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# NATIONAL COMMON CURRICULUM BASE (BNCC): PERSPECTIVES FOR THE INTEGRATION OF ENVIRONMENTAL EDUCATION IN THE SCHOOL CURRICULUM

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**ABSTRACT**
This research aimed to analyze the perspectives of the integration of Environmental Education in the school curriculum through the National Common Curriculum Base (BNCC), focusing on the promotion of sustainability and the development of a critical and responsible citizenship. The methodology adopted was the bibliographic research, which involved the review of official documents of the BNCC, academic articles and specialized books on Environmental Education and sustainability, allowing a deep understanding of the relationship between the BNCC and the environmental theme. The results indicated that the BNCC, by treating sustainability as a transversal axis, offers an interdisciplinary approach that connects environmental issues to various areas of knowledge, promoting a holistic view of sustainability. In addition, it was identified that the effective implementation of Environmental Education depends on the continuous training of teachers and the engagement of school communities. In conclusion, the research highlighted the importance of the BNCC in the formation of conscious and critical citizens, capable of acting responsibly in relation to the environment, and highlighted the need for a constant effort to ensure that Environmental Education becomes an integral part of the pedagogical practice in Brazilian schools, contributing to the construction of a more sustainable society.

**Keywords:** National Common Curricular Base (BNCC). Environmental education. School Curriculum.

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## INTRODUCTION

The National Common Curriculum Base (BNCC) is a normative framework that guides the construction and development of school curricula in Brazil, establishing guidelines and essential competencies for all stages of basic education. In order to guarantee the integral education of students, the BNCC seeks to ensure that all students, regardless of region or social context, have access to a curriculum that promotes quality education, guided by democratic, ethical and inclusive values. In this context, the integration of environmental education into the school curriculum is presented as a fundamental dimension for the formation of critical and responsible citizens in relation to the environment, since the global environmental crisis requires immediate and effective actions in all spheres of society (Farias Filho; Farias, 2020).

Environmental education, as recommended by Brazilian legislation, should be understood as a training process that aims to sensitize individuals to the preservation and appreciation of natural resources, in addition to promoting awareness about the impacts of human actions on the planet. In this sense, the BNCC emerges as a strategic tool to integrate this theme in a transversal way, that is, addressing environmental education not only in specific disciplines related to the environment, but also in other areas of knowledge. Thus, environmental education becomes an essential component for the development of a culture of sustainability in schools, contributing to the formation of citizens committed to the defense of the environment (Lima et al., 2024).

In Brazil, the concern with environmental education has been growing in recent decades, reflecting society's demands for greater socio-environmental responsibility. The Federal Constitution of 1988 and the Law of Guidelines and Bases of National Education (LDB) of 1996 already provided for the need to include environmental issues in formal education. However, it was with the creation of the BNCC, in 2017, that a more structured and comprehensive approach to dealing with environmental education in schools was consolidated. The BNCC, by detailing the competencies and skills expected of students, advises that sustainability be integrated into various areas of knowledge, such as science, geography and history, and that it promotes critical reflection on the impact of human actions on the environment (Dimas; Novaes; Avelar, 2021).

In addition, the BNCC emphasizes the importance of developing competencies that involve understanding and managing environmental issues from a global and local perspective. The school curriculum should therefore provide students with the ability to identify environmental problems, analyze their causes and consequences, and propose solutions for mitigation and adaptation to climate change. The challenge, however, lies in

making this integration effective, ensuring that environmental education is approached in an interdisciplinary way, without being restricted to specific areas of the curriculum (Grandisoli; Curvelo, 2021).

The integration of environmental education in the BNCC is also directly related to a pedagogical approach that values practice and action. The theory about environmental problems must be accompanied by concrete experiences, which involve the student in solving real issues, allowing him to perceive the relationship between theory and practice. In this sense, the BNCC provides that teachers adopt active and participatory methodologies, stimulating student protagonism and the development of projects that involve the school community in sustainable practices, such as vegetable gardens, recycling, circular economy, among other initiatives (Jaeger; Freitas, 2021).

The concern with the effectiveness of the implementation of environmental education in schools is one of the central points to ensure that the BNCC fulfills its transformative role. Although the presence of content related to the environment is increasingly highlighted in official documents, the implementation of this proposal in schools faces structural and pedagogical challenges. The lack of adequate teacher training, the scarcity of material resources, and the resistance to changes in traditional educational practices are factors that hinder the effective integration of environmental education into school curricula (Jaeger; Freitas, 2021).

