


Meaning, limits and perspectives of integral education in the High School reform

Sentido, limites e perspectivas da educação integral na reforma do Ensino Médio

Significado, límites y perspectivas de la educación integral en la reforma de la educación secundaria

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ABSTRACT

This article discusses the meaning attributed to integral education in the High School reform promoted by Law n. 13.415/2017. Specifically, this work discusses the meaning attributed to integral education in the current High School reform, based on theoretical study guided by the historical-dialectical materialist method. This research was developed based on a bibliographical study, analysis of legislation, and documents that guide the reform. The aim is to discuss the meaning attributed to integral education in the current High School reform. As a result, the study allowed us to understand that, articulated with the High School National Curricular Guidelines – Resolution 03/2018 –, the National Common Curricular Base, the Curricular Reference of the State of Paraná and formative Itineraries, the High School reform goes against the grain of development of a type of comprehensive training that enables students to obtain knowledge and act as a transforming subject of their reality, resulting in training for social reproduction. In conclusion, we highlight that the proposition of an integral education in high school preserves educational duality and training adjusted to market interests.

Keywords: Educational policy; High school; Comprehensive training.

RESUMO

Neste artigo discutimos a educação integral na reforma do Ensino Médio a partir das alterações promovidas pela Lei nº 13.415/2017. Trata-se de resultado de reflexões teóricas realizada com base no método materialista histórico-dialético, e em específico questiona em que consiste a educação integral proposta no âmbito da reforma. Desenvolvida com base em estudo bibliográfico, análise da legislação e de documentos norteadores da reforma, tem-se como objetivo discutir o sentido atribuído à educação integral na atual reforma do Ensino Médio. Como resultados, o estudo permitiu compreender que, articulada às Diretrizes Curriculares Nacionais para o Ensino Médio – Resolução 03/2018 –, à Base Nacional Comum Curricular, e ao Referencial Curricular do Estado do Paraná, a reforma do Ensino Médio caminha na contramão do desenvolvimento de um tipo de formação integral que possibilite ao estudante obter conhecimentos e atuar como sujeito transformador de sua realidade, resultando em uma formação para a reprodução social. Como conclusão, destacamos que a proposição de uma educação integral no Ensino Médio preserva a dualidade educacional e a formação ajustada aos interesses do mercado.

Palavras-chave: Política educacional; Ensino médio; Formação integral.

RESUMEN

En este artículo discutimos la educación integral en la reforma de la Escuela Secundaria a partir de las modificaciones promovidas por la Ley nº 13.415/2017. Exponemos los resultados de estudio teórico que se realizó sobre la base del método materialista histórico-dialéctico, y en específico cuestiona en qué consiste la educación integral propuesta en el ámbito de la reforma. Fue desarrollada con base en estudios bibliográficos, análisis de la legislación y de documentos que orientaron la reforma, y tiene como objetivo discutir el sentido atribuido a la educación integral en la actual reforma de la Escuela Secundaria. Como resultados, el estudio permitió comprender que, articulada a las Directrices Curriculares Nacionales para la Escuela Secundaria - Resolución 03/2018 -, a la Base Nacional Común Curricular, y al Referencial Curricular del Estado de Paraná, la reforma de la Educación Secundaria va en contra del desarrollo de un tipo de formación integral que permita al estudiante obtener conocimientos y actuar como sujeto transformador de su realidad, lo que termina en una formación para la reproducción social. Como conclusión, destacamos que la propuesta de una educación integral en la Escuela Secundaria preserva la dualidad educativa y la formación ajustada a los intereses del mercado.

Palabras clave: Política educativa; Escuela secundaria; Formación integral.

Introduction

Currently, the Brazilian High School (HS) is marked by contestation from teachers, researchers, and students. We highlight this specific situation with the reform by Law No. 13,415/2017, which reconfigured HS with regard to its workload, the designation of formative itineraries and curricular components, the centrality of the life project and youth protagonism, and the reorganization of school space-time with the implementation of a full-day schedule. In general, we can affirm that these changes reinforce the economic orientation that guides the HS curriculum and increasingly aims to attribute to the student the responsibility for their choices and their future in an unquestionably unequal world, in a visibly devalued school and education. The logic of the reform remains aligned with neoliberal responsabilization and, in the view of its defenders, education is seen as the driving force for effort and one's own success, and in this perspective, it is fundamental to select those who are considered the "best" in the extremely competitive world.

It must be emphasized that the clashes over the definition of the HS curriculum express class inequality, in which the most affluent class treats education as an element of dispute. This situation is seen historically. Since the 1930s, the history of education has made explicit the nuances of the reinforcement of school duality with a differentiation of teaching and school type: one intended for the children of the working class, with vocational training; and another for the children of the elite, with the objective of training future leaders for the country, thus reinforcing class inequality.

In the 1930s, as Melo and Leonardo (2019, p. 2) comment, a period began in which "[...] high school started to be conceived for the masses, who needed professionalization to work in the industries that were emerging in Brazil."¹ A little later, in the 1940s, the authors reinforced the presence of professionalization, as seen in the Capanema Reform, which boosted the commercial, industrial, and agricultural branches with the Organic Laws of Secondary Education.

¹ Original: "[...] o ensino médio começou a ser pensado para as massas, que precisavam de profissionalização para trabalhar nas indústrias que estavam surgindo no Brasil" (Melo; Leonardo, 2019, p. 2).

