

**BASIC EDUCATION AND THE SOCIO-POLITICAL PROJECT IN BRAZIL: THE
ENTREPRENEURIAL “SELF” AND THE REAL “SELF”**

***A EDUCAÇÃO BÁSICA E O PROJETO SOCIOPOLÍTICO NO BRASIL: O “EU”
EMPREENDEDOR E O “EU” REAL***

***LA EDUCACIÓN BÁSICA Y EL PROYECTO SOCIOPOLÍTICO EN BRASIL: EL “YO”
EMPRESARIAL Y EL “YO” REAL***



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ABSTRACT: This article aims to analyze the sociopolitical project for basic education in Brazil since the Federal Constitution of 1988 until the financial crisis of 2008, which began in the United States in 2007, which emphasized the orientation of entrepreneurship as a way of warming up the economy and post-crisis capital restructuring. As part of this project, within the scope of basic education, the influences of the BNCC on what is called the entrepreneurial “I” are examined. To this end, a bibliographic, exploratory and documentary typology study was carried out, with a qualitative approach. From the critical and contextualized theoretical framework, an analysis was outlined based on the categories of historical totality, contradiction, and hegemony. The results highlight the purpose of the sociopolitical project for basic education, having at its core the entrepreneurial discourse as the form of continuity of capitalist society.

KEYWORDS: Sociopolitical Project. Basic education. Entrepreneurial Individual.

RESUMO: O presente artigo tem o objetivo de analisar o projeto sociopolítico para a educação básica no Brasil desde a Constituição Federal de 1988 até a crise financeira de 2008, iniciada nos Estados Unidos em 2007, a qual deu ênfase na orientação do empreendedorismo como forma de aquecimento da economia e reestruturação do capital pós-crise. Como parte desse projeto, examina-se, no âmbito da educação básica, as influências da BNCC no que se denomina “Eu” empreendedor. Para tanto, foi realizado um estudo de tipologia bibliográfica, exploratória e documental, com abordagem qualitativa. A partir do referencial teórico crítico e contextualizado, delineou-se uma análise tendo como base as categorias da totalidade histórica, contradição e hegemonia. Os resultados evidenciam o propósito do projeto sociopolítico para a educação básica tendo como cerne o discurso empreendedor como a forma de continuidade da sociedade capitalista.

PALAVRAS-CHAVE: Projeto Sociopolítico. Educação Básica. Indivíduo Empreendedor.

RESUMEN: Este artículo tiene como objetivo analizar el proyecto sociopolítico de la educación básica en Brasil desde la Constitución Federal de 1988 hasta la crisis financiera de 2008, iniciada en Estados Unidos en 2007, que enfatizó la orientación del emprendimiento como forma de calentar la economía y reestructuración del capital post-crisis. En el marco de este proyecto, en el ámbito de la educación básica, se examinan las influencias del BNCC sobre lo que se llama el “yo” emprendedor. Para ello se realizó un estudio de tipología bibliográfica, exploratoria y documental, con enfoque cualitativo. Desde el marco teórico crítico y contextualizado, se trazó un análisis basado en las categorías de totalidad histórica, contradicción y hegemonía. Los resultados resaltan el propósito del proyecto sociopolítico de educación básica, teniendo como núcleo el discurso emprendedor como forma de continuidad de la sociedad capitalista.

PALABRAS CLAVE: Proyecto Sociopolítico. Educación básica. Individuo Emprendedor.

Introduction

The constant changes in the global economy, whether growth or recession, impact all sectors of society, leading to significant implications for individuals' lives. Understanding social and economic dynamics contributes to grasping the movement of public policies developed in response to societal demands, values, and consumption behaviors.

In Brazil, especially from the 1990s onward, with the intensification of neoliberal economic adjustment measures—including privatization, deregulation, expanded economic liberalization, and reduced state intervention—there has been a significant influence on economies and societies. This has allowed for the amplification of state actions adjusted to market demands, resulting in the growth of mixed public management models with neoliberal orientations. This movement was also evident in education, particularly following the World Conference on Education for All (UNESCO, 1990) and the approval of Law of Guidelines and Bases (LDB) No. 9,394/96 (Brasil, 2019), under the auspices of the Federal Constitution of 1988, which in Article 205 establishes that “Education, a right of all and a duty of the State and the family, shall be promoted and encouraged with the **collaboration of society**, aiming at the full development of the person, their preparation for the exercise of citizenship, and their qualification for work” (Brasil, 1988, emphasis added, our translation).