The present research aimed to analyze the perspectives for the integration of environmental education in the National Common Curricular Base, identifying the strategies and challenges for its implementation in Brazilian schools. To this end, the BNCC guidelines in relation to environmental education, the pedagogical practices adopted by teachers, and public policies aimed at supporting the formation and development of educational projects on sustainability were investigated. The research sought to understand how the BNCC can be used as a tool to promote transformative environmental education, which forms conscious and active citizens in building a more sustainable future.

Methodologically, a bibliographic research was carried out, with the review of official documents, academic articles, books and theses that discuss the BNCC and environmental education, in order to understand the state of the art on the subject and the perspectives for its implementation. The analysis of different sources allowed a comprehensive view of the challenges and potentialities of this integration, in addition to offering a critical reflection on the paths that environmental education can follow within basic education in Brazil.

The relevance of this research lies in the importance of promoting effective and integrated environmental education in the school curriculum, in the face of the urgent socio-

environmental issues that the world faces. By studying the possibilities and limitations of the BNCC in the formation of environmental awareness in students, the research contributes to the improvement of educational policies, helping to strengthen the relationship between education and sustainability. In addition, by highlighting the challenges and existing good practices, this work aims to provide subsidies for educational managers, teachers and other actors involved in the promotion of quality environmental education in the country.

## DEVELOPMENT

### NATIONAL COMMON CURRICULAR BASE (BNCC): HISTORICAL OVERVIEW AND APPROACHES

The National Common Curriculum Base (BNCC) is one of the most significant milestones in contemporary Brazilian education. Its elaboration and implementation were designed as an effort to standardize and ensure a minimum of educational quality in all schools in the country, regardless of the region, the education network or the socioeconomic condition of the students. The BNCC aims to ensure that all students, from kindergarten to high school, have access to a common set of essential learning, promoting equity and social justice in the field of education (Dimas; Novaes; Avelar, 2021).

The creation of the BNCC is directly linked to the educational changes and reforms that Brazil has experienced in recent decades, being a reflection of the needs of a country in constant transformation. The idea of establishing a common base was formalized for the first time in the 1996 Law of Guidelines and Bases of National Education (LDB), which already contemplated the need for a national articulation for basic education, guaranteeing equal conditions for all students (Dimas; Novaes; Avelar, 2021).

However, the implementation of the BNCC as we know it today began to take shape in the early 2000s, with discussions and debates promoted by the Ministry of Education (MEC) and other civil society organizations. The BNCC, in fact, was built from a participatory process that involved various sectors of society: educators, managers, specialists in different areas of knowledge, as well as students and their families. The preliminary versions of the document underwent extensive public consultations, which allowed a significant contribution from various social segments, reflecting the cultural, regional and social pluralities of Brazil (Grandisoli; Curvelo, 2021).

The final version of the BNCC was approved in 2017 and established the competencies and skills that must be developed throughout basic education, organized into areas of knowledge, with a special focus on the role of students in the learning process.

The BNCC is characterized by a pedagogical approach that seeks to be more integrated and connected with the demands of the twenty-first century (Grandisoli; Curvelo, 2021).

Instead of a prescriptive and rigid curriculum, the BNCC proposes that teaching be more focused on the development of competencies and skills that involve not only theoretical knowledge, but also practical, social, and emotional skills. In this sense, the BNCC reflects the need to prepare students for an increasingly globalized, dynamic and interconnected world, in addition to promoting the development of a critical and conscious citizenship (Jaeger; Freitas, 2021).

Regarding content, the BNCC seeks to integrate essential themes for the formation of a responsible citizen committed to global issues, such as sustainability, ethics, health, the use of technology and environmental education. Environmental education, for example, is present in the document as a cross-cutting theme that crosses several areas of knowledge, especially in the disciplines of Science, Geography and Physical Education. This cross-cutting approach seeks to promote a critical reflection on the impacts of human actions on the environment, in order to form a generation that is more aware and active in the preservation of natural resources (Jaeger; Freitas, 2021).

One of the most important aspects of the BNCC is the proposal to reorganize the stages and phases of teaching, aiming to make the educational process more fluid and integrated. The BNCC proposes that basic education be divided into three main stages: Early Childhood Education, Elementary School and High School. Each of these stages has specific objectives and competencies, but all are interconnected by the central idea that the student must be able to articulate the knowledge acquired in a critical, reflective and practical way, always bearing in mind his local and global reality (Dimas; Novaes; Avelar, 2021).

