementary education should ensure the abilities of reading and writing, literacy, the development of several forms of expression, and the broadening of the cultural universe in several knowledge areas.

The strategies created to reach this goal have structuring aspects of the pedagogical processes to literacy, including the creation of assessment instruments to check children's literacy levels with the innovation of pedagogical processes. However, the strategies are mostly focused on evaluation, approaching issues that can involve the curriculum, even if superficially.

Focusing on children's permanence in the educational system, Goal 6 proposes to: Offer full-time education in at least 50% of public schools to attend at least 25% of basic education students.

Its strategies demonstrate the concern with infrastructure to attend students full-time.

The strategy presents the need to institutionalize programs to increase and restructure public schools and build multi-sports courts, computer laboratories, and others. Therefore, we perceive that there is a concern about adapting structures and index increase, which, since the 2016 Census, has pointed out that only 15.6% of students were enrolled full-time. However, the issue is not only thinking about the restructuring of physical spaces to welcome children and teenagers full time but, before this, there is the need for a curriculum and a teacher education to implement this work.

Goal 7 refers to the need to foment quality in basic education in all levels and modalities, with the improvement of enrollment flow and learning, to reach the following IDEB averages: in elementary school: in 2015 – 5.2; 2017 – 5.5; 2019 – 5.7; 2021 – 6.0; in middle school: in 2015 – 4.7; 2017 – 5.0; 2019 – 5.2; 2021 – 5.5; in high school: in 2015 – 4.3; 2017 – 4.7; 2019 – 5.0; 2021 – 5.2.

The 36 strategies presented in this goal refer to instruments to evaluate indicators and measure results, as well as to organize the management of this data and the necessary actions.

Though superficially, strategies 7.1, 7.12, 7.15, and 7.27 present aspects regarding curricular issues, highlighting strategy 7.1, which affirms the aim of establishing and implementing pedagogical guidelines for basic education – that can be observed with the approval in 2017, of the National Common Curriculum Base (BNCC).

Goal 8 seeks to:

Increase the average schooling of the population between 18 and 29 years old, so as to reach at least 12 years of study in the last year of this Plan's term, for the rural populations, the regions of lower schools in the country, and the 25% poorest, and equalize the average schooling between those declared blacks and non-blacks to the “*Fundação Instituto Brasileiro de Geografia e Estatística*” – IBGE.

This goal also seeks subjects' permanence in the school process, aiming to increase the average schooling of those between 18 and 29 years old to reach, at least, 12 years of study in the last year of PNE's term. All strategies created to reach this target seek the individual's permanence in school. To do so, they present the need to find partnerships for an articulated work and implement young and adult education programs and access to elementary, middle, and high school certification.

Thus, Goal 9 proposes to: Raise the literacy rate for the population aged 15 years old or older to 93.5% until 2015 and, until the end of this PNE's term, eradicate absolute illiteracy and reduce in 50% the rate of functional illiteracy.

When considering the illiteracy context in Brazil, PNE defined 12 strategies mainly focused on access and permanence; only at strategy 9.9 did it transversally approach the curriculum aspect when affirming the interest in technically and financially support innovative projects in young and adult education that seeks to develop models adequate to these students' specific needs.

Goal 10 establishes: Offer at least 25% of enrollments in young and adult education, in elementary, middle, and high school, integrated with vocational education.

This goal's strategies, though focusing on students' access and permanence, also approach actions that can involve the curriculum, such as strategies 10.3, 10.4, 10.6, 10.7, and 10.11. We highlight strategy 10.3: foment the integration of young and adult education with vocational education in courses planned according to the characteristic of the audience of young and adult education and the specificities of itinerant and rural education and indigenous and *quilombolas* communities, including the distance education modality.

Goal 11 wishes to: Triple enrollments in technical vocational education at the high school level, ensuring the quality offer and at least 50% of the expansion in the public segment.

Finally, the last goal dealing with basic education refers to vocational education, which was historically delineated by a duality: a social division of work that, in practice, presents itself as two proposals for high school. The first, general education, is focused on privileged groups; while the second, vocational education, is for workers.

