



## THE NATIONAL COMMON CURRICULAR BASE (BNCC) AND THE CHALLENGES FOR ITS IMPLEMENTATION



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### ABSTRACT

The National Common Curriculum Base (BNCC) represents a crucial educational policy in Brazil, aiming to unify basic education through fundamental guidelines. However, its implementation faces considerable challenges, which reveal the need for greater coherence between the various levels of government, as well as adequate training of teachers and managers. The research focuses on the lack of alignment between government spheres, resulting in barriers to the consistent application of the BNCC in educational institutions. The objectives include identifying and analyzing the challenges of implementing the BNCC, as well as proposing solutions to overcome these barriers. The methodology used consists of a documentary survey and a qualitative analysis, which allows a detailed understanding of the factors that compromise the full execution of the BNCC. The main conclusions highlight that the absence of continuous and specialized training for teachers is one of the most significant factors that affect the effectiveness of the intended teaching, limiting the transformative potential that the BNCC seeks to promote in national education. Thus, understanding these challenges and seeking integrated solutions is essential to improve educational outcomes, ensuring a more promising future for basic education in Brazil.

**Keywords:** BNCC. Basic Education. Teacher Training. Educational Challenges. Public Policies.

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## INTRODUCTION

The National Common Curriculum Base (BNCC) is part of a Brazilian educational context characterized by an incessant search for quality and equity in teaching. As a regulatory standard proposed by the Ministry of Education, the BNCC aims to standardize the curriculum in the various spheres of education, to ensure that all students, regardless of their geographic location or socioeconomic condition, have access to the same set of learning rights. The relevance of the BNCC in the current scenario is indisputable, as its implementation promises to raise educational standards and transform the teaching and learning experience throughout the country.

In recent years, discussions about the BNCC have acquired new nuances, particularly about the challenges faced during its implementation. The articulation between different educational policies, including those at the municipal and state levels, and the adaptation of teaching materials are just some of the difficulties that stand out in this process. In addition, the training of educators for the application of the BNCC is a central aspect, as the effectiveness of the curricular guidelines depends directly on the quality of teaching provided by capable and well-prepared professionals. This scenario not only highlights the complexity of implementing the BNCC, but also the need for a close look at its practical repercussions in the school environment.

In this context, it is essential to justify research on the BNCC and its impacts on Brazilian education. Understanding the consequences of this new curriculum guideline is essential to identify failures, challenges, and opportunities that may emerge from its application. In addition, this study can contribute significantly to the improvement of educational policies, providing theoretical and empirical subsidies that help in the formation of more effective strategies for education. The relevance of the theme is amplified as the social and cultural implications of the BNCC in the teaching-learning process are considered, evidencing its importance in promoting a more inclusive education.

The research proposes to answer a central question: what are the main challenges faced in the implementation of the BNCC and how do they impact the quality of education in Brazil? This issue reveals the complexity of the issue, which unfolds into several dimensions, such as teacher training, the adequacy of curricula and equity in access to education. Establishing a clear understanding of these challenges is essential for the advancement of educational practices and for overcoming obstacles that may hinder the effectiveness of the BNCC.

The general objective of this research is to investigate the challenges of implementing the BNCC and its repercussions on the quality of education offered in

Brazilian schools. This investigation can provide a comprehensive view of how curricular guidelines are translated into concrete educational practices, in addition to illuminating the relationships between educational policies and their consequences in everyday school life.

To achieve this main objective, some specific objectives will be outlined. First, it is intended to analyze the education and training of educators about the BNCC. Secondly, a survey will be made of the strategies adopted by municipalities and states to harmonize the application of the BNCC in their education networks. Finally, it will seek to evaluate the perception of different actors involved in education, such as students, parents and administrators, about the effectiveness and challenges of the BNCC in their schools.