The duality is also seen in the period that comprises the years 1964 to 1985, a period in which Brazil was living through its dictatorial phase. According to studies by Vicente and Moreira (2021, p. 257), "secondary education was based on a rudimentary formation of the subject with the aim of creating a workforce to meet the booming demand of the Brazilian industrialization process [...]"². Based on these authors, it is possible to verify a differentiation in the students' destinies, whether to pursue studies at the higher education level or to be channeled into the job market. It is also observed that:

During the 1964 military coup, the idea of education as an instrument of preparation for the job market was heightened, and, moreover, education was designed as an instrument of ideological control, guided by the doctrine of conservative Christian teaching, of national security, and by the Human Capital Theory (*Teoria do Capital Humano* - TCH), subordinating education to production in order to meet the needs of capitalist growth. (Vicente; Moreira, 2021, p. 259)³

This intention of an education directed towards professionalization can be seen after the Law of Directives and Bases of National Education (*Lei de Diretrizes e Bases da Educação Nacional* - LDBEN), with Decree No. 2,208/97, which made educational pathways more flexible with the possibility of developing courses at the basic, technical, and technological levels, a period in which a superficialization of education, derived from the curricular organization, is observed. Criticisms of this Decree led to the organization of public hearings and reflections that enabled its revocation. This fact led to the promulgation of Decree No. 5,154/2004, a necessary regulation at a time when the focus on an education geared towards entrepreneurship began to give way to thinking about and building another path: that of a secondary education that made it possible both to prepare students to continue their studies and to provide professional

² Original: "a educação secundária baseava-se na formação rasteira do sujeito com o intuito de formar mão de obra para atender à demanda pujante do processo de industrialização brasileira [...]" (Vicente; Moreira, 2021, p. 257).

³ Original: "Durante o golpe militar de 1964, aumentou-se a ideia do ensino considerado como instrumento de preparação para o mercado de trabalho e, além disso, a educação foi projetada como instrumento de controle ideológico, pautado pela doutrina do ensinamento cristão conservador, da segurança nacional, pela Teoria do Capital Humano (TCH), subordinando a educação à produção, a fim de atender às necessidades do crescimento do capitalista" (Vicente; Moreira, 2021, p. 259).

training, without, however, abandoning the humanistic foundation of education, even in a contradictory context, as discussed by Frigotto, Ciavatta, and Ramos (2005).

In the current reform, promoted by Law No. 13,415/2017, the justification was a critique of the curriculum considered to be content-heavy, composed of many subjects, and its replacement by a curricular organization that allows for the choice of formative itineraries, among which the vocational perspective is also found. Through the different formative itineraries, one can see, once again, the intentionality of differentiating the students' trajectories, conveying the understanding that they will make a professional choice and choose their desired future. We emphasize that, if on the one hand the current HSI is described as "new," its characteristic features indicate that the differentiation of educational trajectories left to the students is not new; on the contrary, it is a hallmark of HS and, as Silva (2018) well argues, it rescues a "dusty discourse."

These brief notes allow us to verify that the hegemonic interests present in the formation of the type of man, citizen, and worker who will act in society are characteristic features that have been historically present in HS, geared towards the defense of an education to prepare students for the job market and to meet capitalist demands. If this is the formative perspective, how does the integral education proposed with such emphasis in the current HS differ? Is it merely a school that has increased the number of hours a student spends in it? What is the meaning attributed to integral education in the current HS reform?

The objective we have with this text is to discuss the meaning attributed to integral education as proposed in the HS reform, which is established by Law No. 13,415/2017. For this purpose, we base our work on the historical-dialectical materialist method, seeking to reflect on the subject by considering its concreteness, "[...] the real life-process," and the "ideological repercussions of this life-process" (Marx, Engels, 1998, p. 19). In this study, education is configured as an expression of the class struggle; an important understanding, as "[...] it imposes certain purposes for education, which is configured as a field in which an incessant dispute occurs over the

definition of educational policies" (Masson, 2013, p. 65)⁴. Regarding HS, it is no different, as it is a stage in constant dispute over the direction of education, whether for the continuation of studies or for professionalization; an aspect that can be seen with the current reform promoted by Law No. 13,415/2017.

The writing of this text is based on data obtained through a bibliographic study produced by researchers who follow the trajectory of and debate HS. Furthermore, an analysis of educational policy documents was also used. We agree with Noma, Koepsel, and Chilante (2010, p. 67), when they state that "[...] educational policy documents [...] have close links with the historical place, with temporal circumstances, and with the specific contingencies of the material life in which they are constituted."⁵ Therefore, the documents are not neutral sources. According to Shiroma, Campos, and Garcia (2005, p. 433), documents are "[...] a product and producers of political orientations in the field of education [...]"⁶; therefore, it is necessary to use them as sources of analysis in a way that allows for the interpretation and understanding of the policy's intentionality. We observe that documental analysis allows for the examination of documents produced from legislation, such as the National Common Curriculum Base (*Base Nacional Comum Curricular* - BNCC) and the Curricular Framework of the State of Paraná. The analysis of legislation, in turn, allows for the understanding of the law's message and the intentions present at the time of its proposition.

The collated documentary sources are those we consider important for understanding the current HS reform and what is proposed for integral education at this stage. The selection criterion was based, at first, on guiding documents of the reform, seeking to verify the propositions that were already underway for the HS reform, such as Bill No. 6,840/2013, which establishes the full-time school day in HS.

⁴ Original: "[...] *impõe determinadas finalidades para a educação, a qual se configura como um campo em que ocorre uma incessante disputa em torno da definição de políticas educativas*" (Masson, 2013, p. 65).

⁵ Original: "[...] *os documentos de políticas educacionais [...] têm estreitas vinculações com o lugar histórico, com as circunstâncias temporais e com as contingências específicas da vida material na qual são constituídos*" (Noma; Koepsel; Chilante, 2010, p. 67).

⁶ Original: "[...] *produto e produtores de orientações políticas no campo da educação [...]*" (Shiroma; Campos; Garcia, 2005, p. 433).

This Bill was pointed out by Ferretti (2018) as a predecessor to Provisional Measure (*Medida Provisória* - MP) 746/2017.

In a second moment, we focused on documents that direct the reform in general, such as MP No. 746/2016, Law No. 13,415/2017, and also on documents that detailed the HS curricular organization, such as Opinion No. 03/2018 and Resolution CNE/CEB No. 03/2018, which regulate the current Curricular Guidelines for HS, the HS BNCC, and the Curricular Frameworks of the State of Paraná. In this second block, we verified the indications for integral education.