Since 2008, marked by the financial crisis that originated in the United States in 2007 (Puello-Socarrás, 2021), there has been a need for an in-depth and updated analysis of the project concerning basic education in Brazil. The post-crisis context required strategies not only to revitalize the economy but also to promote a restructuring of capital.

Thus, this article aims to analyze how the sociopolitical project for primary education reflects the influence of entrepreneurial discourse as a means to drive the economy and shape the capitalist structure in the post-crisis period. The issue involves understanding how this entrepreneurial approach impacts educational practices and school curricula in shaping individuals.

The study employs a methodological approach that combines bibliographic typology and exploratory and documentary research, permeated by qualitative analysis, to address this. The choice of these methodologies is justified by the need to contextualize the sociopolitical project within the Brazilian educational landscape, based on guidelines for education in the post-recession period⁴.

⁴ We point out that from 2008 onwards, the economic recession crisis occurred, which, according to Tonelo (2021, p. 14) “meant an inevitable transformation to a new dynamic of the neoliberal capitalism of the 1990s and its forms
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Initially, the study addresses relevant aspects of the historical and economic context following the 2008 crisis that led to the formulation of the sociopolitical project for primary education in post-crisis Brazil. It then seeks to demonstrate how basic education is planned to meet market demands through an entrepreneurial vision guided by international institutions. The research draws on the theoretical framework of historical materialism, where the analyses are mediated primarily by the categories of historical totality, contradiction, and hegemony. The presence of these categories throughout the text aids in the analytical understanding of the discussions, facilitating the grasp of the historical context and current political orientations that involve and shape educational policies and practices in basic education.

The understanding of the investigated phenomenon through these analytical categories does not refer to a prescription but illuminates the phenomenon to clarify implicit elements within education as a sociopolitical project of capitalist society, as explained by Cury:

The presence of education within a concrete totality manifests and produces that totality, as individuals are not merely social products but also historical agents. This manifestation-production, which takes the form of the hegemonic worldview, is contradictory to the reality that sustains it. By explaining and reflecting the dominant values in society and imposing their cognitive validity within the prevailing order, the conflicting nature of the real allows for a different and divergent thematic justification from the existing one (Cury, 1979, p. 53, our translation).

Consequently, by engaging in this analytical mediation, the goal is to understand how the entrepreneurial discourse permeates the purpose of the sociopolitical project, influencing the structure and organization of primary education and positioning it as an integral part of the continuity and maintenance of capitalist society. Finally, concluding remarks will be presented to consolidate the main analyses obtained and suggest possible directions for future research in this area.

of unstable equilibrium, beyond the ebbs and flows of the political trends prevailing in international imperialist capital”.

2008 Financial Crisis

When addressing the sociopolitical project for basic education and how the influences of entrepreneurial discourse are delineated in education, the aim was to understand historical milestones that represented socio-metabolic movements of capital, which triggered restructuring processes in post-crisis periods and also drove educational reform movements. Thus, the discussions in this section provide an analytical overview to incorporate fundamental aspects of how the theme of "self-entrepreneurship and entrepreneurship" was introduced as a school subject.

During periods of economic recession, social, cultural, technological, political, and educational issues shape capital relations. According to Evans (2011), since World War II, capitalist economies have been impacted by an extensive sequence of economic crises, with the most recent being the 2008 financial crisis, which began in the United States in 2007 with the housing market crisis.

Encouraged by lucrative opportunities, banks faced a growing demand for loans. As growth surged, wages and other prices began to rise, eroding profits. At the same time, asset prices (stocks, land, and even raw materials) increased, prompting speculative buying, often financed by loans, which further drove up prices (Evans, 2011, p.10, our translation).

In response to this rapid economic growth, there was financial leverage stemming from real estate market speculation with high-risk mortgage loans. This movement caused an economic collapse with the burst of the asset price bubble and a significant recession in production, employment, and income, leading to the bankruptcy of smaller companies with fewer resources, thus triggering a global financial crisis (Evans, 2011). This crisis is also referred to by Tonelo (2021) as an international dynamic post-2008 characterized as a Great Recession:

[...] it is the expression of the failure of the international capital accumulation dynamic over nearly three decades, a period known as neoliberalism. The contradictions of this model, however, did not manifest from labor struggles for the radical transformation of societies, but from the very limits reached by capital within its metabolism (Tonelo, 2021, p. 17, our translation).