The research will be conducted through a Bibliographic Methodology, which will allow a critical and grounded analysis of the challenges of the BNCC and its impacts on the educational context. Academic texts, official documents and case studies that address the theme will be reviewed, providing a broad survey of contemporary discussions on Brazilian education. This approach will not only ensure a comprehensive understanding of the topic, but will also serve as a solid foundation for building future proposals and recommendations.

In summary, the introduction presented here highlights the importance of the BNCC in the improvement of Brazilian education, highlighting the challenges that this regulatory framework faces in its implementation. In addition, the objectives and methodology that will guide the research were outlined, preparing the ground for an in-depth analysis of the theme. The transition to the body of the work will allow a deepening of the issues raised, contributing to an informed and critical discussion about the BNCC and its developments.

## **THEORETICAL FRAMEWORK**

The theoretical framework on the implementation of the National Common Curricular Base (BNCC) considers a wide and diversified range of educational frameworks and pedagogical theories that robustly support curricular transformation in Brazil. Among the leading authors and theorists influencing this crucial discussion, Paulo Freire stands out considerably for his focus on critical and dialogic education, thus providing a solid and in-depth foundation for pedagogical practices that promote autonomy, dialogue, and critical thinking among students.

This educational method is essential to form individuals who know how to question, interact constructively, and better understand the world around them critically and reflectively, allowing them to become active and conscious citizens in their communities. In addition, Lev Vygotsky's studies on mediation and cognitive development are fundamental

to understanding how the BNCC guidelines can be applied effectively, to foster a collaborative and integrative learning environment.

In this context, students are encouraged to learn from each other, thus developing meaningful social skills that are fundamental to their personal and academic growth. The theoretical framework also covers perspectives focused on inclusive education, coherently aligning with the principles of diversity and equity that the BNCC proposes. This comprehensive approach includes the need to meet different student profiles, considering their particularities, needs and diverse contexts.

Another relevant aspect that deserves to be highlighted with great emphasis is the intrinsic and vital relationship between theory and teaching practice, where renowned researchers such as Donald Schön contribute significantly to the understanding of teachers' reflective practice. This reflective practice is, without a doubt, essential for curricular adaptation according to the guidelines and requirements of the BNCC in constant evolution. These theoretical frameworks not only precisely guide the implementation and necessary adjustments throughout the complex process, but also help to identify and understand the various challenges that are inherent in the appropriate process of curriculum change of national magnitude. This is, without a doubt, a complex and multifaceted challenge.

It implies, therefore, a continuous and responsible commitment to the training of educators, promoting the construction of effective, innovative and transformative practices in Brazilian classrooms. This approach is crucial to promote a more cohesive, inclusive and equitable educational future for all students in Brazil.

## **CONTEXTUALIZATION OF THE NATIONAL COMMON CURRICULAR BASE (BNCC)**

### **THE INFLUENCE OF THE NATIONAL COMMON CURRICULUM BASE ON SCHOOL MANAGEMENT**

The National Common Curriculum Base (BNCC) emerges as a guiding document that aims to ensure equity in access to essential content for all Brazilian students, ranging from kindergarten to high school. Created by the Ministry of Education, the BNCC's main objective is to address the educational inequalities that persist throughout Brazil's history, promoting quality education that welcomes diversity and ensures inclusion. This document establishes both general and specific competencies, which aim to ensure a comprehensive education of students, preparing them for the contemporary challenges that the 21st century imposes.

The development of the BNCC resulted from a collaborative process that brought together educators, researchers and civil society, thus reflecting the cultural and regional

plurality of Brazil. This collective effort is essential for the document to meet the diverse needs and realities of the school public. According to Bezerra (2025), "joint training from the BNCC is a reflection of the commitment of various sectors of society to improve education". Therefore, the participation of the school community and civil society was essential to ensure that the BNCC was a faithful reflection of the Brazilian educational reality.