The integral formation of the student, which considers not only cognitive development, but also socio-emotional skills, is one of the pillars of this new curricular proposal. In addition, the BNCC proposes that schools adopt innovative pedagogical practices that favor active learning and the development of critical thinking. To this end, teachers are encouraged to use methodologies that value interactivity, collaborative work, research and problem solving, so that knowledge is built in a meaningful way for students. The BNCC also suggests a more intense approximation between the school and the community, aiming to integrate school knowledge into the local context and the daily life of students (Grandisoli; Curvelo, 2021).

## ENVIRONMENTAL EDUCATION

Environmental Education (EE) is a teaching and learning process that aims to raise awareness and train individuals and collectivities about environmental issues, with the aim of promoting more conscious and responsible attitudes towards the environment. It seeks critical awareness of the impacts of human actions on the planet, addressing topics such as the preservation of natural resources, sustainable consumption, biodiversity, climate change, social justice, and the right to quality of life for all generations. By integrating ecological, social, and economic aspects, EE proposes a holistic view of the relationship between human beings and nature (Grandisoli; Curvelo, 2021).

Since its first manifestations, Environmental Education has evolved to become an interdisciplinary field, covering not only areas of the natural sciences, but also the social sciences, humanities, and even philosophy and the arts. It aims, above all, to generate a critical reflection in individuals about their role in the world and how their choices impact the environment locally and globally. Its main premise is that education has the power to transform reality, creating a society that is more aware and committed to more sustainable and balanced practices (Lima et al., 2024).

The concept of Environmental Education gained strength in the 1960s and 1970s, with the increase in global concern about environmental degradation caused by the industrial development model and exacerbated consumerism. At the United Nations Conference on the Human Environment, held in Stockholm in 1972, Environmental Education was officially recognized as a pillar for the promotion of sustainability. Since then, education has come to be seen as one of the main tools to deal with environmental challenges, forming citizens capable of understanding the causes of environmental problems and seeking effective solutions (Lima et al., 2024).

In Brazil, Environmental Education has been consolidated as a public policy theme since the 1980s. The Brazilian Constitution of 1988, in its article 225, recognized the environment as a fundamental right, stating that "everyone has the right to an ecologically balanced environment, a good for the common use of the people and essential to a healthy quality of life". In addition, the United Nations Conference on Environment and Development, held in Rio de Janeiro in 1992 (Rio-92), gave a new impetus to environmental education, by including education as one of the components of Agenda 21, a global commitment to sustainable development (Dimas; Novaes; Avelar, 2021).

Since then, EE has been increasingly incorporated into educational policies and school curricula, and is considered essential for the formation of conscious and responsible citizens. Environmental Education is not limited to teaching content related to nature or the

environment in isolation, but seeks to integrate these themes into the social and cultural contexts in which students are inserted. It proposes a critical approach, in which students not only receive information, but also develop skills to analyze, reflect and act in the face of environmental problems, considering the ethical, political and economic dimensions involved. The idea is that students become protagonists in the process of change, adopting more responsible behaviors and engaging with environmental preservation, and that this change is seen as part of a broader social transformation (Grandisoli; Curvelo, 2021).

Environmental Education also has an interdisciplinary character, and can be worked on in a transversal way in several disciplines, such as Science, Geography, History, Philosophy and even Physical Education. In this way, environmental education becomes a more complete and integrated experience, allowing students to understand environmental aspects in a broader way and connected with other social issues. For example, by studying the impacts of pollution on the environment, the student can also explore the social effects of environmental degradation, such as inequality in access to natural resources, damage to public health, and forced displacement of populations (Dimas; Novaes; Avelar, 2021).

One of the biggest challenges of Environmental Education is to overcome the idea that it is just a matter of teaching about nature or sustainability. In fact, EA seeks to transform the way people think, act, and relate to the environment. To do this, it needs to engage students in practices that encourage them to observe reality critically, reflect on their own behaviors, and develop creative solutions to environmental problems. In addition, it is essential that environmental education is inclusive, respecting the different cultural, social, and economic realities of students, and promoting equity in access to quality education about the environment (Lima et al., 2024).

Another important point of Environmental Education is its relationship with sustainable development. Environmental education is closely linked to the concept of sustainability, which involves the ability to meet the needs of the present without compromising the ability of future generations to meet their own needs. In this way, EE seeks to train citizens who not only understand the importance of preserving natural resources, but also adopt daily practices that favor sustainability, such as the rational use of water and energy, waste reduction, conscious consumption, and mobilization for environmental public policies (Dimas; Novaes; Avelar, 2021).