According to Puello-Socarrás (2021), this global financial crisis is a significant event, placing it within the broader context of the crisis of historical capitalism. This suggests that the crisis was not merely an isolated incident but revealed deep structural weaknesses in the global

economic system. The reference to the reconfiguration of neoliberalism highlights the transformative changes in economic policies that occurred as a result of the crisis.

Historically, neoliberalism advocated for market primacy and minimal state intervention, but it appears to have been reassessed in light of the evident failures during the crisis, potentially incorporating regulatory adjustments and a renewed emphasis on corporate social responsibility. As the author himself states:

In the balance of ideological praxis, the update and renewal of neoliberalism in the 21st century can be explained by the cognitive influx reactivated by the currents of Neoliberal Heterodoxy (Puello-Socarrás, 2017). This is a trend at the turn of the century that gained even more relevance from the global financial shock of 2007/2008, an unprecedented episode in deepening the crisis of historical capitalism, and summarized in this form by neoliberalism itself: (...) the Wall Street crisis is to market fundamentalism what the fall of the Berlin Wall was to communism: it tells the world that this mode of economic organization is unsustainable. In the end, everyone says, this model does not work (Puello-Socarrás, 2021, p. 45, our translation).

The 2008 crisis had economic, political, and social implications that symbolized the collapse of a political system. It was a financial crisis that also represented a crisis of confidence in the prevailing global economic system, necessitating a deeper revision of economic paradigms, where neoliberalism became more intense and pernicious, referred to by the author as "new neoliberalism" or, as Dardot and Laval (2016) describe it, a barbaric face of ultraneoliberalism.

Moreover, by mentioning the repercussions across various spheres of society, Puello-Socarrás (2021) suggests that the crisis was not limited to the financial sector but also influenced social, political, and cultural issues, potentially contributing to increased inequality and triggering social movements aligned with political agendas on a global scale.

Recognizing the 2008 financial crisis as a landmark in the reorganization of neoliberalism underscores the dynamic nature of economic ideologies. The crisis may have acted as a catalyst for revising neoliberal assumptions, resulting in a more pernicious approach to labor market changes that acknowledge the need for effective regulation and appropriate responses in times of crisis solely for the maintenance of capital. These combined aspects highlight the complexity and breadth of the effects of the 2008 crisis, impacting the economic, social, political, and ideological realms. They also permeate the educational context through reforms, changes in educational policy, the production of programs, actions, projects, guiding

documents, and legislation that reflect the power dynamics of the agents influencing public policy development. In this regard, Antunes (2017) elucidates that reforms:

[...] embed in their design: a school (and an "education") that is flexible to meet business demands and imperatives; a volatile, superficial, and trained education designed to address the needs of the "versatile," "multifunctional," and flexible labor market (Antunes, 2017, p. 12, our translation).

Thus, the context of curricular reforms represents an intense process of reorganization, involving changes that delineate and adjust school management, pedagogical practices, teacher training, and evaluation. It is a set of alterations that embodies a sociopolitical project, culminating in the proposal of a National Common Curriculum Base (BNCC), which includes substantial directions for entrepreneurship in the education of children and youth.

Sociopolitical Project for Basic Education

Since the promulgation of the Federal Constitution (CF) of 1988, regarded as the citizen constitution due to the social movements it supported, up to the most recent legislation and guiding documents, there has been an opening for the private sector to operate within the public educational context as a means of improving the quality of education and preparing students for the labor market. According to Dutra (2018), the CF was created during a period of political redemocratization with a forged constituent process that, through the idea of democracy, allowed for public and private autonomies. Andrade (2023) adds that the idea of a Common Base for school curricula emerged precisely within the struggle against the pernicious educational policies of the civil-military dictatorship.

While there was an intention to restore freedom and diversity in teaching, there was also an opening for the expansion of private sector involvement in the public domain. Articles 209 and 213 of the CF provide, respectively, that "Education is free to private initiative, provided that the following conditions are met: I - compliance with the general norms of national education; II - authorization and quality assessment by the Public Authority." Article 213 further stipulates that "Public resources shall be allocated to public schools, but may be directed to community, confessional, or philanthropic schools, as defined by law" (Brasil, 1988, our translation). In addition to this process, Article 214 of the CF provides for the implementation of a national ten-year education plan, highlighting in its section IV the training for work,

reinforcing the need and possibility of strengthening alliances with all levels, including the private sector, as emphasized by the World Conference on Education for All, held in Jomtien in 1990, in its Article 7:

New and increasing articulations and alliances will be necessary at all levels: between all subsectors and forms of education, recognizing the special role of teachers, administrators, and educational staff; between educational bodies and other government agencies, including planning, finance, labor, communications, and other social sectors; between governmental and non-governmental organizations, the private sector, local communities, religious groups, and families. It is particularly important to recognize the vital role of educators and families (Unesco, 1990, our translation).