In Brazilian curriculum proposals, since the 1990s, the competency-based curriculum has affirmed itself and confirmed in the proposal for the BNCC- Common National Curriculum Framework (Brasil, 2017), which presents a high degree of detailing of the abilities in each component, showing a curriculum design marked by lists of diversified learning objectives (skills and competencies), very well-delineated within each knowledge area of strictly content nature.

Therefore, without clear axes to seek integration, we can presume that, with the use of BNCC and teacher education through the BNC, Initial Education of Basic Education Teachers (2019) and BNCC Continuous Education (2020), a pedagogical conception extremely fragmented was used that focused either on acquiring knowledge and developing a certain attitude or in skill performance. Regarding the issue of broadening knowledge, including artistic and cultural curriculum components and community knowledge that, as seen, characterize the tendency to diversify and widen the array of knowledge disseminated by schooling, we see no emphasis on the knowledge objects proposed by the established legal regulations.

The process that culminates with the implementation of BNCC- Common National Curriculum Basis (Brasil, 2017) in Brazil has been occurring in multiple educational spaces and times, from a series of produced materials articulated between the Education Ministry (MEC) and the State and Municipal Secretaries, disseminated through didactic material and different implementation players. According to Macedo (2019), schools today are challenged by policies that intend, following BNCC guidance, to align the meanings of teaching and curriculum to standardized solutions to education and teaching.

This base model is, in fact, the standard sought by economic, political, and social dominant forces. Therefore, this facet considers the quadrangle learning-competence-professional qualification-employability as a parameter.

In this perspective, learning, converted into the competencies aimed and the search for qualifications to ensure maximum employability in a vicious circle, is transformed into “performance” evaluation items in large-scale evaluations.

Some studies have provoked us to see the implementation of BNCC in Brazil as part of a global flow of curriculum policies, allowing us to think this standardization, among other metaphors of control and homogenization, are constitutive processes of policies managed by public and private agents, articulated around curriculum centralization and competence-based teaching (Ball, Maguire, Braun, 2016; Macedo, 2019; Hypolito, 2019).

However, we agree with Masschelein and Simons (2014, p. 90) when stating that:

[...] there is nothing wrong with (professional) competencies in themselves. The trouble comes when we case – and when they start functioning as learning outcomes that must be produced as output; in short, when learning (competencies) takes the place of study and practice.

On the contrary, BNCC (2017) presents, as one of its principles, the “[...] focus on the essential knowledge, abilities, and values that everyone should learn for their full development and society’s development”, highlighting the aspect pointed out by Masschelein and Simons (2014, p. 87) that schools’ role in our society is to form people “[...] who are perfectly and immediately ‘employable’ – ready to hit the ground running – in society, the labour market [...]”.

In this way, the "competence machine" produces a discursive practice in which employability results from the success of education initiatives based on the prescription of competencies and skills required from the professional that will graduate.

In the curriculum policy advocated by BNCC, the more these inequalities establish greater distances between populations, the more they are fulfilling their role, evidently, within the relative limits that society can tolerate or bear, which in the Brazilian case, seem to have extremely enlarged limits due to its people’s depoliticization. In other words, it is a government of behaviors whose objective is to centralize and depoliticize people and institutions. Hence, the freedom that neoliberalism incites, demands, and produces is correlated to security and control devices (Foucault, 2008) that, in the curriculum policies, seek to “[...] force each individual to become a self-manager, and a ‘human capital’” (Lazzarato, 2011, p. 31).

[...] The worker is no longer a simple factor of production; the individual is not, strictly speaking, a workforce but a capital-competence, a 'machine-competencies', which goes together with a lifestyle, a moral choice, a 'type of relationship of individuals with themselves, with time, their surroundings, the future, the group, and with the family' (Foucault, 2008).

Hence, BNCC seems to conveniently assume a naturalization of major discourses so that all students achieve ideal learning.

The document explicitly affirms:

It thus recognizes that basic education should target the human global formation and development, which implies understanding the complexity and non-linearity of this development, breaking away from reductionist perspectives privileged or the intellectual (cognitive) dimension or affective dimension. Therefore, it means assuming a plural, singular, and integral view of children, teenagers, young people, and adults – considering them learning subjects – and promoting an education focused on fully welcoming, recognizing, and developing within their diversities and singularities (Brasil, 2017, p. 14).