As a way to obtain comparative data for the analysis between what was proposed by the previous and current curricular guidelines, we briefly examined Resolution CNE/CEB No. 02/2012, which regulated the 2012 Curricular Guidelines, and Resolution CNE/CEB No. 03/1998, which guided the Curricular Guidelines for HS in 1998. We understand that the study of what HS has become today requires recovering, at least punctually in more recent times, some intentions present in previous regulations that express a direction and meaning for education.

To address the proposed subject, we have organized this article by presenting, first, the pathways and arguments that led to the HS reform. Subsequently, we comment on the meaning of integral HS defended in the reformist process and guided by regulations – such as the BNCC, the National Curricular Guidelines for HS, Resolution CNE/CEB No. 03/2018, which "updates" the Guidelines based on old propositions and intentionalities as we have already stated, and the Curricular Framework of Paraná, with the indication of formative itineraries and curricular components to be implemented; regulations that are discussed and questioned for the project of society and education they represent. As a third point of discussion, we comment on the perspectives of a truly integral education, one that can recover foundations and indicate positions for the defense of a genuinely emancipatory HS.

The current reformist process of High School

The HS reform was strongly influenced by Bill No. 6,840/2013, drafted at the end of Dilma Rousseff's first term in office, a time when discontent and contestations against the government from the opposition were emerging. This Bill conveys the vision of the members of the Special Commission for the Reformulation of HS. One of the arguments for the reformulation is based on the low performance of students in national-level assessments, such as the Basic Education Development Index (*Índice de Desenvolvimento da Educação Básica* - IDEB), and international ones, like the Programme for International Student Assessment (PISA). The latter is promoted by the Organisation for Economic Co-operation and Development (OECD) with the objective of training professionals to work in the job market.

Another cause advocated by the Bill is that of full-time HS with the indication of a curricular reorganization into areas of knowledge. The Bill considers “the need for curricular readjustment in HS, in order to make it attractive to young people and enable their insertion into the job market [...]” (Brasil, 2013, p. 7).

Various sectors of society, represented by educators, education researchers, and entities from the educational field, mounted a resistance to this Bill. The National Movement in Defense of HS (*Movimento Nacional em Defesa do Ensino Médio* - MNEM) expressed its position on the matter and pointed out setbacks regarding the right to education for young people who are workers. The entities signing the manifesto assert that: “Bill No. 6,840/2013 revives the curricular model from the times of the military dictatorship, with an efficientist and market-driven bias” (Brasil, 2013, p. 1). In addition to this consideration, the manifesto's text also highlights that the Bill brings back defenses of curricular organization proposed in previous times, considered 'innocuous'. The document further indicates that:

Bill 6,840/2013 also disregards fundamental prerequisites for the improvement of the quality of high school that have been pointed out for decades as necessary and urgent and have not yet been sufficiently addressed, such as the solid theoretical and interdisciplinary training of education professionals, in higher education courses, in opposition to “minimalist” conceptions (Cf. Art 3 of Bill 6,840 which alters the provision in Art. 62 of the LDB regarding licentiate degrees and proposes training by areas of knowledge) (Brasil, 2013, p. 2).

This proposal for curricular change was taken up again in 2016 by Michel Temer, when he abruptly assumed the country's presidency. The context was one of profound democratic setback, both in the way Dilma Rousseff was removed from the presidency – as Mancebo (2017, p. 161) explains, “[...] a parliamentary-judicial-media coup begins to be plotted: the impeachment of the president, which occurred on August 31, 2016, without material and conclusive proof, constituting the establishment of a true State of Exception in the country [...]”⁷ – and in the brusque manner democracy was affected by MP No. 746/2016. We understand that the MP was imposed in an undemocratic manner, without establishing dialogue with society, generating protests and strikes by teachers, as well as occupations of public schools and universities by students, all of whom were against this MP.

From the changes indicated by MP No. 746/2016, we highlight the increase of the minimum annual workload to 1400 hours, the mandatory teaching of Portuguese Language and Mathematics in all three years of the course, a curriculum composed of the BNCC and formative itineraries, and the hiring of professionals with recognized expertise to teach content in the technical and vocational training itinerary (Brasil, 2016). Despite the contestations, MP No. 746/2016 was converted into Law No. 13,415/2017 (Brasil, 2017). This law aims to foster the implementation of full-time HS and, with that, the expansion of the annual workload. It also intends to make the curriculum composed of the BNCC and formative itineraries more flexible, proposes the mandatory teaching of Portuguese Language and Mathematics in all three years of the course, makes the teaching of Physical Education, Arts, Sociology, and Philosophy non-compulsory, and establishes the hiring of professionals with recognized expertise to work in vocational education.

The centrality that the BNCC assumes in the curricular organization, development, and conception of education must be emphasized. As we can verify in the analysis by Filipe, Silva, and Costa (2021, p. 787), the BNCC is a “national

⁷ Original: “[...] um golpe parlamentar-judicial-midiático começa a ser urdido: o impeachment da presidenta, ocorrido em 31 de agosto de 2016, sem prova material e cabal, constituindo-se no país a montagem de um verdadeiro Estado de Exceção [...]” (Mancebo, 2017, p. 161).

curricular policy” that revives the learning objectives publicized in the context of the World Conference on Education for All held in Jomtien. According to the authors:

Today, the BNCC is the mandatory national reference for the adaptation of Basic Education curricula with a homogenizing technical/instrumental function, subsuming local and regional specificities and imposing the privileged objectives and themes for achieving the development of the “ten general competencies” of Basic Education in students, at all levels and modalities of Education. (Filipe; Silva; Costa, 2021, p. 790)⁸

The BNCC promises a curriculum presented as modern that preserves the neoliberal intentions of adapting students to a competitive society. In this sense, we can say that, perhaps, the only novelty of the BNCC is the way it is proposed, interweaving all of Basic Education, and how it has interfered with the organization of pedagogical actions developed by the school.