The implementation of Environmental Education in schools is a shared responsibility between the government, educators and communities. For it to be effective, it is essential that teachers receive adequate training, that schools adopt innovative pedagogical practices and that there is a real commitment from institutions to incorporate the

environmental issue into all their activities. In addition, it is essential that environmental education be seen not as an isolated theme, but as part of a continuous process of citizenship formation that permeates all spheres of social life (Farias Filho; Farias, 2020).

## NATIONAL COMMON CURRICULUM BASE (BNCC) AND SUSTAINABILITY: PERSPECTIVES FOR ENVIRONMENTAL EDUCATION

The National Common Curriculum Base (BNCC), implemented in 2017, represents one of the biggest reforms in Brazilian basic education. It establishes the guidelines and content that must be taught in the country's schools, in order to ensure quality education for all students, regardless of the region or the education network. Within this perspective, the BNCC not only seeks to promote the learning of academic skills, but also aligns itself with social and environmental issues that are fundamental for the formation of a critical and responsible citizenship (Farias Filho; Farias, 2020).

Sustainability, as one of the main global challenges of the 21st century, is included in the BNCC as a transversal component, highlighting the importance of environmental education in training students for a more sustainable future. One of the pillars of the BNCC is the integral training of students, that is, the development of cognitive, socio-emotional and ethical skills. In this context, sustainability is configured as a fundamental area to be worked on in various disciplines, and Environmental Education emerges as one of the main tools for the fulfillment of this mission (Grandisoli; Curvelo, 2021).

By integrating environmental issues into the curriculum, the BNCC aims not only to sensitize students about the need to take care of the environment, but also to prepare them to act responsibly and consciously, reflecting on their attitudes in everyday life and their impacts on the planet. Within the BNCC, sustainability and environmental education are addressed in a transversal way, permeating several areas of knowledge. For example, in Science, students are encouraged to learn about ecosystems, natural cycles, biodiversity, and the environmental impacts of human activities (Jaeger; Freitas, 2021).

In the Human Sciences, teaching seeks to connect sustainability to social, economic, and cultural issues, promoting a critical reflection on the relationship between human beings and the environment. Geography, in turn, contributes to the understanding of global environmental dynamics, such as climate change and the scarcity of natural resources, while Mathematics can be used to work with data on resource consumption and waste. The concept of sustainability in the BNCC is in line with the Sustainable Development Goals (SDGs) of the UN 2030 Agenda, which propose an integrated vision of development that encompasses social, economic, and environmental (Grandisoli; Curvelo, 2021).

The BNCC, by inserting sustainability in its syllabus, provides students with a solid foundation to understand how environmental issues are interconnected with other spheres of life, such as social justice, equity, and economic development. Thus, environmental education in the BNCC is not limited only to the protection of the environment, but is also directly related to the development of skills that involve social engagement and the exercise of citizenship (Farias Filho; Farias, 2020).

In addition, the BNCC emphasizes the role of environmental education in the development of socio-emotional skills, such as empathy, solidarity, and responsibility. These skills are fundamental for students to understand and engage in environmental issues in an ethical and purposeful way. The BNCC suggests that educators promote activities that stimulate critical thinking and problem-solving, using the project approach and active learning, which are effective methods to address environmental issues in a concrete and contextualized way (Farias Filho; Farias, 2020).

The integration of sustainability into the BNCC is also a response to the growing urgency of environmental issues at the global level, such as climate change, pollution, biodiversity loss, and the unsustainable use of natural resources. The current development model, which prioritizes unbridled consumption and the exploitation of resources without considering the ecological consequences, requires that new generations be trained to rethink these practices and seek sustainable alternatives (Grandisoli; Curvelo, 2021).

In this sense, the BNCC, by including sustainability in its curricular content, not only fulfills an educational function, but also contributes to the construction of a fairer and more balanced society, which recognizes the importance of environmental conservation for collective well-being and for future generations. By inserting environmental education as a cross-cutting theme, the BNCC also promotes interdisciplinarity, that is, the connection between different areas of knowledge (Grandisoli; Curvelo, 2021).

Sustainability cannot be understood in isolation, and the BNCC proposes that teachers articulate different knowledge, integrating ecological, social, political and economic aspects in order to offer a broader and more critical view of environmental issues. This approach expands learning possibilities and allows students to see the complexity of environmental problems, while enabling them to seek innovative and collaborative solutions (Farias Filho; Farias, 2020).