In the quoted excerpt, learning linearity seems to be surpassed, defending that each child, young person, and adult can move in their own way, thus, being able to modify and manipulate the traced map they received. The document declares that breaking away from a reductionist view of students is important, considering them as plural individuals. It seeks to understand that each person learns in a way or even that each child or young person can manipulate the curricula and the knowledge of how each person is affected. However, as we continue to read the BNCC we find that:

BNCC is structured so as to make explicit the competencies that students should develop during the whole basic education and in each schooling phase, as an expression of all students' learning and development rights [...]. It also points out how different types of learning are organized in each of these phases and explains the composition of alphanumeric codes created to identify these types of learning (Brasil, 2017, p. 23).

Therefore, it seems that the BNCC discourses want to transform students into bar code readers and, in a hierarchical, classifying, prescriptive, and regulatory way, BNCC frames students, teachers, and curricula in mechanisms of restraint and regulation. In control societies, the power becomes drastically biopolitical, as biopower does not control life to suppress it but to manage and govern it (Carvalho; Gonçalves, 2021).

In this sense, the documents constantly affirm that to learn, one needs a single path, foreseeing everyone's exit from the same maze of endless decoding of behaviors for universal and ideal learning. They defend the idea of an organic body ready to receive previously defined knowledge as necessary and important, so as to proclaim that everyone needs to reach the same result (Carvalho; Gonçalves, 2021).

The *Associação Nacional de Pós-Graduação e Pesquisa em Educação* (ANPEd, 2018, p. 9) highlights that progressively faced with less democratic governments, the conduction of debates to build the Public Policies for Teacher Education started to be characterized by hasty decisions, lack of criteria definition, and use of a methodology in which "[...] the debates are minimized, the participation of the academic community is reduced, and the commitment with democracy and the public in public education fades away".

In December 2018, MEC released the proposal for the BNC for Basic Education Teachers' Education, and on April 8, 2019 CNE called for a Bicameral Commission, composed by ten members (100% of the representatives had a connection with the private education sphere and sectors and business movements, such as *Todos pela Educação* and *Todos pela Base*, with only two members connected to the public educational system), to conduct meetings and debates with Brazilian education agents, aiming to revise and

update the Resolution CNE/CP n.º 02/2015 (Brasil, 2015), as well as establish the *BNC Teacher Education*, advocating the compliance with the educational legislation, the new contemporary demands, and the BNCC new proposals.

Thus, after the hasty debates on the first proposal of *BNC-Teacher Education*, only the first version of the report was disseminated in September 2019 for the consultation of the general public, which ended on October 23, culminating, in December 2019 in the homologation of the final report and in the resolution of *BNC –Teacher Education*, revoking the DCN 02/2015.

Despite the contrary manifestations of entities, complaints from the area, and denouncements about the crumbling of the historical achievements of the previous guidelines (Resolução CNE/CP n.º 2/2015), on November 7, 2019, the *Conselho Pleno* (CP- Full Council) and the *Câmara de Educação Básica* (CNB- Basic Education Chamber) from the *Conselho Nacional de Educação* (CNE- National Education Council), in a joint extraordinary session, approved the report and the resolution that defined the Common National Curriculum Guidelines for Basic Education Teachers' Initial Education.

On December 20, 2019, the Resolution CNE/CP n.º 2/2019 established a new National Curriculum Guidelines for Basic Education Teachers' Initial Education and the Common National Framework, constituting the effective crumbling of teacher education. On September 20, 2020, CNE released in its *homepage*, the Report CNE/CP n.º 14/2020, which established Common National Curriculum Guidelines for Basic Education Teachers' Continuous Education and the Common National Curriculum Framework for Basic Education Teachers' Continuous Education.

Thus, the Resolution CNE/CP n.º 2/2015 was revoked, highlighting that this process is established as an attack against the autonomy of higher education institutions and basic education regarding their curriculum proposals, considering the prescriptive character of the new resolutions and its basis on the experience of other countries that have been implementing neoliberal policies, exclusively aligned with competencies, BNCC content, and the privatizing business logic that has been imposed in basic education by corporate reformers (Freitas; Molina, 2020).