In addition to the BNCC, there is also the proposed policy to promote the implementation of full-time HS, present in this legislation, which presents some contradictions, given the scarce investments in education resulting from the 20-year cut in public resources through the approval of Constitutional Amendment No. 95/2016, which could result in its impediment.

Another problem to highlight is educational inequalities, and specifically the access to and retention in school for Brazilian youth. As mentioned by Silva, Krawczyk, and Calçada (2023, p. 5): “Inequality of access is still visible in current times. The HS completion rate is 76.8% among white individuals and 61.8% among black and brown individuals (INEP, 2019).” The inequality seen in access is also visible in retention for those with lower income. As stated by Silva, Krawczyk, and Calçada (2023, p. 5): “The average number of years of schooling is substantively higher among the 25% with the highest income (13.4 years) compared to 9.9 years among those with the lowest

⁸ Original: “Hoje, a BNCC é a referência nacional obrigatória para adequação dos currículos da Educação Básica com função técnica/instrumental homogeneizante, subsumindo as especificidades locais e regionais e impondo os objetivos e as temáticas privilegiadas para o alcance do desenvolvimento das “dez competências gerais” da Educação Básica nos alunos, de todos os níveis e modalidades de Ensino”. (Filipe; Silva; Costa, 2021, p. 790)

income.”⁹ The data allow us to consider the inequalities that working students face in accessing school, remaining in it, and completing their studies.

The proposal for the flexibilization of the HS curriculum, advocated by Law No. 13,415/2017, presents a type of curriculum for a flexible worker, with the development of competencies and skills championed by the Organisation for Economic Co-operation and Development (OECD). It proposes, therefore, the training of a workforce to act in the market at the service of capital (Ferretti; Silva, 2017) (Lima; Maciel, 2018) (Kuenzer, 2017). According to Ferretti (2016), Silva, and Scheibe (2017), this proposal fragments knowledge and reinforces the inequalities faced by HS students.

It should be noted that this is a characteristic feature of the understanding of education as subjugated to capitalist interests. It is important to remember, as Masson (2013) commented, that “[...] education is a contradictory field.” In the analysis developed so far, we can see that education is not denied; on the contrary, it is made available and considered in a “new” format. This reinforces education, but only and exclusively in this format promoted by the reform. With this direction, there is again a process of reproducing education for work. Inspired by Masson (2013, p. 67), we consider it to be a process of social reproduction that aims to “[...] ensure that certain skills and values are reproduced so that individuals can define their objectives in line with the needs of the dominant production system.”¹⁰

This is a proposal for an education that is developed and presented in line with the processes of financialization that characterize the current phase of labor organization and management under capitalism. As Harvey (1994, p. 140) explains, flexible accumulation “[...] rests on flexibility with respect to labour processes, labour markets, products, and patterns of consumption.”¹¹ As we can verify, these are the

⁹ Original: “A desigualdade de acesso é visível ainda nos tempos atuais. A taxa de conclusão no ensino médio é de 76,8% entre brancos e de 61,8% entre pretos e pardos (INEP, 2019).”
 “O número médio de anos de escolaridade é substantivamente maior entre os 25% com maior renda (13,4 anos) para 9,9 anos entre os com menor renda.” (Silva; Krawczyk; Calçada, 2023, p. 5)

¹⁰ Original: “[...] garantir que determinadas habilidades e valores sejam reproduzidos para que os indivíduos possam definir os seus objetivos em consonância com as necessidades do sistema de produção dominante.” (Masson, 2013, p. 67)

¹¹ Original: “[...] se apoia na flexibilidade dos processos de trabalho, dos mercados de trabalho, dos produtos e padrões de consumo” (Harvey, 1994, p. 140).

author's reflections on a productive moment in which, on the one hand, there is flexibilization, instability caused by the rollback of social rights, the precarization of worker hiring practices, and unemployment. On the other hand, there is the organized restructuring of finance and production, through “[...] dispersal, geographical mobility, and flexible responses in labour markets, in labour processes, and in consumer markets, all accompanied by hefty doses of technological, product, and institutional innovation” (Harvey, 1994, pp. 150-151)¹².

From this process, we notice a mismatch between the evolution of production forms and the forms of labor employment. It is perceptible that, at the speed of productive development, the possibility for a worker to remain employed vanishes. It happens as Harvey highlighted: the valorization of scientific knowledge for corporate power. As a consequence, what remains for workers are increasingly precarious jobs for which, as we can perceive in this market movement, a general qualification is sufficient. It is within this framework that the HS reform takes place.

The proposal for a flexible curriculum for the HS was defended by those who dispute political and economic hegemony, alleging the rigidity of the curriculum, the excess of content and mandatory subjects, school dropout rates, and insufficient performance in external assessments – such as PISA – whose concern is to prepare the student to answer standardized tests.

Thus, the legislation, by establishing the proposal of making only Portuguese Language and Mathematics compulsory during the three years of the HS program and making the teaching of Physical Education, Art, Sociology, and Philosophy non-compulsory, organizes a minimum curriculum to meet both international assessments – with a focus on Portuguese, Mathematics, and Sciences, as proposed by the PISA tests – resulting in the impoverishment of the HS student's education, and the recent requirements for insertion into the job market. In this way, basic skills such as reading,

¹² Original: “[...] dispersão, da mobilidade geográfica e das respostas flexíveis nos mercados de trabalho, nos processos de trabalho e nos mercados de consumo, tudo isso acompanhado por pesadas doses de inovação tecnológica, de produto e institucional” (Harvey, 1994, p. 150-151).

writing, counting, knowing how to communicate, and having some professional performance that can be obtained through vocational formative itineraries are valued.