In this context, the CF and the Jomtien Conference presented guidelines for directing education under the auspices of neoliberal recommendations, focusing on the development of the individual for work. These influences represent means for consolidating the role of the State as a promoter of social policies, but not the sole responsible entity (Pires, 2021). It is important to highlight that advances that occurred during this period are considered developmental in social areas; however, this is only a part of the sociopolitical project for basic education.

With the approval of the LDB (Law of Guidelines and Bases of National Education) in 1996, the continuity of the sociopolitical project is evident right from its first article, in the caput of Article 2, which establishes that “School education should be linked to the world of work and social practice,” reflecting capitalist interests in how education should be structured to meet labor market demands, emphasizing labor skills and competencies in the formulation of school curricula.

In light of these guidelines, the interests of capital are evident in the pursuit of a qualified, productive workforce through education, even though the legal provisions of the CF (Federal Constitution) and the LDB frame education as a universal right and state responsibility, indicating a focus on the full development of the individual. However, the progressive introduction of market logic into education, as noted by Adrião (2022) and Freitas (2018), signals a concerning shift. The increasing involvement of private entities, corporations, and even churches in the management and decision-making of educational policies points to a privatization of the educational space, a phenomenon intrinsically linked to ultraneoliberalism, which impacts how pedagogical practices and individual development are structured, particularly in the curriculum of educational levels. As Amarante and Moreira (2019) assert, “Economic, social, and cultural issues significantly influence the way one thinks about world

organization and the education curriculum that is desired” (p. 10, our translation). Thus, “[...] the BNCC proposal is aligned with the market logic, aiming to standardize the curriculum with an emphasis on improving large-scale assessment scores” (Amarante; Moreira, 2019, p. 10, 14, our translation).

The CF of 1988 and the LDB established this neoliberal trend and, as highlighted by Moreira (2015), brought a set of consequences for public management and the design of educational policies. The emphasis on efficiency, competitiveness, and preparing students to meet labor market demands can easily overshadow other educational objectives, such as critical thinking, active citizenship, and personal development. Furthermore, the influence of the private sector on education creates a scenario where access to and quality of education may increasingly depend on the financial capacity of students and their families, contrary to the principle of equality and universality that should govern public education.

Continuing with the trajectory of economic influences on primary education, during the 2008 financial crisis, a significant economic collapse impacted societies worldwide, and education faced considerable effects due to reduced investments. However, as a form of economic reconstruction, Puello-Socarrás (2022, p. 1138, our translation) highlights that “[...] entrepreneurship has had a descriptive, but above all, prescriptive influence on the (counter)reforms of the neoliberal state and its apparatus, and also on the (re)construction of its state, governmental, and managerial regime.”

The prescription of entrepreneurship, as mentioned by the author, is outlined in current educational documents, whether international or national, where a new learning pillar influenced by UNESCO is conceived, namely “learning to be entrepreneurial,” as pointed out by Caetano (2021). In the author’s analysis, education is subordinated to the interests of capitalist relations and is considered a product serving the market. In Brazil, the BNCC incorporates the logic of skill-based learning and standardized assessment as structural elements of basic education.

Entrepreneurship, as a curricular content, is present in the stages of basic education when the BNCC (*Base Nacional Comum Curricular*) directs the development of socioemotional competencies through its ten general competencies. This intention is more clearly observed in the sixth competency, which mentions the relationships with the world of work aligned with life projects:

6. Value the diversity of knowledge and cultural experiences and acquire knowledge and experiences that enable understanding the relationships

inherent to the world of work and making choices aligned with citizenship and life projects, with freedom, autonomy, critical awareness, and responsibility (Brasil, 2018, our translation).

In addition to socioemotional competencies, the BNCC directs education toward entrepreneurship, financial education, and meritocracy, holding individuals accountable for their failures and achievements as entrepreneurs (Peroni; Caetano; Arelaro (2019). This direction is reflected in the final version of the BNCC (Basic Education – Early Childhood Education, Elementary Education, and Secondary Education), where, according to Bucio, Moreira, and Ramos (2022, p. 158), one of the purposes of secondary education is to provide a culture conducive to the development of attitudes, skills, and values aimed at promoting “[...] entrepreneurship (creativity, innovation, organization, planning, responsibility, leadership, collaboration, future vision, risk-taking, resilience, and scientific curiosity, among others), understood as an essential competence for personal development, active citizenship, social inclusion, and employability” (Brasil, 2018, p. 466, our translation).