Therefore, we observed that BNCC and Common National Curriculum Guidelines for Basic Education Teachers' Continuous Education and the Common National Curriculum Framework for Basic Education Teachers' Continuous Education affirm themselves, in the scenario of regulations and/or definition of the policies of curriculum and teacher education, as an “anti-event” (Lazzarato, 2011) as they do not reflect the Curriculum Guidelines proposed in 2013 (Brasil, 2013), i.e., detour the cooperation

power between the political instances and the agents involved, and decrease the potential of possible worlds. This scenario occurs due to the excessive centralization of power expressed in its principles, the centralized proposal of the organization, and the planning of content and competencies for basic education.

Considering that the updating of power relations is not only integration but also differentiation – power relations are exercised as there is a difference between forces, in this case, legislators, training institutions and their agents, and teachers –, we advocate the need to think the excessive centralization tendency shown in BNCC and in *BNC- Basic Education Teachers' Continuous Education*. We understand they are materialized within a tradition of thought and a set of practices that consider the "events" as negatives because everything should happen as foreseen and planned, subordinating the event and the invention to reproduction and standardization.

Finally, the mechanic agency of enunciation, which composes the creation of BNCC and *BNC- Basic Education Teachers' Continuous Education*, involved private consultancy companies, selected university research groups, media outlets, among other devices that create a semiotic wall against which the knowledge and experiences of the scientific-academic community and the community of teachers are confronted and subalternized (if not ignored).

In this scenario, we argue that the national curriculum guidelines for teachers' initial and continuous education operate under a neoliberal rationality to think of a curriculum that produces teachers' and students' subjectivities aligned with the market rules.

The discourse of teachers' accountability regarding students' best performance appears in all these documents, as well as in Brazilian educational policy for decades, establishing itself as a technology of the neoliberal government. Based on the argument grounded on international studies and research, we perceive that the intention is to provide legitimacy to the discourse so that this truth is produced and repeated to justify the need for reforms in the teacher education curriculum.

Establishing evaluations and goals towards which teachers' activities should be guided involves an idea that quality education corresponds to the one that successfully follows standardized evaluations created in partnership with international organizations based in comparisons with educational systems from developed countries. It is also a discourse of teachers' accountability that works as a technology of the I.

The salvationist idea that the establishment of *BNC-Teachers Education* (2019) and *BNC-Continuos Education* (2020) would be enough points towards teachers' accountability, making them self-accountable. This is also explicit in the reports'

contextualization, which discusses the challenges the country faces in teaching, such as the lack of teachers due to the professions' discredit, fragmented curriculum structures with a brief training showing the evolution of indicators from other countries' education systems through their curriculum guidelines.

Based on the training curriculum, the aim is to govern teachers' practices, establishing contents and rules for their work under the gaze and the demand of international policies to produce certain types of teachers' subjectivities that can be useful to maintain the logic of this education project. A neoliberal logic that poses the society problem to improve "human capital" (Foucault, 2008, p. 314). Thus, education is subjected to the economic perspective imposed by contemporary times and/or public policies that are invaded by the games and interests of the market that defines it.

In this sense, the neoliberal discourse produces truths about teacher education and reiterates that these truths should be guided to attend to "contemporary demands". However, though denouncing teachers' discredit in its statements, this discourse disregards the socioeconomic problems that interfere with education, such as the lack of structure for pedagogical practices and the precarization of teaching.

The proposal of *BNC-Teachers Continuous Education (2020)* intends to redefine teachers' continuous education, who, during their careers, should develop abilities and competencies to be proven by their commitment or titles. Continuous education actions could be implemented through schools, municipal and state systems, or external actions, such as graduate courses and congresses. We perceive the rationality of holding teachers accountable for their performance, self-education, and constant search for knowledge, as well as the intention of controlling, through the demanded competencies and evaluation, their curriculum trajectory of teacher education and their teaching career, their entry, and permanence in the profession.

The proposal states: "Similar to training, teachers' careers are articulated to the *Base Nacional de Formação* [...]. The competencies help build a professional trajectory involving development and performance evaluation aspects, which are key to teachers' quality work" (Brasil, 2017, p. 40). When entering school, novice teachers go through a probation phase followed by a supervisor (an experienced teacher from the school) who helps them with their activities. To pass the probation phase, the teacher should develop the competencies foreseen in the *BNC-Formação* matrix, present a portfolio to be evaluated by the supervising teacher, and, finally, by the school's managing team. This competency-based progression discourse establishes a neoliberal rationality of governing teachers based on market demands while stimulating cooperation.