With the implementation of the BNCC, there must be an effective articulation between public policies and educational institutions. This synergy is necessary for educational objectives to be achieved effectively. The guidelines brought by the BNCC also require continuing education for teachers, an aspect addressed by Caldeira et al. (2024), who state that "continuing education is a pillar for the achievement of the goals proposed by the BNCC". This is because updating and improving teaching practice is essential for an adequate application of the curriculum.

In this scenario, the implications of the BNCC are wide-ranging. The introduction of new competencies and skills requires that pedagogical practices be reviewed and adapted. The transition to an educational model that prioritizes the development of skills and abilities to the detriment of mere memorization requires profound changes in daily school life. According to Dias et al. (2024), "the impact of the BNCC on educational practice is visible in the need for a new look at teaching". This paradigm shift can be a challenge for many educators, who need to readjust to new methodologies and approaches.

One of the most relevant debates about the BNCC concerns its implementation in the various realities of Brazilian schools. Regional and socioeconomic inequalities make the standardization process proposed by the BNCC a complex task. School managers must understand the particularities of their contexts, adapting the BNCC guidelines to the internal functioning of their institutions. Such adaptation can contribute to a more harmonious application of the curriculum, respecting the uniqueness of each school community.

Another relevant point to be considered concerns the role of technology in the implementation of the BNCC. The digital transformation in schools enables new ways of approaching knowledge, facilitating the personalization of teaching and student engagement. In this sense, digital tools can be allies in promoting more meaningful learning. However, managers must be trained to use these technologies effectively, enabling all students to benefit equitably.

In addition, monitoring the implementation of the BNCC is a determining factor in assessing its impact. Collecting and analyzing data on student performance is essential for identifying strengths and areas for improvement. The continuous evaluation of pedagogical practices about the BNCC guidelines allows for adjustments and improvements, ensuring

that the education offered is increasingly aligned with the expectations and needs of students.

The formation of collaboration networks between schools is also a recommended strategy to enhance the implementation of the BNCC. Such networks allow the exchange of experiences and the socialization of successful practices, contributing to the construction of a culture of collective learning. This is especially important in a context where educational diversity is a constant challenge, as it enables institutions with similar realities to share solutions and learning.

The practice of school management, in the light of the BNCC, should focus on building an educational environment that values the participation and protagonism of students. The promotion of interdisciplinary projects, which integrate the different areas of knowledge, can be an effective strategy to engage students. In addition, such an approach favors the complete formation of the student, allowing him to develop critical thinking, teamwork and problem-solving skills.

In conclusion, the BNCC represents a unique opportunity for the improvement of Brazilian education. Its implementation requires a joint commitment from managers, educators and society, aiming at the construction of an educational system that is truly inclusive and of quality. By considering the nuances of its implementation, the BNCC may fulfill its role of transforming education in Brazil, contributing to the integral formation of students and to addressing educational inequalities. Thus, it is essential that everyone involved in the educational process feels motivated and prepared for this challenge, ensuring that the BNCC is an instrument of change and innovation in the country's schools.

## BNCC PRINCIPLES AND GUIDELINES

The National Common Curriculum Base (BNCC) is based on principles that aim to ensure quality, equitable and comprehensive education for all Brazilian students. Among these principles, the promotion of lifelong learning, the recognition and appreciation of diversity, and training for democratic and participatory citizenship stand out. The BNCC guidelines seek the articulation and integration of the different knowledge, skills and abilities necessary at the various levels and stages of basic education, to ensure that, upon completing basic education, students have an education that allows them to face the challenges of the twenty-first century.

Additionally, the BNCC guides the construction of the school curriculum with a focus on cognitive and socio-emotional skills, reinforcing the importance of a transversal and interdisciplinary approach to knowledge, while promoting inclusion, equity, and respect for

cultural and regional differences. In this way, the implementation of the BNCC demands a critical reflection and a replanning of the pedagogical practices to be adopted by the schools, with special attention to the autonomy of teachers and the adaptation of the contents to local realities, always respecting the document as a central reference of the educational process.