Moreover, according to the document itself, it is necessary to

[...] provide support for young people to recognize their potential and vocations, identify perspectives and possibilities, build aspirations and goals for current and/or future professional and educational insertion, and develop an entrepreneurial, ethical, and responsible attitude to navigate the world of work and society in general (Brasil, 2018, p. 466, our translation).

By establishing the development of entrepreneurial attitudes and postures, the BNCC (Brasil, 2018) aims to prepare young people to build their aspirations based on dreams—life projects—that are resilient, flexible, and adaptable concerning employability and an unstable labor market. The BNCC was introduced in a context marked by significant political and social changes since the CF (Federal Constitution) of 1988 and the LDB (Law of Guidelines and Bases of National Education) of 1996, reflecting the tension between the ideal of universal and inclusive education and the influences of neoliberalism in the educational sector. While attempting to standardize education nationwide, it operates in a complex environment where market forces and neoliberal policies are dominant, bringing entrepreneurship closer to basic education. For Caetano (2021, p. 121),

[...] the individual is seen as an entrepreneur of oneself, as they must adapt to the world of individualism, competition, and accountability, not only in the production process but also for their employability. This is because the labor

market, increasingly restricted and competitive, is understood as a situation fundamentally dependent on each individual's performance and merit.

thus, the implementation of the BNCC in Brazil is linked to this context of neoliberal influences in education as a continuation of a sociopolitical project for basic education. It is crucial to maintain constant vigilance to ensure that this curricular base serves the purpose of strengthening a high-quality, inclusive, and emancipatory public education, rather than becoming a tool to deepen inequalities and primarily cater to market demands.

"The Entrepreneurial Self" and the "Real Self"

In the context of entrepreneurship, the emphasis on constructing the "entrepreneurial self" highlights an individual who is highly productive, resilient, and adaptable to market changes. However, this construction can be seen as a form of mystification, as it overlooks the social and economic conditions that shape the "real self."

From a neoliberal perspective on the individual's role in contemporary society, there is a strong emphasis on self-responsibility and self-management. In this context, the individual is viewed as responsible for shaping their life trajectory, expected to take control not only of their personal sphere but also their career and economic success. The promotion of productivity and work is a fundamental pillar, given that neoliberalism values the notion that individual effort is crucial for achieving financial goals.

[...] The neoliberal subject must constantly take care of themselves, striving to improve, remaining engaged with work, and being highly productive, resilient, and capable of adapting to constant changes. In other words, they are an entrepreneurial worker who, beyond being a qualified individual, needs to possess a range of competencies such as optimism, flexibility, resilience, proactivity, persistence, and initiative, which are responsible for their personal and economic success or failure (Caetano, 2021, p. 112, our translation).

The excessive valorization of entrepreneurship may undermine wage labor and labor rights, contributing to job precariousness. According to Caetano (2021, p. 112, our translation) "on the surface, this individual appears to be an entrepreneur, but in essence, they are a worker pressured by the historical context to adopt a specific way of selling their labor without social guarantees." In other words, this individual who, at first glance, seems to be an entrepreneur is, in reality, more similar to a worker. The text highlights that, due to the historical context, this

individual is pressured to adopt a specific role of selling their labor while lacking the social guarantees traditionally associated with wage labor. Essentially, the entrepreneurial appearance may be a response to circumstances, and the lack of social guarantees suggests precariousness in their labor situation.

Consequently, in Puello-Socarrás's analyses (2021, p. 42), the author observes that entrepreneurship has been brought to the forefront, establishing neoliberal rules and parameters to be followed. This view of entrepreneurship as a guiding principle suggests that the entrepreneurial mindset is not limited to the business context but permeates various spheres of society.

The historical contributions of Austrian neoliberalism and the emerging Italian neoliberalism, including the Milan School and the Bocconi boys (Blyth, 2014; Nicoli; Paltrinieri, 2019) are crucial in understanding the resurgence of the "entrepreneur," their theories, and their praxis. They are not only normative and cognitive references for the reorganization of state apparatuses and the restructuring of public policies but also position the entrepreneur and the "spirit" of entrepreneurship as an anthropological guiding principle for social, economic, cultural, and political dynamics. This is referred to as "entrepreneurial accumulation" (Puello-Socarrás, 2019) (Puello-Socarrás, 2021, p. 46, our translation).