According to Kuenzer (2017), the flexibilization present in Law No. 13,415/2017 affects not only the students but also the teachers, who are workers. This includes those at the forefront of technical and vocational education, since the reformist law allows for instruction by people of "recognized expertise," resulting in the denial of scientific education, which is made possible for licentiates, as well as the deprofessionalization of the teaching profession. It is about valuing a practical and immediate knowledge, based on doing, devoid of the scientific reflections that ground and structure a professional's practice. Therefore, behavior comes to be valued more than knowledge, so that the practices of how-to-do take priority. In this sense, we see education transforming into training, with an absence of reflections on knowledge, on work, and on what it means to be a worker today. In this process, the student is also divested of the necessary education for demanding and defending the rights of the working citizen. It is, therefore, a proposal that brings detriment to the education of the HS student, opposing integral education from an emancipatory perspective.

The meaning of integral education in the High School reform articulated with the Guidelines/2018, the BNCC, and the Curricular Framework of the State of Paraná

HS is an indispensable formative stage for students to construct their identities, whether through knowledge acquired at school, through socialization, or through the cultural interactions established among all subjects present in the school space. In other words, it goes beyond preparing them for work and for citizenship, whose concern, present in a type of bourgeois education designed for the working class, has the objective of training a workforce to expand capital, while class inequalities remain.

We observe that the National Curricular Guidelines for HS (*Diretrizes Curriculares Nacionais para o Ensino Médio* - DCNEM)/2018 preserve the intentions of maintaining classes, present in Brazilian society and in education for a long time, following the guidelines of a privatist educational project with a market-oriented approach defended by hegemonic groups, reinforcing the historically constructed

structural duality, which runs counter to the achievement of an emancipatory education for the working class.

The DCNEM, Resolution CNE/CEB No. 3/2018, are articulated with Law No. 13,415/2017 and preserve foundations similar to those of the DCNEM, Resolution CNE/CEB No. 3/1998. These reinforce the directions of the reform that intend the development of competencies and seek an education to prepare the student for the job market, in a proposal of a flexible curriculum, which we understand results in the emptying of knowledge.

Art. 6 of Resolution CNE/CEB No. 3/2018 establishes that, in HS,

integral education: is the intentional development of the student's physical, cognitive, and socio-emotional aspects through significant educational processes that promote autonomy, civic behavior, and protagonism in the construction of their life project (Brasil, 2018, p. 17).

We notice a contradiction in this excerpt, as the student protagonism advocated in the guiding documents of the HS reform aims at adaptation. We understand that, contrary to what is established in the Resolution in question, integral education with a view to effective protagonism can only occur with the appropriation of broad scientific knowledge, and not in a simplified, fragmented, and minimized way regarding the number of subjects and the workload of the common core, as is seen in the regulations that guide the current curriculum.

We also find some setbacks in Opinion CNE/CEB No. 3/2018, which grounds the 2018 Curricular Guidelines, by reviving the basic orientations of the 1998 Curricular Guidelines, with an emphasis on the development of competencies. Silva (2018, p. 12) argues that competency-based education is limited because "[...] it does not allow for learning and the exercise of reflection with the depth that cultural education requires."¹³ This type of education makes it impossible to construct critical and reflective subjects to think about reality and transform it.

Thus, we understand that the 2012 HS Curricular Guidelines, which resulted from broad dialogue with various sectors of society for its revision, presented in its text

¹³ Original: "[...] não permite o aprendizado e o exercício da reflexão com a profundidade que a formação cultural exige" (Silva, 2018, p. 12).

a proposal that could bring conditions for advances in student education, in the sense of enabling an education consistent with an integral education, as defended by researchers and education scholars since the 1980s. We agree with Czernisz (2013), who, upon analyzing said Guidelines, understood that they allow students the appropriation of knowledge that leads to human emancipation, by articulating work, science, technology, and culture. Therefore, the DCNEM/2012 constitute a proposal that allows for breaking with the historical duality between manual and intellectual labor and perceiving the relations of inequality historically produced and that are increasingly exacerbated in the current capitalist system.

Conversely, we understand that the 2018 HS Curricular Guidelines do not provide advances for the HS, since they remove the mention of work as an educational principle and add the construction of the life project and the emphasis on youth protagonism. The integration between education and the axis of work, science, technology, and culture as a basis for the organization of the HS curriculum is also removed. We point out that these setbacks present in the reformulation of these DCNEM move in the opposite direction of achieving an education that enables the integral education of students with the development of all their potentialities, as integral education requires the appropriation of scientific and cultural knowledge, and not of fragmented, minimized knowledge, which will be offered to students, as is proposed in the legislation and guiding documents of the current HS reform.

Therefore, the knowledge proposed for HS, presented in the 2018 Curricular Guidelines, is that which, according to Kuenzer (2017, p. 346), "[...] is limited to immediate practice and is reduced to sensible experience, to the limits of the empirical as an end in itself, and not as the starting and arrival point of the production of knowledge from the perspective of transformation."¹⁴ Thus, the proposal of integral education enunciated in these Guidelines is based on the development of physical,

¹⁴ Original: "[...] *limita-se à prática imediata e reduz-se à experiência sensível, aos limites do empírico enquanto fim em si mesmo, e não enquanto ponto de partida e de chegada da produção do conhecimento na perspectiva da transformação*" (Kuenzer, 2017, p. 346).

cognitive, and socio-emotional aspects, following the recommendations of the OECD, changing the conception of education advocated in the 2012 Curricular Guidelines.

The interest of the Temer government aligns with the directions given by Mendonça Filho, and converges with the objectives of Consed and *Todos pela Educação*, for whom the changes made to the 2018 Curricular Guidelines would be appropriate for the educational, political, and economic direction in the current context. In this way, it removed advanced proposals for developing the students' educational process, leaving gaps in the legislation, with the imposition of market interests on education, with the support of business groups that think of school as if it were a company. These interests affect the achievement of an integral education for HS students, with a simplified, minimal education prevailing in order to meet market interests.