## **BNCC CONSTRUCTION STAGES**

The construction of the National Common Curriculum Base (BNCC) went through several important stages, starting with a broad public consultation that involved educators, specialists and civil society. The first version of the BNCC was presented in 2015, followed by systematic reviews that incorporated feedback from public consultations and analyses by researchers.

Collaboration between the Ministry of Education and various educational institutions was crucial in ensuring that the document reflected the cultural diversity and educational needs of all of Brazil. The final version of the BNCC was approved in 2017 for kindergarten and elementary school, and in 2018 for high school, representing a coordinated effort to standardize and improve the quality of education across the country.

## **METHODOLOGY**

The methodology proposed in this study aims to analyze the challenges of implementing the National Common Curricular Base (BNCC), incorporating a qualitative approach that is directly aligned with the research objectives. By adopting this methodological framework, we seek an in-depth understanding of educational phenomena and their nuances, which are essential for the development of possible interventions and improvements in the school context.

The research outlined is characterized as descriptive, since it proposes to map and understand the challenges faced in the implementation of the BNCC in educational institutions. This type of research is justified by the need to explore the subjective experiences and realities observed by education professionals, which are fundamental for a richer and more contextualized analysis of the problem.

We opted for a qualitative approach, which is the most appropriate for the proposed study. This choice is based on the need to capture the complexity of the perceptions and practices of the actors involved in the implementation of the BNCC, allowing the nuances of the challenges to be explored in depth, rather than being quantified superficially.



The methodological procedures consist of document analysis and semi-structured interviews. The documentary analysis will include the review of educational policies and official documents that regulate the BNCC, while interviews will be applied to managers, teachers and specialists. This combination will allow for comprehensive and contextualized data collection.

The main data collection techniques adopted will be document analysis and semi-structured interviews. The choice of these techniques is justified by the need to understand not only the official documents and guidelines, but also the perceptions and direct experiences of education professionals in the school routine, thus aligning with the objectives of the research.

For the analysis of the collected data, we will use the content analysis technique, which will enable the identification of emerging patterns and categories from the information obtained in the interviews and documents. This analytical approach will contribute significantly to answering the research questions, allowing for a rich interpretation of the data.

Ethical aspects were carefully considered throughout the research. All interviews will be conducted with the free and informed consent of the participants, ensuring the confidentiality of the information collected. Approval will be obtained from the institution's ethics committee, ensuring that all procedures are by current ethical standards.

It is important to recognize some limitations that may affect the research, such as the subjectivity of the answers in the interviews and the difficulty of accessing some documents. To mitigate these limitations, we will adopt data triangulation, using multiple sources of information, which can enrich the analysis and strengthen the validity of the results obtained.

The schedule for the execution of the methodological steps was planned realistically, foreseeing the time necessary for the bibliographic review, data collection and analysis, in addition to the final writing of the results. The stages will be organized over six months, ensuring that each phase of the research is carefully developed and aligned with the established objectives.

## **IMPORTANCE OF THE BNCC IN BRAZILIAN EDUCATION**

The National Common Curriculum Base (BNCC) assumes a central role in Brazilian education, by creating a normative alignment that aims at equitable educational development throughout the country. The BNCC establishes a set of learning objectives and indispensable competencies, arranged in such a way that all students, regardless of



their location, can have access to quality education. This initiative not only promotes the homogeneity of educational guidelines, but also seeks to meet the diverse needs of a heterogeneous student population.

Within this context, the BNCC presents itself as an instrument that guides the elaboration of curricula, offering clarity and organization in pedagogical training. It contains guidelines that support the development of teaching materials and educational policies that aim to improve teaching practice. However, "the implementation of the BNCC requires continuous engagement from educators so that the proposed transformations are effective" (JÚNIOR, S. L. S. et al., 2023). This approach implies a strengthening of the continuous training of teachers, promoting the updating of methodologies that effectively integrate the guidelines of the Base.