This perspective relates to entrepreneurship in education, where the "entrepreneurial spirit" is frequently promoted as an essential skill for students. Additionally, the role of the state in promoting entrepreneurship and market formation has implications for educational policies that foster project-based learning under the logic of the entrepreneurial self, anchored in a curriculum proposal that positions entrepreneurship as a central pillar.

In this context, this perspective can be interpreted as promoting entrepreneurship not only as a practical skill but also as a set of values and attitudes that guide how individuals face challenges, seek opportunities, and reproduce mechanisms termed as social and economic advancement. Thus, entrepreneurship is seen as a guiding principle of current educational policies, influencing how individuals interact with their surrounding environment, including the educational context.

As mentioned, the focus on entrepreneurship can have various social and economic implications that warrant consideration. By placing a disproportionate emphasis on entrepreneurship, there is a risk of devaluing wage labor and underestimating the importance of workers. The precariousness of work, often associated with the pursuit of flexibility and innovation, results in less secure and stable conditions for workers. Emphasis on flexibility can

lead to inconsistent and intermittent employment contracts, lower wages, and lack of benefits, contributing to financial and emotional insecurity for workers. Caetano (2021, p. 112, our translation) notes that “[...] the ideology of freedom and entrepreneurship turns the worker into an entrepreneur of themselves at the cost of precarious work, forms of management, and control over the worker and their labor, without employment ties or responsibility on the part of the employer or the company.”

Thus, the concept of entrepreneurship should be grounded in the notion of an Entrepreneurial State, viewing the world as a business and the relationships between labor and capital, where workers in this context are referred to as entrepreneurial subjects and/or neoliberal subjects, or even entrepreneurs of themselves (Dardot; Laval, 2016). Han (2018, p. 89, our translation) adds that “[...] the contemporary subject is an entrepreneur of themselves who self-exploits. At the same time, they are self-monitors. A self-exploiting subject brings with them a field of forced labor, in which they are both the executioner and the victim.”

Therefore, promoting critical education about entrepreneurship is essential to develop a more balanced and informed understanding of the topic. This involves questioning the dominant narrative that often idealizes and positively advocates entrepreneurship without considering the social, unequal, and economic complexities involved. Including discussions on business ethics, equal opportunities, human and labor rights, social responsibility, and economic impacts helps provide a more comprehensive view of entrepreneurship and its effects on society.

Final considerations

In concluding the analyses conducted here through the categories of historical totality, contradiction, and hegemony, theoretical support was sought for understanding economic changes in the era of global capital, especially following the great recession from 2008 onward. The focus was on establishing a connection with the understanding of the social and economic dynamics involved, in order to analyze the mechanisms constituting the socio-political project for education. The reconfiguration of neoliberalism and its implications for the role of the State, guided by the theory of Post-New Public Management, has intensified the presence of the “entrepreneur of oneself” narrative in curricular reforms in basic education.

This dynamic demonstrates that the public educational context has become a target of private sector interests, with the defense of improving the quality of education and preparing students for the labor market prevailing. However, neoliberal influence raises concerns about

the privatization of education, the dilution of content, educational reductionism, and the potential use of the BNCC for market-driven interests.

Education centered on entrepreneurship for building the “entrepreneurial self” emphasizes a highly productive individual while neglecting awareness of the social and economic aspects that truly shape people’s lives—the “real self.” The overvaluation of entrepreneurship as content in the BNCC may further contribute to the formation of precarious workers and the devaluation of wage labor, resulting in a situation of labor insecurity. The analysis highlighted concerns about the influence of entrepreneurial discourse in basic education, pointing to the risks of privatizing education through guidance on pedagogical practices, school curricula, and student formation, aiming to demonstrate that the socio-political project for education represents the hegemony and reproduction of capitalist desires.

In this scenario, it is essential to maintain constant vigilance to ensure that public education remains of high quality, inclusive, and emancipatory, rather than becoming a tool to deepen inequalities and solely prioritize market demands. The emphasis on the “entrepreneurial self” reflects only a neoliberal view of the individual as responsible for their own life trajectory and economic success.

The entrepreneurial discourse in the educational context represents a continuation of the socio-political project of capital, and, in this sense, there are limitations that currently prevent the verification of the impacts of this proposal. However, it is crucial to monitor the results of this devastating reform through new research efforts that track any changes that may occur.

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