Besides the perspective of integral education as a conception that grounds the educational project, the student's full time in school must be considered. Full-time education is a goal of the National Education Plan (*Plano Nacional de Educação - PNE*), Law No. 13,005/2014 (Brasil, 2014), and its indicated strategies include some actions aimed at enabling the student's retention in that environment. It is important to highlight that the percentage increase in full-time HS enrollments is a fact seen in educational data from 2015 to 2020. According to data presented by INEP in the news item titled, "Enrollments in full-time education increase in HS (2020)": "In 2019, the percentage of HS students attending courses with seven or more daily hours reached 10.8%."

We thus find that there are perspectives of integral education as a conception and foundation of education, and there is full-time education as an organization of time and the student's permanence in the school space. We understand that both the conception and the time are important and have been on the agenda of historical struggles for quality education. However, the format in which it is being materialized requires analysis and discussion. In this sense, we highlight the integral education mentioned as a commitment in the BNCC, whose objective is to develop an integral human formation. Despite the explicit intentionality in the document, it is necessary to

remember that the BNCC is based on assumptions that promote an adaptive education to society. A passage from the document is quite illustrative of its intentions:

the BNCC explicitly states its commitment to integral education. It thus recognizes that Basic Education should aim for holistic human formation and development, which implies understanding the complexity and non-linearity of this development, breaking with reductionist views that privilege either the intellectual (cognitive) dimension or the affective dimension. It also means adopting a plural, singular, and integral vision of the child, adolescent, youth, and adult – considering them as subjects of learning – and promoting an education geared towards their welcoming, recognition, and full development, in their singularities and diversities. Furthermore, the school, as a space of learning and inclusive democracy, should strengthen itself in the consistent practice of non-discrimination, non-prejudice, and respect for differences and diversities.

The excerpt in question allows us to notice an educational perspective of welcoming; an aspect criticized by Libâneo (2012) when discussing the dualism present in the school which, on the one hand, enables the welcoming of poor students and, on the other hand, provides knowledge to rich students. The author's analysis denounces the approximation of the welcoming school to the neoliberal perspectives of education that aim for social inclusion as propagated by international organizations. Specifically, Libâneo (2012, p. 17) mentions the suggestions made in the mid-1990s, seen in the World Declaration on Education for All (1990) with the indication of "basic learning needs" reduced to "minimum needs," and inspired by the conception of what the World Bank, equipped with an "economistic" vision, understands the public school to be a space for the inclusion of the poorest.

Such indications fall short when compared to proposals for integral education like the one championed by Anísio Teixeira which, based on the extension of school time, became a reference for the entire country. Teixeira's conception of integral education is based on the understanding that education is life, he also defends that educational capacities should be supplied by the school, in the pursuit of a democratic school (Cavaliere, 2010).

It is possible to perceive that what Teixeira proposed aimed to provide in the school a space for knowledge and for the experience of cultural and artistic activities.

Another experience was developed during the government of Luiz Inácio Lula da Silva (2003-2010), with the More Education Program (*Programa Mais Educação* - PME), regulated by Interministerial Ordinance No. 17/2007 and later by Decree No. 7,083/2010, which aims to foster the integral education of children, adolescents, and youths through socio-educational activities in the after-school period.

Decree No. 7,083, of January 27, 2010, provides for the Program:

Art. 1. The More Education Program has the purpose of contributing to the improvement of learning through the expansion of the time spent by children, adolescents, and youths enrolled in public schools, by offering basic education on a full-time basis (Brasil, 2010, p. 1).

The Program is part of the goals of the Education Development Plan (*Plano de Desenvolvimento da Educação* - PDE) and aims to reduce social and regional inequalities in education and to leverage the implementation of the extended school day. In the document, we notice an articulation between Education, Social Assistance, Culture, and Sports, aiming at social protection, the improvement of students' development, and their retention in school, in vulnerable territories (Brasil, 2009).

In 2017, the New More Education Program was created by MEC Ordinance No. 1,144/2016. The Program's focus is on learning Portuguese language and mathematics, with the development of activities in the fields of arts, culture, sports, and leisure. The document (Brasil, 2016) presents as its purpose: to contribute to literacy and literacy skills, reduction of school dropout and repetition rates, improvement in learning outcomes, and expansion of the period students of elementary education (initial and final years) spend in school. In the case of HS, there is another direction; the current reform preserves the characteristic features of the educational policy proposals developed since the aforementioned decade. We base our analysis on Garcia, Czernisz, and Pio (2022), who understand that the proposals for integral education within the scope of the ongoing HS reform, on the one hand, point towards human emancipation, but, on the other hand, do not distance themselves from and still promote an education aligned with neoliberal interests, an education very close to what the market requires, and that, in a way, reproduces and maintains social inequalities.

This is why we verify the emphasis on a life project developed and mediated by market interests, the centrality of the development of socio-emotional competencies adaptive to the social and work context, as well as entrepreneurship as the purpose of education, aspects that make explicit the alignment of education with neoliberal thought. Thus, for the authors, the proposal of integral education within the scope of the HS reform, by maintaining the guiding intentions of education, promotes for the present day a customization of what was proposed for education in the 1990s.

The presence of the reinvigoration of neoliberal assumptions requires verifying what is proposed in specific HS regulations, according to Law No. 13,415/2017. Bittencourt (2019, p. 1776) brings contributions to this reflection. The author analyzed the proposal of integral education in the context of the BNCC and comments on the existence of limitations in the “[...] implementation of an integral education (from the point of view of the students' integral formation) and integrated education (from the point of view of curricular integration and the expansion of educational times and spaces) [...]”.¹⁵ According to her studies, one of the limitations is the option for a curriculum based on the development of competencies, the orientation in question, as the author commented, since the mid-1990s, when an alignment of the school and the curriculum with the needs of the world of work is observed.

Another aspect highlighted in Bittencourt's writings (2019, p. 1774) is that in the curricular design, "diversified listings of learning objectives (the so-called skills)" predominate, leaving no "clear axes of integration" in the curriculum, resulting in a fragmented education. In addition to these aspects, Bittencourt mentions little emphasis on the artistic and cultural fields and on the expansion of knowledge.