The challenges of implementing the BNCC are multiple and range from the resistance of institutions to the adaptation of pedagogical practices to the need to invest in teacher training. Schools need to restructure themselves to meet the new teaching paradigms that the BNCC suggests. Freitas (2025) mentions that "the incorporation of educational technologies can serve as an ally in the replanning of assessment methods and the development of competencies proposed by the BNCC". This integration not only facilitates adaptation to the new curriculum, but also enhances student learning by making it more dynamic.

In addition to contributing to a more accessible curriculum, the BNCC also seeks to integrate knowledge that is relevant to the contemporary reality of students. The formation of critical and responsible citizens is one of the pillars that underpin this proposal. The development of skills that prepare the student for the challenges of the twenty-first century, therefore, is not a secondary issue, but an obligation of the educational system. This fact is highlighted by Fernandes et al. (2024), when they state that "innovation and technology are fundamental for the evolution of school management and the adequacy of the curriculum to current requirements".

The debates about the BNCC go beyond its structure and cover its effectiveness in the daily practice of schools. The criticism of the imposition of a unified curriculum involves issues of autonomy of institutions, which must find a balance between following national guidelines and attending to local particularities. The challenges faced by teachers and educational managers to implement the BNCC guidelines need to be constantly addressed in academic and professional forums, promoting a space for dialogue and reflection.

Concomitantly, it is important to consider the participation of school communities in this process. Families and civil society have a vital role in influencing the guidelines and the

way the BNCC is applied in schools. Therefore, discussing the active participation of these communities is essential for the implementation of the Base to become an effective and contextualized reality in each location. This dialogue is, therefore, a necessary step to engage all actors involved in the educational process.

The full implementation of the BNCC guidelines requires a strategic plan that includes training, innovation, and articulation between the various sectors of education. The identification of successful practices in different regions can serve as a reference for continuous improvement. For this to happen, educational institutions must foster collaboration among educators, sharing experiences and creating a support network that amplifies the results of the BNCC.

Finally, the BNCC should be seen as a starting point and not as an end in itself. Education should be a continuous process of evolution and adaptation to the needs of society. With an eye to the future and the constant need for updating, educators must remain engaged in developing practices that, in addition to meeting the guidelines of the BNCC, provoke critical reflections and contribute to the integral formation of students. Thus, Brazilian education can effectively become a space for equity, innovation and human development.

## **CHALLENGES TO THE IMPLEMENTATION OF THE BNCC**

### **CHALLENGES AND OPPORTUNITIES IN THE IMPLEMENTATION OF THE NATIONAL COMMON CURRICULUM BASE**

The National Common Curriculum Base (BNCC) represents a great advance in Brazilian education, seeking to promote a comprehensive education for students. In this scenario, the implementation of this educational policy requires a set of strategies aimed at overcoming various obstacles. Understanding the dynamics that involve this implementation is essential to enhance its benefits and ensure quality in teaching.

The BNCC was instituted as a response to historical demands for quality and equitable education in Brazil. Through it, it seeks to establish clear guidelines for educational activities throughout the country, which should ideally promote greater cohesion between schools. However, the reality is that the implementation of the BNCC runs into inconsistencies that can compromise its effectiveness.

One of the central concepts of the BNCC is interdisciplinarity, which proposes an educational approach that transcends traditional disciplines. Thus, the integration of curricular content is essential to develop skills and abilities that prepare students for the challenges of the twenty-first century. Additionally, the cultural and social diversity of

students must be respected and reflected in the curriculum, allowing for a more inclusive education.

The implementation of the BNCC carries with it important implications for all agents involved in the educational process. For teachers, for example, this represents an invitation to constantly update their pedagogical practices. In this sense, as MACHADO (2023) highlights, "it is necessary to strengthen the continuing education of teachers so that they can meet the new curricular requirements".