The mention of continuous education and teachers' career plans is excluded from the third version of the BNC report homologated and the resolution connected to it. These issues will be subjected to another regulation to be approved by MEC in the future. The proposal also brings a set of competencies grounded in BNCC that the teacher should reach during training.

The Competencies Matrix, as it is called, is a set of ten general competencies and twelve professional competencies that, together, 53 specific competencies distributed into three dimensions: professional knowledge dimension, regarding content knowledge; professional practice dimension, in which the teacher should know how to plan actions that result in effective learning; and, finally, the engagement dimension, in which teachers should be committed to their own professional development and students' learning.

Once more, teachers' self-accountability appears in the document as part one of the three dimensions of their practice: "professional engagement."

We highlight the lack of time for complementary activities in this workload distribution, which are meaningful theoretical-practical experiences to deepen teachers' specific areas of interest to participate in scientific initiation, initiation to teaching, and/or outreach, among others. The reason for this is because "[...] under the neoliberal aegis, the practice of competencies' development is connected to the actions to govern the behavior of others and oneself" (Possa; Bragamonte, 2018, p. 1061).

When understanding curriculum as "cultural technology," we see that it is a curriculum committed to the "[...] creation of meanings that give people an idea of who they are and what their futures will be" (Simon, 1995, p. 71). Through these technologies, the neoliberal project of education establishes itself amidst power disputes, producing docile subjects that are easy to capture, self-managers, and homogeneous for the good working of this cog.

Considering the market logic, the neoliberal rules will use the curriculum as the great operator of verification, permission, and interdiction codes of what is visible, utterable, and acceptable in the light of the hegemonic discursive formation.

The sensitive dimension appears, in general lines, as an aesthetic dimension disconnected from the cognitive dimension, situated as activities of curriculum enrichment, often disconnected from the ethical dimension.

Like the BNCC (2018), all expected competencies and knowledge for teacher education are part of a discourse that acquires the status of truth, which subtly appears in other educational public policies and curriculum proposals seeking to morally govern and guide individuals' behaviors.

Concluding for now

Based on the documents' analysis, we can see that BNCC (2018), *BNC-Teachers Education* (2019) and *BNC-Teachers Continuous Education* (2020) are clearly outlined for economic reasons and embedded in a technical and scientific discourse that establishes different types of expertise to legitimize and produce truths to drive a neoliberal project of society. The hasty manner and little participation of several education actors in creating these proposals show their concept of teachers.

According to Paraíso (2015), we understand that, through these curriculum guidelines and with the support of biopolitical technologies, the objective is to scrutinize and intervene in teachers' actions to guarantee the population's governmentality, because, when managing the teacher's behavior, the goal is also to ensure the behavior of students, who will constitute the desired working and consumer class.

Nothing is better to control this training than a standardized curriculum anchored in competencies that work as technologies of the self. The expected teacher profile is practical, with no theoretical support to reflect on or question reality. The result of this neoliberal curriculum consists in “[...] producing routines, imprison forces, divide, discourage” (Paraíso, 2015, p. 52).

In this “problematization monopoly” within which the curriculum proposals and policies for teacher education are created and the communication machine of meaningful semiotics exists to repeat what was already defined, the narratives and power discourses distinguish the possibilities of speech and knowledge of the rulers and the ruled, the laic and the experts. Hence, they represent the assumptions of discursive practices structured in a non-discursive reality (economic discourse). These assumptions compose the power relations based on the inequality of opportunities, which are, in turn, guided by the divorce between local experiences and knowledge and “global” experiences and knowledge.

Therefore, in the broadened power of compositions among knowledge, languages, and affections-alterations, we should rely on a concept of curriculum and teaching that, beyond a policy of identity and representation, seeks to establish policies focused on defending education spaces in which those potentially interested in the collective good and the defense of singular public spaces are involved/intertwined by sharing what is common (Carvalho, 2015).

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