It should be considered that the BNCC guides a curriculum conception based on the development of competencies that, aligned with neoliberal directives, does not aim for an integral education from an emancipatory point of view. On the contrary, it is a prescription for an education that is adaptive to the world we have; hence the need

¹⁵ “[...] implementação de uma educação integral (do ponto de vista da formação integral dos estudantes) e integrada (do ponto de vista da integração curricular e da ampliação de tempos e espaços educativos) [...]” (Bittencourt, 2019, p. 177).

to lead the student to think about their own life project and their responsibility in defining it. This is a direction that reinforces the curricular components contemplated in the HS curriculum of Paraná, such as the life project, computational thinking, and financial education, which constitute a trio that sustains an education that incorporates economic values.

In the Curricular Framework of the State of Paraná (*Referencial Curricular do Estado do Paraná - RCEPr*), there is a reinforcement of the need to ensure the integral education of students. The document highlights that HS "[...] is the stage for deepening and consolidating the essential learning to which all citizens are entitled" (Paraná, 2021, p. 33). It contains the curricular arrangements present in the formative models of the "New" HS.

The RCEPr attests that the formative itineraries are the most flexible part of the curriculum, with the possibility of different forms of development with regard to the organization and offering by institutions and education networks. The importance of the Life Project curricular component is also highlighted "[...] for the establishment of a human configuration of the citizen being, as a protagonist subject of their individual and social history" (Paraná, 2021, p. 55), that is, it signals that this curricular component contributes to making the integral education of students viable. According to this document, "[...] The essence of the New HS is student protagonism [...]" (Paraná, 2021, p. 61).

The formative itineraries are also contemplated in the document, approached as the area of languages and their technologies, the area of mathematics and their technologies, the area of natural sciences and their technologies, the area of applied human and social sciences, and the technical and vocational training itinerary. The objectives of the education in the formative itineraries are:

- To deepen the learning related to the *general competencies*, the Areas of Knowledge, and/or Technical and Vocational Training;
- To consolidate the *integral education* of students, developing the necessary autonomy for them to carry out their *life projects*;
- To promote the incorporation of universal values, such as ethics, freedom, democracy, social justice, plurality, solidarity, and sustainability; and
- To develop *skills* that allow students to have a broad and heterogeneous worldview, *to make decisions*, and *to act in the most diverse situations*,

whether at school, at work, or in life. (Brasil, 2018a) (RCEPr, 2021, p. 721, emphasis added).

In the excerpt, we verify several aspects already mentioned. It is possible to notice that integral education, through the development of competencies and skills, is a characteristic feature of the education, which also aims at the development of the life project and decision-making; aspects that lead to a utilitarian understanding of youth protagonism. We also stress that the RCEPr provides a detailed description, enumerating and indicating each skill to be developed, that is, a detailed exposition. This meticulous presentation is also seen in the BNCC, and it reveals a technicist trait, characteristic of the Framework and the formative proposal.

In this regard, we highlight the observations of Kuenzer, who comments:

The flexibilization of the curricular organization and methodology is one of the ways to meet the purpose of training professionals whose labor force can be consumed in a more or less predatory manner along the production chains. Its conception is inserted in the context of so-called flexible learning, understood as the flexibilization of itineraries, times, and spaces of learning, as proposed by the High School reform; in this case, the justification is the student's autonomy, in opposition to the rigidity of the schedules of traditional courses (Kuenzer, 2020, pp. 62-63)¹⁶.

Through Kuenzer's analysis, we see that this pedagogical project will only ensure the perpetuation of school duality, which places students on the fragile conveyor belt of a utilitarian and deficient education.

A conception of integral education from an emancipatory formative perspective

Integral education is distinct from the full-time education proposed in the legislation concerning the HS reform. Silva (2014) highlights that there is a profusion

¹⁶ Original: "A flexibilização da organização curricular e da metodologia é uma das formas de atender à finalidade de formação de profissionais, cuja força de trabalho poderá ser consumida de forma mais ou menos predatória, ao longo das cadeias produtivas.

Sua concepção se insere no contexto da chamada aprendizagem flexível, entendida como flexibilização dos itinerários, dos tempos e dos espaços de aprendizagem, tal como propõe a reforma do Ensino médio; neste caso, a justificativa é autonomia do aluno, em contraposição à rigidez dos tempos dos cursos tradicionais." (Kuenzer, 2020, p. 62-63)

of terms and expressions referring to integral education, also understood as the extension of the school day or full-time education, which are mistakenly used as if they had the same meanings, hindering the implementation of a national policy of integral education.

Integral education with a focus on integral human formation stems from the concept of polytechnic education or the Marxist conception of education; a proposal that defends the union of productive work and education. That is, work as an educational principle, enabling the integral formation of the subject in their totality, which allows for knowledge of the productive process, of oneself, and of reality, contributing to a social transformation. According to studies by Nosella (2020), this proposal should reach HS students in order to enable the construction of a critical and reflective consciousness about reality so that a transformation can occur.

The Marxist proposal for education defends *omnilateral* formation, denominated polytechny or polytechnic education, that is, the development of all of the human being's potentialities in an integral manner: a human formation with scientific, cultural, and technical bases, providing an understanding of the concrete reality of a society divided into classes. According to Moura, Lima Filho, and Silva (2015, p. 1061), "[...] Marx associates polytechnic education with the idea of a fully developed individual [...]"¹⁷ in its various aspects: cognitive, cultural, physical, artistic, political, among others.