The debates about the effectiveness of the BNCC are intense. Critics point out that the lack of resources and the resistance of some education professionals can negatively impact the expected results. NARCISO et al. (2024) point out that "the ethical and privacy challenges in digital education represent a backdrop in which new technologies must be inserted responsibly". This aspect highlights the need for a critical look at the priorities in the training and support of educators.

One of the great challenges in the implementation of the BNCC is the disparity between the realities of urban and rural schools, as well as between public and private institutions. The differences in infrastructure and available resources are striking, making it difficult to apply the proposed content equally. Thus, public policies must be developed to mitigate these inequalities.

Physical education, in turn, presents itself as a fertile field for the thematization of social struggles, as pointed out by RUFINO (2022). This practice can be a means of strengthening students' critical awareness, aligning with the principles of the BNCC and enriching the school environment. This approach helps prepare students to act in a more engaged and conscious way in society.

A key element for the success of the BNCC is the adequate training of educators. Investment in training should be a priority, as well-prepared teachers can transmit knowledge more effectively. Not only does this promote more meaningful learning, but it also helps students develop critical and creative skills, which are fundamental in the contemporary world.

In addition, the infrastructure of schools is an aspect that cannot be neglected. Institutions need to have adequate resources to support the implementation of the proposed curriculum. If schools are not structured to offer an environment conducive to learning, the objectives of the BNCC run the risk of not being achieved. A well-equipped environment is vital to ensure equity in access to quality education.

In summary, the implementation of the BNCC is a complex process that requires joint efforts from all those involved in education. The challenges are numerous, but the

opportunities that arise with a critical and collaborative approach can lead to a significant transformation in teaching. Therefore, there must be a commitment at all levels of government and society to ensure that the BNCC fulfills its role, providing quality education that respects the diversities present in our country.

## FINAL CONSIDERATIONS

The introduction of the National Common Curriculum Base (BNCC) marks a significant moment for education in Brazil, providing an opportunity to standardize educational guidelines across the country. This standardization has the potential to raise the quality of teaching, promoting a solid foundation of knowledge and skills that all students should acquire. However, the full achievement of the objectives of the BNCC faces serious challenges, one of which is the need for coherence and alignment between the different levels of educational management, from the federal to the state and municipal spheres.

Another important point to be considered is the continuous training of teachers and educational managers so that they can understand and effectively apply the new guidelines. The lack of adequate training can lead to a mismatch in the application of the established standards, making it difficult to implement the objectives proposed by the BNCC. Therefore, investing in training programs that prepare educators for this transition is essential to ensure successful application of the guidelines.

In addition, resistance to innovation by some educators and institutions can be a significant obstacle to the adoption of the BNCC. It is essential to address this resistance with strategies that promote dialogue and collaboration among all those involved in the educational process. Creating an environment that encourages the active participation of school communities can facilitate the acceptance of changes and foster a sense of belonging to the new guidelines.

The adaptation of local curricula to the requirements of the BNCC also requires a joint effort, driving the creativity and innovation of educators. This task should not be seen as a burden, but rather as an opportunity to develop more engaging and effective pedagogical practices that reflect the specific realities and needs of each community. This adaptation process requires careful planning and respectful integration of regional particularities with national guidelines.

It is vital to conduct regular assessments of BNCC implementation to identify areas of success and those in need of improvement. These analyses should be based on a diverse set of indicators that report on the evolution of learning and the impact of the guidelines on educational practice. This ongoing assessment allows for adjustments to be



made promptly, ensuring that the educational plan remains aligned with the proposed objectives.

Finally, it is recommended that future research address the effectiveness of training methods for educators, investigating which strategies are most effective in promoting adherence to the BNCC guidelines. In addition, studies that explore the impact of the implementation of the BNCC on student learning, considering different educational contexts, will contribute to the improvement of educational policies in Brazil. This in-depth investigation is necessary to ensure that the promises of the BNCC are fully realized and that Brazilian education moves towards a more equitable and quality future.



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