It is important to highlight that, although the BNCC is a national document, its implementation in schools depends on the adaptation of the contents to local and regional contexts, which makes environmental education even more relevant. Brazil is a country with great ecological, social and cultural diversity, and it is essential that environmental

education takes into account this plurality. The BNCC, by guiding the approach to topics such as the sustainable use of water, the preservation of the Amazon, waste and pollution issues, among others, allows educators to adapt teaching according to the specific realities of each community, creating more meaningful and contextualized learning (Jaeger; Freitas, 2021).

In terms of pedagogical practices, the BNCC suggests the use of active methodologies, such as projects, workshops, and field activities, to involve students in a practical way in the learning process about sustainability. These approaches allow students to become agents of change in their own communities by applying the knowledge gained to solve local environmental problems. In addition, the BNCC encourages the development of research, analysis, and critical reflection skills, which are essential for students to understand the complexity of environmental issues and make informed decisions about their impact on the world (Grandisoli; Curvelo, 2021).

## FINAL CONSIDERATIONS

The research on the integration of Environmental Education in the National Common Curriculum Base (BNCC) and its perspectives for sustainability reveals the growing importance of environmental issues in the Brazilian school curriculum. Since its implementation in 2017, the BNCC has been a fundamental tool to reorient basic education, promoting a more integrated, critical, and citizenship-oriented education. In this context, Environmental Education (EE) emerges as an essential element not only for the teaching of natural sciences, but for the development of a comprehensive and transformative ecological awareness, which crosses several areas of knowledge.

The BNCC, by treating sustainability as a cross-cutting theme, allows for an interdisciplinary approach to environmental issues, connecting students not only with the biological and ecological aspects of the environment, but also with the social and economic challenges associated with these themes. By emphasizing the interconnection between ecology, economy, society, and culture, the BNCC provides a solid foundation for students to develop a holistic understanding of sustainability, understanding that human actions are directly related to impacts on the environment and, consequently, to the quality of life of future generations. This makes EE one of the pillars for the formation of citizens who are more aware, critical, and active in facing global challenges, such as climate change, biodiversity loss, and the scarcity of natural resources.

In addition, the inclusion of sustainability in the BNCC shows a pedagogical movement that aims to prepare new generations for an increasingly interconnected,

complex world full of environmental challenges. In this scenario, the BNCC proposes not only the transmission of knowledge, but the formation of skills so that students can act in a purposeful and ethical manner, developing responsible attitudes committed to the care of the planet. The transversality of Environmental Education in the various areas of knowledge, such as Science, Geography, History, and even in the Arts and Social Sciences, reinforces the idea that sustainability must be understood in an integrated and multifaceted way, without limitations of areas or disciplines.

However, for the integration of Environmental Education to be effective, it is essential that the implementation of the BNCC be accompanied by a process of continuous training of educators, ensuring that they have not only the necessary technical knowledge on environmental issues, but also the ability to apply innovative pedagogical methodologies, such as project-based teaching, field activities, debates and interactive dynamics. Teacher training is one of the biggest challenges in this process, as the critical and transformative approach to Environmental Education requires a constant effort to update, reflect and adapt to the local context and the specificities of each school community.

Another relevant point is the need for an articulation between schools and public policies, communities and non-governmental organizations, so that Environmental Education is not just a punctual theme or limited to the school environment, but is part of a structural change in society. Schools can be a starting point for building a more sustainable culture, but this change needs to be expanded to the family, the community, and urban and rural spaces, in order to create a network of awareness and action for sustainability.

The research also highlights that environmental education should not be limited to theoretical learning about environmental issues, but should be practiced in everyday school life. Projects involving waste management, the reuse of materials, the cultivation of school gardens, the use of renewable energy, among other concrete actions, are valuable opportunities for practical and experiential learning. The implementation of these practices, however, requires institutional support and resources, as well as a continuous commitment from all those involved in the educational process.

In summary, the inclusion of Environmental Education in the BNCC is an initiative of great relevance for the formation of a more sustainable and balanced society. It not only contributes to students' environmental awareness, but also strengthens the school's role as a space for integral education, where not only cognitive skills are developed, but also ethical and social values, such as empathy, solidarity, and environmental responsibility. By promoting sustainability as one of the central axes of education, the BNCC contributes to

building a future in which future generations can live on a more balanced, healthy, and fair planet.

Thus, the research shows that, although the BNCC has advanced considerably in integrating sustainability and Environmental Education into the school curriculum, a continuous effort is needed to implement, adapt and evaluate these practices in schools, so that the objectives of forming critical and conscious citizens are met. This is the way to transform Brazilian education into a powerful tool for facing environmental challenges that increasingly require collective and global action.

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