Discussions about the proposal of integral education in HS from the perspective of polytechny date back to the 1980s. According to Krawczyk (2011), it is a proposal that aims to break with the dichotomy between intellectual and manual labor, general education and vocational education. In the educational field, the 1980s were marked by the defense of an education that would include a HS curriculum articulated with productive work. The formative perspective should be capable of leading students to an understanding of the entire production process, in order to perceive issues such as alienation, exploitation, and labor relations, thus contributing to the pursuit of a social

¹⁷ Original: "[...] *Marx associa a educação politécnica à ideia de indivíduo integralmente desenvolvido [...]*" (Moura, Lima Filho e Silva, 2015, p. 1061).

transformation and overcoming the social inequalities so present in the capitalist system.

This important debate is taken up again in the 2000s, in a proposal articulated between work, science, and culture. According to Garcia and Lima Filho (2004), the aim is to guide the constitution of a new educational policy. Ramos (2004) ponders, in her studies, that these elements are considered the structuring axis of the HS curriculum from the perspective of integral human formation, collaborating in the understanding and transformation of social reality.

For this proposal of integral education for HS to become effective, it is necessary for students to appropriate the knowledge historically produced by humanity, participating in their integral formation. However, what we have perceived, when analyzing the documents that guide the HS reform, as well as Law No. 13,415/2017, is the proposal of a full-time education, with an expansion of space and time, presenting a flexible, minimized curriculum, focused on competency-based learning, emptying knowledge in order to train a workforce for the job market. Thus, the student is prevented from problematizing reality, which only contributes to the strengthening of capital, and not to the development of a truly integral education for the student.

This type of education also impacts the teacher's work, who, faced with the curricular reorganization of HS into extended days and with curricular components completely altered in relation to the pre-reform curriculum, will have to seek to recompose their workload with the possible curricular components, those that are available and that, perhaps, have no relation to their foundational training. This means that the curricular flexibilization of HS compromises and de-qualifies the teacher's work, while also compromising the students' education, as we have already stated based on Kuenzer (2017).

Added to all this is the fact that in the State of Paraná, the use of technologies and the implementation of a "digital school" has transformed the classroom and the school routines of students and teachers into a sequence of actions aimed at meeting the objectives of tasks set out on digital platforms. The teacher's work has been reduced; even the lessons are found ready-made, as can be seen on the *Aula Paraná*

– Full-Time Integral Education Program page. The lessons for the life project in HS are ready-made. There are 16 lessons in the first year, 18 lessons in the second year, and 18 lessons in the third year about preparation for post-HS. The ready-made lessons do not allow for elaboration by the teacher, as they arrive already demarcated. How can one develop an emancipatory educational process, based on a truly integral education, when, in fact, the current project does not allow the teacher to think and prepare their lessons, nor does it bring an elaborated content that makes it possible to develop the students' knowledge? For this reason, we agree with Kuenzer (2020, p. 60), who comments on the inversion of the dual proposal:

[...] until the early 1990s, it presented the general education secondary school for the bourgeoisie and the vocational school for the workers. And, given the precarious conditions that the public secondary schools that serve those who live from their labor have presented, general education, previously reserved for the elite, when made available to the workers, became banalized and de-qualified. That is, the bourgeoisie, when it makes the general version available to the workers, does so in a de-qualified manner; and general education high school became a school for other people's children, while education in science and technology became the option for the children of the bourgeoisie, even if in higher education; for them, high school is just a necessary step to access the courses valued by the market, in the regime of flexible accumulation.¹⁸

We understand that the author's reflection is essential if we intend to chart another path for HS. Following this path implies leading teachers to reflect on the reform, on how the HS reform is yet another component of the offensive capitalist educational project put into practice to minimize the student's education and formation and to devalue the teacher.

¹⁸ Original: “[...] até os primeiros anos da década de 1990, apresentava a escola média de educação geral para a burguesia e a escola profissional para os trabalhadores. E, dadas as condições de precarização que as escolas médias públicas que atendem os que vivem do trabalho têm apresentado, a educação geral, antes reservada à elite, quando disponibilizada aos trabalhadores, banalizou-se e desqualificou-se. Ou seja, a burguesia, quando disponibiliza a versão geral para os trabalhadores, o faz de forma desqualificada; e o ensino médio de educação geral passou a ser escola para os filhos dos outros, enquanto a educação em ciência e tecnologia passou a ser a opção dos filhos da burguesia, mesmo que no ensino superior; para esses, o ensino médio é apenas um degrau necessário para o acesso aos cursos valorizados pelo mercado, no regime de acumulação flexível” (Kuenzer, 2020, p. 60).

Final Considerations

We began this text with the purpose of reflecting on the meaning attributed to integral education in the current HS reform. The reflections made it possible to notice that there are still many challenges present in this educational stage, among them school duality, the expansion of school offerings, the search for integral education, the reaffirmation of the importance of HS for the youth's formation, and the re-signification of the teacher's work. Thus, it is necessary to act in defense of this educational period in favor of technical and scientific knowledge for all young students in an egalitarian manner, to act critically and break with the historical inequalities that permeate HS.

The reform by Law No. 13,415/2017 made the curriculum flexible, with an expansion of school time and space; in other words, it presents a proposal for full-time education and not for integral education, resulting in an education for social reproduction and not for emancipation. We understand that the law advocates for a minimized education of knowledge in line with the changes in the world of work which, as we have seen, has recently been restructuring and discarding workers, and from those who are hired, a general qualification, geared towards doing, is required. We also understand that the HS reform, articulated with the 2018 Curricular Guidelines, runs counter to the development of a type of integral education that would allow the student to know the productive process in its totality and to develop criticism and reflection to act as a transforming subject of their reality.

Therefore, we defend an integral education that contemplates the scientific, philosophical, historical, and artistic aspects, which makes it possible to develop all the potentialities of HS youth, aiming for their insertion into a just society, and not just utilitarian knowledge, which contributes more to the discarding of the working citizen. In this sense, we understand that studies on the misdirections of the reform are important. Just as the constitution of resistance movements that oppose the neoliberal, adaptive-to-the-market-logic directions is urgent and necessary, directions which nullify the knowledge of students and teachers and prevent the development of

criticism and reflection, so essential for overcoming the historically constructed class inequalities.

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